

South Wilford Endowed CE Primary School

Inspection report

Unique Reference Number	122777
Local Authority	Nottingham
Inspection number	314396
Inspection date	16 April 2008
Reporting inspector	David Speakman

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	289
Appropriate authority	The governing body
Chair	Mr Roger Periam
Headteacher	Mr Eric Perry
Date of previous school inspection	8–11 March 2004
School address	Main Road Wilford Nottingham NG11 7AL
Telephone number	0115 9152967
Fax number	0115 9152963

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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school. The following areas were inspected in detail: the effectiveness of the school's initiatives to raise standards in writing at Key Stage 1; how well the curriculum meets the learning needs of all pupils in mixed-age classes and the effectiveness of systems for bringing together the findings of those with leadership and management responsibilities. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report. Evidence was gathered from observations of lessons and pupils' work, discussions with the headteacher, staff, governors and pupils, the parental questionnaires and school self-evaluation documents.

Description of the school

This is an average size primary school. It serves a community with favourable social circumstances and the proportion of pupils who are eligible for free school meals is below average. Almost all pupils are White British and all speak English as their first language. The number of pupils identified with learning difficulties or disabilities, mainly moderate learning or behavioural difficulties, is below the national average, as is the proportion with a statement of special educational need. The attainment of children starting in Reception is similar to that expected nationally for their age. The school has the Activemark in recognition of its provision for physical education (PE).

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Pupils make excellent progress in this outstanding school. They reach high standards not only in English, mathematics and science, but also in other subjects and pupils' personal development is exceptional. 'This is an excellent school. The positive regard shown to the children by the teaching staff is a testimony to the leadership qualities and the Christian perspective of the school.' This parent's view sums up the overwhelming support expressed by parents.

Standards in English, mathematics and science at the end of Year 6 have been high over a number of years. Current standards in Year 6 show a continuation of the well-established trend of high attainment. Displays of pupils' work and lessons observed also show high standards in art, French, history, geography and information and communication technology. This provides pupils with an excellent base on which to move onto the next stages of their education. The school has a strong record of success in sporting activities, indicating high standards in PE and games. Pupils' achievement across the whole curriculum is outstanding and all pupils progress equally well in mixed age classes. Those who find learning more difficult are supported very well and make exceptional progress, both in terms of their own individual targets and in work generally. Higher attaining pupils have work that challenges them and moves them on at pace. The school goes out of its way to cater for pupils with special gifts and talents. Gifted and talented musicians, artists and pupils who are good at different sports have every opportunity to excel. There is a strong tradition of high quality drama performances, in which all pupils have the opportunity to take part.

The quality of education provided by the school is excellent. The school is proud of its outstanding curriculum. It reflects leaders' view that as well as providing pupils with secure skills in literacy and numeracy, the curriculum should provide a rich and varied range of learning experiences so pupils enjoy learning and gain skills, knowledge and understanding across a wide range of subjects. Much learning is based on topics that link together a number of subjects, which makes learning meaningful and enjoyable. The school provides a vast range of visitors into school and curriculum based visits out of school. These all have a significant impact on the quality of learning experiences. The curriculum makes an excellent contribution to pupils' spiritual, moral, social and cultural development, which is outstanding. Discussions and writing in literacy lessons focusing on the slave trade, for example, illustrate pupils' exceptional levels of spiritual understanding. Extra-curricular activities provide a strong level of support for learning. They cover a wide variety of sporting activities, including fencing, as well as dance, music, art, craft and literature and consequently meet the preferences of a wide range of pupils.

The quality of teaching and learning is outstanding. Teachers have very high expectations, both of their own performance in the classroom and that of their pupils. Teachers have excellent knowledge and are able to conduct lessons at a rapid pace so that pupils make exceptional progress and reach high standards. Pupils' ideas and views are valued and never dismissed, giving them confidence to contribute to discussions. Pupils have a very good idea about what they are intended to learn through clear statements made at the beginning of lessons and involvement

in assessing the quality of their own and other pupils' work at the end. One pupil commented, 'I like how teachers make lessons interesting and fun.' Adults working in the school have created an extremely effective and stimulating learning environment.

