



# Abbey Gates Primary School

## Inspection Report

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**Unique Reference Number** 122659  
**Local Authority** NOTTINGHAMSHIRE  
**Inspection number** 292469  
**Inspection date** 26 September 2006  
**Reporting inspector** Mr. David Speakman

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

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<b>Type of school</b>	Primary	<b>School address</b>	Vernon Crescent
<b>School category</b>	Community		Ravenshead, Ravenshead
<b>Age range of pupils</b>	3-11		Nottingham, Nottinghamshire NG15 9BN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01623461010
<b>Number on roll (school)</b>	199	<b>Fax number</b>	01623461010
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr.C Barnfather
		<b>Headteacher</b>	Mrs. K Cumberpatch
<b>Date of previous school inspection</b>	2 July 2001		

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## Introduction

The inspection was carried out by one Additional Inspector over one day.

## Description of the school

Abbey Gates is an average sized school which serves the local village community with about a third of pupils coming from further afield. The proportion of pupils claiming a free school meal is below average, as is the proportion with learning difficulties or disabilities. An average number has a statement of special educational needs. Fewer pupils than average come from minority ethnic groups. Attainment on entry is in line with that expected nationally for children of this age. The headteacher has been in post since January, and was acting headteacher during 2005. The Foundation Unit is recognised as a centre of excellence.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Inspection outcomes agree with the school's evaluation that its overall effectiveness is good but there are many aspects of its provision and outcomes that are outstanding. The vast majority of parents support this view. There is a long-standing record of good achievement and above average standards at the end of Year 6. This is because the school seeks to provide the very best it can for all pupils and under the excellent leadership of the headteacher, strives to constantly improve what it does. The headteacher has been in post for a short while but already shows excellent leadership qualities. In a very short time she has established strong teamwork between teachers, teaching assistants and governors who show a high level of commitment to excellence. Therefore, leadership and management overall is good. Year-on-year pupils achieve well and standards are above average. However, standards in science dipped to average levels in 2005, but have risen this year and attainment is once again above average. The school was concerned about the quality and standard of boys' writing. Teachers took corrective action and test results have risen this year. Results in the national tests at the end of Year 2 have fluctuated in the past, varying between broadly average and above average. Provision in the Foundation Stage is excellent providing a particularly secure base for learning in Years 1 and 2. The impact of teaching on pupils' achievement is good, and there are some outstanding features to teaching and learning. Throughout the school teachers place a great emphasis on promoting pupils' personal development and creating a learning environment in which pupils feel secure, good about themselves and are enthusiastic learners. Planning is firmly based on information from the school's thorough assessment of pupils' achievement. This means that pupils are constantly challenged at levels that take account of their previous learning and enable all pupils to progress at a good pace. This includes pupils with learning difficulties or disabilities and those with statements. These pupils receive high quality support, appropriate to their individual needs, from both teachers and teaching assistants. The assessment of pupils' achievement is excellent, both in terms of their personal and academic progress. Teachers carefully track and record each individual pupil's achievement, not only in English and mathematics, but in all National Curriculum subjects and in their personal development. This means that teachers know their pupils extremely well and are able to meet their learning needs fully. The school shows high levels of care for all pupils. Pupils say they feel cared for and safe in school. The excellent curriculum makes a very strong contribution to pupils' personal development. Pupils willingly engage in the wide range of very good opportunities offered to them. These activities enable them develop good attitudes towards staying healthy, both through healthy eating and through physical exercise. Through many opportunities for pupils to be involved in discussion and to gain self confidence, they develop into sensible young adults by the time they reach Year 6, showing a mature approach to their work and to school life in general. This contributes significantly to the extent to which pupils enjoy coming to school and feel safe while they are there. This is reflected in the above average levels of attendance. Pupils are particularly good at taking on responsibility and older pupils are mature and sensible enough to run lunchtime clubs in drama, dance or Spanish for younger pupils. Pupils consider taking on responsibility very carefully as

they have to apply for positions that are advertised within the school. Together with good literacy and numeracy skills, this prepares pupils extremely well for the next stages of their education. The effective leadership and management ensure the school is able to maintain good provision and pupils continue to achieve well. The headteacher has a clear vision of aiming to provide the best. This is reflected in the school's improvement planning, which is very clear and focused on the issues that are most important to the school. The headteacher has a very realistic view of improvement and knows that if initiatives are to be successful staff need the necessary skills and expertise to ensure success. She ensures that appropriate training is provided when necessary. The school is excellent at evaluating its own performance and ensures that it maintains a tight control of school improvement, so that it progresses to schedule and actions impact on pupils' achievement quickly. This contributes significantly to the school's outstanding capacity to make further improvements, whilst maintaining what it already does well.

### **What the school should do to improve further**

- Ensure that recent initiatives to raise achievement, such as those in boys' writing and achievement in science are fully embedded in practice to maintain improvement.

