

Toton Banks Road Infant and Nursery School

Banks Road Toton, Beeston, Nottingham, Nottinghamshire NG9 6HE

Inspection dates

1–2 May 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher, staff and the governing body have created a culture and ethos of care and mutual respect.
- Leaders and other staff promote pupils' personal development, well-being and welfare very well.
- Pupils' behaviour is excellent at all times of the school day. They show very good manners.
- Teachers have good subject knowledge. They plan lessons that enable pupils, including those who are disadvantaged, to make good progress.
- Attainment at the end of key stage 1 in reading, writing and mathematics was above the national averages in 2018.
- In 2018, the proportions of pupils achieving the required standards in the end of Year 1 phonics screening checks and of children achieving a good level of development in the early years were also above the national averages.
- Children in the early years make a good start to their school life. From their starting points, children make good progress.
- Parents and carers are overwhelmingly supportive of the school. Almost all say their children are happy, safe and making good progress.
- The school provides a broad and balanced curriculum which is supported by a wide range of enrichment activities. Staff prepare pupils well for life in modern Britain.
- Leaders check attendance carefully. Attendance is above the national averages for all groups of pupils.
- Governors know the school well. They are well placed to offer support and challenge.
- Staff are bringing about improvements to reduce the differences in the attainment and progress of boys and girls. However, differences remain.
- Pupils acquire phonics skills effectively. However, pupils are sometimes not taught to apply their understanding as well as they could in their writing.
- Teachers sometimes do not match work carefully to pupils' needs. When this happens, pupils, including the most able, do not make the progress of which they are fully capable.
- Sometimes, the quality of pupils' work varies in different subjects.
- Leaders have not ensured that some of their initiatives are implemented fully and equally well by all staff.

Full report

What does the school need to do to improve further?

- Leaders and those responsible for governance ensure that:
 - their actions to bring about improvements are applied consistently well by all staff
 - they continue to refine their strategies to diminish further the differences in the progress and attainment of boys and girls.
- Improve further the quality of teaching, learning and assessment and pupils' attainment and progress, by ensuring that all teachers:
 - teach pupils to more effectively apply their understanding of phonics to improve the quality of their writing
 - have equally high expectations of what pupils can achieve and in different subjects
 - more carefully match work and activities to pupils' needs so that all pupils, including the most able, make the progress of which they are capable.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and senior leaders have established a vision and positive ethos of mutual respect that is shared by all. The commitment of leaders and other staff to the development of the 'whole child' is evident in everything the school does.
- Leaders' evaluation of the school's strengths and aspects in which it needs to improve is accurate. Their improvement plan is detailed and identifies staff responsibilities and milestones for success. Leaders are bringing about continuing improvements.
- Strong teaching enables pupils to make good progress. Leaders and other staff check pupils' progress carefully. They identify pupils who may be falling behind. Leaders meet with teachers to discuss actions that need to be taken to help pupils to catch up.
- Leaders and other staff ensure that the school provides a broad and balanced curriculum. Leaders have developed a clear view of how the curriculum should support both pupils' academic and personal development. For example, pupils excitedly explained their experiences in the recent 'global week' in which they role-played a trip to Fiji and their teacher dressed as a pilot. Pupils learned about climate, volcanoes and geographical concepts. Staff promote pupils' spiritual, moral, social and cultural education well.
- Senior leaders support middle leaders well to develop their roles. Middle leaders work with colleagues in other schools to share expertise. They are knowledgeable and enthusiastic. They carry out an increasingly wide range of actions to check standards and work with senior leaders to bring about improvements. They lead enrichment activities such as the school 'challenge days' to promote learning in different subjects.
- The pupil premium funding is used effectively to support the small number of pupils who are disadvantaged. Staff carefully assess barriers to pupils' learning and plan relevant support. Funding is also used to provide relevant support for children of services families.
- Leaders ensure that additional funding for pupils with special educational needs and/or disabilities (SEND) is used effectively. The coordinator carefully identifies and reviews pupils' needs. As a result of leaders' effective systems, engagement with parents, and, where relevant, the involvement of outside agencies, pupils with SEND make good progress from their starting points.
- The additional funding for physical education (PE) and sport is also used well. Much of the funding has been used to improve the quality of teaching to ensure that the impact is sustainable. The funding is also used to provide a lunchtime play leader. Pupils are very excited about new resources such as the new hall gymnastics equipment.
- The school works closely with another school as part of a formal partnership as well as a local cluster of schools. This supports improvements in, for instance, developing teachers' expertise in assessing pupils' learning or sharing expertise to develop the roles of middle leaders.
- Parents who spoke with the inspectors or who responded to Ofsted's online questionnaire, Parent View, were nearly unanimous in their praise for all aspects of the