The school provides outstanding levels of care and guidance. Pupils feel very safe in school and know who to go to if they need help. Older pupils make an excellent contribution to the feeling of security that others experience by befriending younger pupils. This is just one of the many ways in which pupils make an excellent contribution to the school. They offer excellent support to local communities and to the international community, through initiatives such as 'adopting' and sponsoring less fortunate youngsters in other continents. Behaviour is excellent and pupils who need extra emotional support find it in the 'Ark', a facility specially designed and staffed to meet these specific needs. Excellent partnerships with other establishments support this work and ensure the well-being of these and all other pupils. It is clear that pupils enjoy school a great deal and their attendance is good. Pupils engage exceptionally well in opportunities to stay physically fit. Although they have a good understanding of healthy eating, there is room for improving practice in this area. Pupils are fully involved in the learning process. They understand thoroughly the purpose of their targets and receive a lot of advice about how they can improve their work.

Outstanding leadership and management help to make all this possible. The headteacher provides excellent leadership and empowers others with leadership and management responsibilities, making sure that they have the skills and opportunities to do their jobs exceptionally well. Pupils' progress is monitored closely and those at risk of underachieving are identified and supported. Initiatives to improve writing have been successful. Assessment data is gathered and used very effectively to identify where there are weaknesses and improvement plans are made and implemented quickly. Senior leaders monitor performance carefully and improvement is planned extremely clearly, focusing on continuous improvement and paying attention to detail. The governors support and challenge the school's work well and under the very good leadership of the chair, some governors are currently developing and consolidating their roles. In view of the sustained high academic levels, improvement since the previous inspection, excellent teamwork and accurate school self-evaluation, the school has an outstanding capacity to continue to improve further.

Effectiveness of the Foundation Stage

Grade: 1

Children get an outstanding start to their education in the Reception classes and make rapid progress across all areas of learning from the very start. With the introduction of a new programme to develop early reading skills, children make outstanding progress in communication, language and literacy. Their creative development is particularly strong. Staff monitor learning experiences very carefully and children themselves assist in this process by using simple charts to record the type of activity they have been involved in. This helps to ensure that children have a balanced curriculum and develops their independence well. Children engage in a good mix of teacher-initiated activities and those they choose for themselves. Learning takes place both indoors and outside, giving children excellent opportunities to learn through play. Consequently, the vast majority are able to sustain

concentration very well. A few boys demand a little extra attention, but staff handle this very well and with sensitivity, so as not to interrupt the learning of others. Teachers and teaching assistants work extremely well together in leading groups and in making ongoing assessments on children's progress. This means that staff have a very good idea of where individual children are in their learning and are able to move them onto the next steps with confidence.

What the school should do to improve further

- Extend pupils' knowledge of healthy eating and the opportunities they have to make wise choices in adopting a healthy lifestyle.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The effectiveness of boarding provision	
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	1
The standards reached by learners ¹	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1—exceptionally and consistently high; grade 2—generally above average with none significantly below average; grade 3—broadly average to below average; grade 4—exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B



17 April 2008

Dear Pupils

**Inspection of South Wilford Endowed CE Primary School, Nottingham,
NG11 7AL**

I really enjoyed my visit to your school recently and would like to thank you all for making me so welcome. With your help, I managed to find out a lot about your school. What I saw and heard really impressed me. I thoroughly enjoyed meeting you and your teachers, visiting lessons to watch you work and speaking to you to find out what you think about the school and how you help to make it a success.

You go to an outstanding school. All the adults working with you, under the excellent leadership of your headteacher, form a very strong team, which works extremely well to provide you with an education of high quality. Teaching, the curriculum and the quality of care shown for you are all excellent. You make a very important contribution by behaving excellently, taking responsibilities very seriously and trying hard to do your very best. I was very impressed by the sensible way in which you learn, make friends with one another and most of all, care about each other. You help to make others feel safe in school and enjoy being there. This is very important. You all make excellent progress in your lessons and reach high standards in your work. You are very well prepared to go on to the next stages of your education. Those of you I spoke to enjoy school very much.

There is very little that needs improving that your teachers have not already identified and improved. This is why your school is excellent. I am asking staff and governors to help you develop a deeper understanding of healthy eating and lifestyles.

I wish you all the best in the future.

David Speakman
Lead inspector