## **Achievement and standards**

### **Grade: 2**

Children enter the Foundation Unit with attainment that is generally in line with that found nationally. They achieve particularly well during their time in the Reception classes and by the time they enter Year 1 most have attained the goals children are expected to reach by the end of the Reception year and some have exceeded them. Good achievement continues throughout Years 1 and 2 and by the end of Year 2 standards are above average. Pupils' achievement is good throughout Years 3 to 6 and attainment is above average at the end of Year 6. This has been consistent over the last few years. Pupils with learning difficulties or disabilities or with statements achieve well.

## **Personal development and well-being**

### **Grade: 1**

This is a real strength of the school and pupils' excellent behaviour and attitudes to learning means that throughout the school there exists a very comfortable and calm learning environment. A few parents expressed concern about the behaviour of a few pupils. This is very well managed and there were no signs of inappropriate behaviour during the inspection. Pupils say they feel safe and secure in school and enjoy coming. Their spiritual, moral, social and cultural development is excellent and pupils show very high levels of social awareness, moderating and managing their own behaviour for much of the time. They are proud of their own achievement and keen to share their successes with others. They have an excellent awareness of how to stay fit and healthy and are keen to eat healthy food and to take part in the many opportunities

to stay physically fit. School and class councils provide opportunities for pupils to make a good contribution to the school community. The school also joins in local events that give pupils good opportunities to contribute to the wider community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The impact of teaching on pupils' learning and their achievement is good. There are some outstandingly good aspects to teaching in this school. Teachers go to great lengths to ensure that pupils are actively learning throughout their lessons. Even when they are introducing the lessons, teachers make a point of directing questions to include a wide range of pupils. Behaviour is managed effectively and teachers are positive in their comments, encouraging even the most challenging pupils to behave well. Teachers have high expectations of their pupils and set demanding tasks and ask questions that really make pupils think.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is very well organised to meet all National Curriculum requirements and to have a positive impact on pupils' personal development. Teachers are creatively deployed to teach to their strengths and individual expertise. A few parents said they were concerned about the curriculum where teachers share a class. However, curriculum planning is highly organised so that pupils do not miss out on or duplicate any learning opportunities in classes where different teachers take a class at different times. Provision for personal, social and health education and citizenship is very strong in the curriculum. The arts are also well represented and this makes a strong contribution to the excellent provision for pupils' spiritual, moral, social and cultural development.

### **Care, guidance and support**

#### **Grade: 1**

This is a real strength in the school and is a cornerstone of its operations. Both pupils' academic and personal progress is very carefully monitored and tracked so the school has a comprehensive picture of each child's complete development as they pass through the school. Child protection procedures and health and safety arrangements are fully in place to ensure all pupils' safety whilst in school.

## **Leadership and management**

#### **Grade: 2**

Leadership and management is good and there are some exceptionally strong features. The headteacher already shows outstanding leadership qualities and has very quickly

established very strong teamwork. She is effectively supported by the staff, who work well together to assist her in her work. Through very strong induction procedures, teachers who have recently joined the school already fit well into the team and work to the high expectations set for them. Monitoring and evaluation of the school's work is excellent. The school evaluates each individual pupil's performance, the quality of teaching and learning, the curriculum and how pupils and other stakeholders feel about what the school does. This means that the school is fully aware of where improvement is needed and is quick to act upon these areas. Governors are very supportive of the school. They also challenge and hold the school to account for its performance. Taking everything into consideration the school gives excellent value for money.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

## **Text from letter to pupils explaining the findings of the inspection**

27 September 2006 Dear Pupils Abbey Gates Primary School, Vernon Crescent, Ravenshead, Nottingham, Nottinghamshire, NG15 9BN Although I was only able to spend one day with you, I really enjoyed meeting you, your teachers and teaching assistants and looking at what you do in school and what you achieve. I found talking to you very interesting and useful and these discussions helped me come to decisions about how good your school is. You go to a good school and there are many excellent things I am able to report about your school. Your teachers go to great lengths to teach interesting lessons and on our way around school there were times when Mrs Cumberpatch and myself didn't want to move to the next class because we were so interested in the lessons and what you had to say. Teachers also try very hard to make sure that you are all involved, including those of you who may need a little extra help or those who can do that little bit of extra hard work. It is very clear that you enjoy school and this shines through in your excellent behaviour and attitudes to school and learning. This really helps your teachers to continuously improve the school for you. The school is in excellent hands under the leadership of your headteacher. She and the staff watch your progress very carefully and they know each one of you very well. Under her leadership, supported by all the staff, the school is capable of making rapid progress in the coming years. You can play your part by continuing to behave as well as you do. The headteacher knows the school so well it was very difficult to find any recommendations for improvement apart from the ones the school is already implementing. I have suggested that the headteacher, staff and governors make sure that the improvements they have recently made continue to have a good impact on your work and life in school. Yours sincerely, David Speakman (Lead inspector)