school's work. Many commented on the school's community-orientated and nurturing ethos. Many spoke of how their children grow in confidence. A typical comment was that, 'Banks Road doesn't just teach academic knowledge but helps children find themselves and their own individuality.'

- Leaders and other staff are working hard to diminish the differences in the attainment and progress of boys and girls, particularly in reading and writing. For example, they are promoting increasingly positive attitudes to reading, developing the school's approach to guided reading and using cross-curricular approaches to teaching writing. However, while the number is diminishing, some pupils do not make the progress of which they are capable.
- Leaders ensure that staff receive training to continually develop their expertise. Leaders ensure that effective systems for the management of teachers' performance are in place to help hold staff to account. However, leaders and governors are not as rigorous as they could be in checking their initiatives. For example, strategies to improve standards in writing or the teaching of reading are not applied consistently well by all staff.

Governance of the school

- The governing body has an accurate view of the school's strengths and areas for development. Governors receive detailed reports from the headteacher on different aspects of the school's work. Governors prepare key questions in advance of their meetings. The minutes of their meetings show they often ask challenging questions about the information provided. This includes questions about the school's work to improve the progress and attainment of boys.
- Governors meet with middle leaders to discuss and review standards. The 'Governor Day' and other visits give governors valuable insights into the school's work and enable them to check, for example, the school's progress in achieving the objectives in the school improvement plan or safeguarding procedures.
- Members of the governing body are aware of the importance of checking how well leaders allocate and use additional funding received by the school, in particular the pupil premium and PE and sport funding. They check that additional funding is used well.

Safeguarding

- The arrangements for safeguarding are effective. The strong culture of safeguarding and ethos of care are reflected in the very positive views of parents.
- Leaders make rigorous checks on adults before they are able to start volunteering or working alongside pupils. The record of recruitment checks meets all statutory requirements.
- The designated leaders for safeguarding ensure that all members of staff are kept up to date with the latest guidance on keeping pupils safe in education. Staff have received training on the government's 'Prevent' duty.
- Procedures for reporting concerns and record-keeping are thorough and leaders are

tenacious in resolving concerns raised. Leaders take swift action, including the involvement of external agencies, where there are concerns about pupils' welfare.

- Members of the governing body have received safeguarding and safer recruitment training. The governing body checks that the school meets safeguarding requirements.
- Pupils say they feel safe and parents say the school keeps their children safe.

Quality of teaching, learning and assessment

Good

- Teachers are enthusiastic and encourage and expect pupils to work with positive attitudes. Teachers have good subject knowledge. They plan well-structured lessons and have a consistent approach to ensuring that pupils know what they are learning in their lessons. Teachers are often effective in questioning pupils to check their understanding or to develop their thinking.
- Teachers check pupils' progress and attainment carefully. They meet with leaders to discuss pupils' progress and identify any pupil who is falling behind. Pupils are given the support they need to catch up.
- Teachers generally deploy teaching assistants well to support pupils' learning.
- Teachers make effective use of visual imagery and physical apparatus to promote pupils' learning in mathematics. Teachers ensure that pupils gain a good understanding of the main ideas in mathematics and have increasing opportunities to develop their problem-solving and reasoning skills.
- Parents who responded to Parent View or spoke with inspectors commented positively about the homework which teachers set to consolidate or extend pupils' learning. Parents are also positive about the information they receive about their children's learning and progress.
- Teachers help pupils to be confident readers with strategies for reading words they are not sure of. The teaching of phonics is well organised and structured. Staff use consistent approaches and teaching strategies which help pupils to learn letters, sounds and new words, and practise writing words and sentences. However, teaching is sometimes not as sharply focused as it could be to ensure that all pupils make the progress of which they are capable. Pupils are sometimes not as proficient as they could be in independently applying their phonics knowledge in their writing.
- Teachers often use information about what pupils already know to identify the next steps in their learning. In some lessons, teachers effectively reshape tasks in response to pupils' learning. However, this is not consistent. Sometimes, teachers do not match work carefully enough to pupils' needs, including for the most able. Teachers do not have equally high expectations of the quality of pupils' work in different subjects.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils, including the very youngest, are confident, self-assured and articulate.

