

Scotholme Primary and Nursery School

Fisher Street, Hyson Green, Nottingham, NG7 6FJ

Inspection dates 10–11 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils are making good progress. The large number of pupils who speak English as an additional language are well supported and make rapid progress in their language development.
- Teachers plan a range of activities which fully engage the pupils so that they consistently make good progress.
- Pupils' behaviour is excellent. They feel very safe, are polite and respectful, and have very positive attitudes to learning.
- The headteacher and senior leadership team are providing good leadership, which is supporting the considerable improvements in the school.
- There are rigorous systems for monitoring teaching, which are supporting the continual improvements in pupils' achievement.
- Parents and carers speak highly of the work of the school and are very pleased with the support for their children.

It is not yet an outstanding school because

- The new systems to track pupils' progress are not always used quickly enough to spot pupils who need extra help, especially in Years 3 and 4.
- Teachers do not always give enough challenge to pupils to gain the higher levels in their work.
- Teachers' marking does not always show pupils what to do next to improve their work.

Information about this inspection

- Inspectors observed 21 lessons, of which four were joint observations with senior leaders. All class teachers were seen working with the pupils.
- Discussions were held with the headteacher, the vice-chair of the governing body, the local authority primary adviser, senior leaders, staff and groups of pupils.
- Inspectors took account of the 41 responses to the Parent View online questionnaire and the 36 responses from the staff questionnaire.
- Inspectors scrutinised a range of evidence, including the school improvement plan, the system to track pupils' progress, records relating to behaviour and attendance, safeguarding documentation, and a sample of pupils' work.

Inspection team

Stephen Walker, Lead inspector

Additional Inspector

Renee Robinson

Additional Inspector

Alan Brewerton

Additional Inspector

Full report

Information about this school

- The school is larger than the average sized primary and nursery school, serving the Hyson Green area close to the centre of Nottingham.
- Most of the pupils are from minority ethnic backgrounds with a significant number of Pakistani, Bangladeshi, Indian, African and East European heritage. There is a very small minority of pupils from White British backgrounds.
- At least four out of five pupils are learning to speak English as an additional language, and many are initially at the early stages of learning English. This is above average.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported by school action plus or assessed with a statement of special educational needs is average.
- The school is part of the Nottingham Central Learning Partnership which is a voluntary grouping of primary and secondary schools across the city.
- The school meets the current government floor standard, which sets the minimum expectations for pupils' attainment and progress.
- Building is presently taking place on the school site to provide three additional classrooms to accommodate the expanding pupil roll.
- The school has received the Investors in People award and National Healthy Schools status.

What does the school need to do to improve further?

- Improve the quality of teaching and raise levels of achievement so that pupils gain standards in English and mathematics that are well above national averages by:
 - ensuring the new systems for tracking pupils' progress are used to identify quickly any pupils who risk underachieving
 - ensuring that teachers have sufficiently high expectations for all their pupils so that they achieve their full potential
 - improving feedback to pupils so that they are clear about their next steps in learning.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good during their time at school, as parents and carers agree. Attainment at the end of Year 6 is typically average, which demonstrates good progress from their low starting points. Most pupils make expected progress and an increasing number exceed expectations.
- Children make good progress in the Early Years Foundation Stage because of the well-planned provision and the good teaching by both the teachers and the teaching assistants. Leaders are developing the resources in the Nursery classroom and outside area to improve the learning opportunities for the children.
- The large majority of pupils speak English as an additional language, and many are initially at the early stages of learning English when they arrive at the school. Pupils quickly gain confidence in their language development due to the high-quality, bi-lingual support from teaching assistants. Subsequently, the pupils make good progress particularly in the key skills of reading, writing and mathematics.
- Pupils make good progress in reading so that attainment is in line with the national average by the end of Key Stage 2. Reading is a key focus of the curriculum, and pupils read regularly in school and increasingly at home each day. The school is effectively using a structured phonics programme across the school to teach pupils how letters and words relate to sounds (phonics).
- The school is improving the quality of writing for both boys and girls through a greater emphasis on helping pupils to write in a more structured way in a variety of subjects. The emphasis on speaking and listening in class and encouraging all pupils to answer questions is greatly supporting the improvement in writing skills.
- The newly-developed systems for tracking pupils' progress, and the support provided through the pupil premium funding for underachieving pupils, are leading to faster progress for many pupils, particularly in Key Stage 1. The school is effective in providing additional support for White British pupils whose progress has not been as good as that of the other pupils in the past. However, some pupils do not always get fully effective additional support, particularly in Years 3 and 4.
- The proportions of pupils making more than the expected progress from their starting points is similar to that found nationally. However, more pupils are increasingly capable of gaining the higher levels in English and mathematics, particularly when they have gained proficiency in speaking and writing English. Targets for pupils and classes are sometimes set at too unambitious a level, so that a few pupils who could make more than average progress do not achieve their full potential.
- Most disabled pupils and those who have special educational needs make good progress in line with their peers. This is because effective work from teaching assistants helps them overcome barriers to learning and take part in lessons with the other pupils.

The quality of teaching is good

- Teaching in all classes is usually good, with examples of some outstanding teaching. As a result,

most pupils make good progress and achieve well over their time at school. The vast majority of parents and carers feel that their children are taught well and pupils agree.