- Relationships between adults and pupils are very positive. Pupils are taught to have a very well-developed sense of the importance of respecting others and being kind and helpful. They told an inspector that the 'r' in brilliant means 'respect'. They say, 'You shouldn't hurt others' feelings.' They can talk confidently about what makes a good friend.
- Pupils are proud of their school. They like and respect their teachers and are taught to take increasing pride in their work.
- Pupils learn about different cultures and religions. For example, they learn about Judaism, Chinese New Year, and dancing as part of learning about Diwali. They are taught to be responsible and reflective through fundraising for different charities or their involvement in a community 'yard sale'.
- Pupils are taught well how to keep themselves healthy. Pupils in Year 2 told an inspector why physical education is important and how things, such as the school daily mile in which pupils jog around the playground, 'give you energy so you are ready to learn'.
- Pupils are encouraged to be aspirational. They are motivated to succeed. Pupils told an inspector that the 'n' in brilliant means 'You keep on going and trying and never give up.' A visit from the fire service was part of a 'the jobs we do' topic, helping pupils to understand responsible roles.
- Pupils know why school rules are important. They have a clear sense of what is right and wrong and can apply this understanding in their own lives. They have an understanding of the fundamental British values appropriate to their age. They understand democracy, for example through nominating and voting for school councillors. Staff prepare pupils well for life in modern Britain.
- Staff ensure that pupils know how to keep themselves safe, for example in terms of 'stranger danger' or when online. Pupils said there was no bullying in the school and were emphatic that staff would resolve any concerns they may have. Pupils spoke about anti-bullying week and assemblies, as well as visits from the NSPCC. Pupils, staff and parents say bullying is extremely rare.

Behaviour

- The behaviour of pupils is outstanding. Leaders and staff have consistently high expectations of behaviour. Staff praise pupils' positive attitudes and behaviour. Pupils value greatly the reward of a tea party with the headteacher when they gain 'golden stars'.
- Pupils have excellent manners. They hold doors open for adults and hold polite conversations. In Nursery, for example, a child said 'excuse me' as she joined others on the carpet. In the hall, children thanked lunchtime staff.
- Pupils conduct themselves excellently at all times of the school day, including in corridors, in assemblies, at lunchtimes or on the playground.
- In lessons, pupils apply themselves well to all that is asked of them. They persevere and try hard. Pupils only lose focus when work is not well matched to their needs.
- Attendance is above the national average, including that of disadvantaged pupils.

Leaders check attendance carefully and emphasise the importance of attendance to parents. Their records show they work effectively with families where there are any concerns about attendance.

Outcomes for pupils

Good

- In 2018, the proportions of pupils attaining the expected standards and at greater depth at the end of key stage 1 were above the national averages for reading, writing and mathematics. Pupils' attainment in science was similar to the national average.
- The proportions of pupils achieving the required standards in the Year 1 phonics screening check have been above those seen nationally for the last two years, as have the proportions of children in the early years achieving a good level of development.
- Evidence seen in pupils' work and in lessons shows that the large majority of pupils, including those who are disadvantaged, make good progress, particularly in reading, writing and mathematics.
- Pupils have positive attitudes to reading and are encouraged to read increasingly widely. This is further encouraged by their visits to a local library. Pupils who inspectors heard read who had not achieved the standard in the Year 1 phonics screening check previously, read with confidence. As a result of leaders' and other staff's work, pupils' progress in reading, including that of boys, is improving.
- Leaders and teachers quickly identify pupils who need help to catch up. The pupil premium is used effectively to ensure that disadvantaged pupils make good progress. Pupils with SEND make good progress from their starting points.
- Pupils make good progress in developing fluency and proficiency in mathematics. Staff use visual imagery and physical apparatus well to support teaching and learning. Staff provide pupils with increasing opportunities to engage with problem-solving and reasoning activities.
- For the last two years, the proportions of boys attaining the expected standards in reading and writing by the end of key stage 1 were below those seen nationally and well below the attainment of girls. Current pupils' work and school information show differences in attainment are diminishing. The majority of pupils are making good progress in writing. However, pupils sometimes do not apply their phonics skills as well as they could in their writing. Some pupils, including boys, do not make the progress of which they are capable.
- Pupils' presentation and handwriting are improving. However, this not consistent. Furthermore, the quality of pupils' work sometimes varies in different subject areas.

Early years provision

Good

- From their individual starting points, the majority of children, including those who are disadvantaged, make at least good progress in the early years. In 2018, the proportion of children achieving a good level of development was above the national average.
- The early years is well led and managed. Leaders have an accurate understanding of strengths and areas that can be improved. Leaders analyse children's learning and

development carefully in both the Nursery and Reception classes. They use this information to provide effective support for children's specific needs and to identify focused priorities for improvement.

- Staff develop children's personal development well. Children have positive attitudes to their learning. They collaborate and are respectful of each other. Children enjoy learning and are able to maintain concentration. In the Nursery class, for example, children were observed following instructions to make a sandwich. Children were also observed busily and purposefully drawing 'cracks' on the playground while others were trying to 'repair' them, or making statements such as 'I'm going to dig them up!'
- Pupils behave very well in the early years. Staff have ensured that routines are well established. They are taught to be responsible. This was illustrated when children were asked to tidy up. All joined in and children said, 'We're tidy because we're fair and square.' Children are taught to be confident and self-assured.
- Leaders manage transition arrangements well. Children are well prepared as they move through each stage of the early years and into Year 1. Parents contribute effectively to assessments of children's learning and share children's achievements at home.
- Parents are very positive about the start their children make in the Nursery and Reception classes. Children settle in quickly and enjoy school.
- Leaders ensure that the welfare requirements for the early years are met.
- Teaching is good across the early years. Teachers and other adults use questioning effectively to take children's learning forward and encourage children to develop their vocabulary and language skills well. This was seen in a Reception class, where children were taught to use full sentences to talk about what they would need to do to grow cress effectively, or to use language relating to time in sequencing the day's events.
- The learning environment is stimulating and provides opportunities for children to develop their understanding across the different areas of learning, both indoors and outdoors.
- Teaching is often challenging, particularly in the Nursery class. However, this is not consistent. For example, leaders have identified reading as an area for improvement. Staff use consistent approaches to the teaching of phonics. However, teaching is sometimes not as sharply focused as it could be. Sometimes, activities are not as well matched to children's needs or as challenging as they could be.

School details

Unique reference number	122555
Local authority	Nottinghamshire County Council
Inspection number	10087283

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

Type of school	Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Andrew Hitchcock
Headteacher	Carole Clemens
Telephone number	0115 9179881
Website	www.banksroadschool.co.uk/
Email address	head@totonbanksroad.notts.sch.uk
Date of previous inspection	26 June 2018

Information about this school

- Toton Banks Road Infant and Nursery School is smaller than an average-sized primary school.
- The school is part of a formalised collaboration with William Lilley Infant & Nursery School.
- The school has a breakfast and an after-school club.
- The proportions of pupils from minority ethnic backgrounds, and of pupils who speak English as an additional language, are well below those seen nationally.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils with SEND is below the national average.

Information about this inspection

- The inspectors held meetings with the headteacher and other senior and middle leaders. The inspectors met with members of the governing body and spoke with a representative of the local authority.
- The inspectors visited 18 lessons, the majority jointly with senior leaders. During these visits, the inspectors looked at pupils' work and spoke with them to evaluate the quality of their learning. The inspectors scrutinised pupils' work with leaders, met with a group of pupils and listened to pupils read.
- A range of documents were scrutinised. These included those relating to safeguarding, behaviour, attendance, the quality of teaching, learning and assessment and pupils' attainment and progress. The inspectors looked at plans for improvement as well as leaders' evaluation of the school's performance. The inspectors also considered the range and quality of information provided on the school's website.
- The inspectors spoke with parents informally at the start of the school day. Account was taken of the 138 responses to Ofsted's online questionnaire, Parent View, and free-text responses. There were 74 responses to the pupil and 14 responses to the staff questionnaires.

Inspection team

John Lawson, lead inspector

Her Majesty's Inspector

Ann Glynne-Jones

Ofsted Inspector

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