- The supportive atmosphere in lessons and good quality of planning ensure that pupils are fully engaged in their learning. Lessons involve a range of interesting activities so that pupils display enthusiasm and good concentration. Displays in classrooms provide a stimulus for learning and opportunities to celebrate pupils' work.
- Teachers encourage pupils to work independently and in groups which greatly support the development of their social skills. High-quality questioning encourages pupils to think about their work and develop their confidence in speaking.
- Disabled pupils and those who have special educational needs are benefiting from the support they receive. The use of additional adults in class and the regular withdrawal of pupils for extra help in reading, writing and numeracy are helping these pupils make good progress.
- All pupils have daily periods of literacy and numeracy, and this greatly supports the teaching of basic skills. Teaching is successful in overcoming any early problems with reading and writing so that pupils can make good progress. Teaching in the school actively supports the spiritual, moral, social and cultural development of the pupils.
- Outstanding teaching is seen when teachers regularly check pupils' understanding, ensure that tasks provide sufficient challenge and encourage pupils to rely less on adults and more on themselves when learning. For example, Year 5 and 6 pupils made rapid progress in their understanding of data handling in mathematics because the tasks were clear, interesting and appropriately organised for the different abilities in the class.
- Most teachers make sure that the activities are well matched to the different abilities, particularly for the average and lower attaining pupils. However, there are potentially more higher attaining pupils as they become proficient in English. They are not always sufficiently challenged to gain the higher levels because the work in lessons is sometimes too easy for them.
- Marking is supportive but there are some inconsistencies in its quality across the school. Marking of literacy work tends to be more detailed and informative than in numeracy and other subjects. Feedback from teachers does not always help pupils to recognise their next steps in learning.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding in lessons and around the school, and this contributes to a calm and orderly environment. The vast majority of parents and carers are highly positive about behaviour in the school.
- In lessons, pupils consistently meet the school's expectations. Pupils typically respond well to teachers' good use of praise and encouragement which leads to high standards of behaviour. The regular assemblies and the imaginative use of singing are greatly supporting the positive atmosphere in the school because they engage the pupils and foster commitment.
- Pupils are highly proficient at self-discipline in lessons and around the school. For example, pupils can be trusted to work on their own, move around the corridors safely and go out to

play, with minimum supervision.

- Pupils are considerate, polite and courteous to staff and each other and this contributes well to their learning. They make every effort to ensure that the other pupils work and flourish in an atmosphere of respect and dignity.
- Pupils are very aware of the different forms of possible bullying such as cyber-bullying and prejudice-based bullying related to sex, gender, race and disability. This means that bullying of any kind is extremely rare. Pupils, parents and carers say any unkind behaviour, such as teasing and name calling, is dealt with quickly and effectively.
- Teachers and other adults take good steps to ensure that all groups of pupils have an equal chance to thrive in an atmosphere of fairness and trust, and without fear. Pupils feel valued as individuals, even in a larger than average size school. Pupils say they feel very safe in the school and display an excellent understanding of the issues relating to safety.
- The school has been successful in improving attendance and following up absences. There are clear procedures for discouraging extended holidays during term time and attendance is now above average.

The leadership and management are good

- The headteacher is providing strong and effective leadership, which is driving the significant improvements in the school. She has introduced rigorous systems for improving teaching, and this is successful in promoting pupils' good progress. All staff are dedicated to the further improvement and continued success of the school.
- The deputy headteacher and assistant headteacher are providing good leadership of the teaching in literacy and numeracy which is greatly improving the quality of learning and progress in these subjects. However, the new systems to track pupils' progress are not always used quickly enough to spot all pupils who need extra help and some pupils' targets are insufficiently challenging.
- The school has an accurate understanding of its strengths and areas for improvement. The school improvement plan is a comprehensive, working document with clear actions and targets that are focused on improving the quality of teaching and the rate of pupils' progress. The school has fully addressed the key issues raised in the previous inspection.
- The systems of setting targets for teachers have been rigorous in ensuring that teachers are held to account for the progress of their pupils. Professional development is effective for teachers and support staff so that they are continually reflecting on their practice in order to improve further the quality of learning for the pupils. These factors demonstrate that the school has the capacity to improve further.
- The local authority provides a range of effective training for the teachers, support staff and governors. It is active in supporting the Central Learning Partnership which helps the school work with other local schools to share good practice in raising achievement and improving attendance.
- The school has developed an imaginative curriculum which is relevant to pupils' needs and provides a good range of activities. A range of visitors and outside visits provide effective extension of the curriculum, as do the large number of extra-curricular activities, which greatly

increase pupils' enjoyment and experience of school.

- The broad range of experiences in the curriculum contribute well to pupils' achievements and to their spiritual, moral, social and cultural development. As a result, the school is a harmonious community and pupils develop a good appreciation of the different traditions and cultures in society.
- The arrangements for safeguarding meet statutory requirements and underpin the school's very caring approach. There is a strong commitment to promoting equal opportunities and tackling discrimination. For example, the school analyses in detail the performance of different groups in the school to ensure that any gaps in attainment might be reduced.
- **The governance of the school:**
 - is well informed through regular meetings and visits to the school of how well the school is performing
 - is effective in monitoring pupils' achievement and changes in the school
 - is increasing the use of its knowledge of the school in planning for further development.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122478
Local authority	Nottingham
Inspection number	403489

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	350
Appropriate authority	The governing body
Chair	Steve Worthington
Headteacher	Kate Hall
Date of previous school inspection	20 November 2007
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