This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty’s Chief Inspector of Education, Children’s Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school          Junior
School category         Community
Age range of pupils     7–11
Gender of pupils        Mixed

Number of pupils on the school roll  173

Appropriate authority   The governing body
Chair                   Sam King
Headteacher             Rosemary Jones
Date of previous school inspection  30 November 2010
School address          High Leys Road
                        Hucknall
                        Nottingham
                        NG15 6EZ

Telephone number       0115 9568281
Fax number              0115 9568282
Email address          office@annieholgate-jun.notts.sch.uk
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Introduction

Inspection team

David Anstead  Her Majesty’s Inspector
Kathleen Yates  Additional inspector

This inspection was carried out with two days’ notice. Eight lessons were observed taught by eight teachers which, together with the observations from the previous monitoring visits, makes a total of 20 lessons seen. Meetings were held with a group of seven parents, groups of pupils, the Chair of the Governing Body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school’s work, and looked at policies, monitoring records, questionnaires conducted by the school and plans.

Information about the school

The school is smaller than the average junior school. The vast majority of pupils are from White British backgrounds and around 7% of pupils are from several minority ethnic groups. There is a much lower-than-average proportion of pupils who speak English as an additional language. The proportion of disabled pupils and those with special educational needs is average. The proportion of pupils known to be eligible for free school meals is above average.

When the school was inspected in November 2010, it was judged to require special measures. Subsequently, the school was inspected on two occasions. At the last monitoring inspection, the school was judged to be making good progress. The school’s performance in 2011 was below the national minimum floor standard set by the government for that year. A new school library has recently been opened.
Inspection judgements

<table>
<thead>
<tr>
<th>Overall effectiveness</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement of pupils</td>
<td>3</td>
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<tr>
<td>Quality of teaching</td>
<td>3</td>
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<tr>
<td>Behaviour and safety of pupils</td>
<td>2</td>
</tr>
<tr>
<td>Leadership and management</td>
<td>3</td>
</tr>
</tbody>
</table>

Key findings

- In accordance with section 13 (4) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that the school no longer requires special measures. This is a satisfactory school. Whilst much of the school’s provision is good, its overall effectiveness is satisfactory because it has only been like this for a relatively short time and the much improved teaching has yet to have an impact on raising achievement to better than satisfactory.

- Assessments show attainment is rising and is now in line with the national average. This represents satisfactory achievement.

- During this inspection, and during the previous two monitoring visits, all teaching seen was good or better. However, over time, teaching has not been as good as it is now and pupils’ progress over a longer period has only been satisfactory. Teachers’ marking and their written feedback help pupils to have a good understanding of how they can improve their work. However, teachers do not give pupils long enough to read the comments, to think about them and to show that they have grasped what they should do to improve.

- Pupils behave well in lessons and around the school. Attendance is above average.

- Effective performance management is rapidly improving the quality of teaching. The development of pupils’ skills in literacy and numeracy and the promotion of their spiritual, moral, social and cultural development are planned but do not naturally permeate all learning. Sometimes teachers miss seizing opportunities for their development or promotion when they spontaneously arise. Parents and carers appreciate the better access to teachers at the end of the school day but say communication with them would be improved if they heard about school events sooner and if there was more guidance about how to help their children with their learning on the school website.
Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**What does the school need to do to improve further?**

- Improve the quality of teaching and the curriculum by:
  - ensuring teachers make the most of opportunities to promote pupils’ spiritual, moral, social and cultural development so that they are a natural and common feature of lessons beyond those specifically planned for pupils’ development in these areas
  - systematically planning opportunities for pupils to apply and develop their literacy and numeracy skills when working in subjects other than English and mathematics
  - providing pupils with more opportunities to access the library to help them develop their reading
  - giving pupils enough time in lessons to read and reflect on their teacher’s written comments about how they might improve their work.

- Improve communication with parents and carers by:
  - informing parents about school events sooner
  - making better use of the school website to explain to parents how they can help their children learn at home.

**Main report**

**Achievement of pupils**

Attainment on entry is broadly average. Attainment in the Key Stage 2 national tests has been below average for several years and, in 2011, Year 6 pupils were the equivalent of two terms behind the national average. Regular and reliable assessments conducted by the school show the progress pupils are making is accelerating term by term as the impact of the better teaching and additional support they are receiving takes effect. The acceleration in progress is particularly marked in Year 6 classes, where attainment is sharply up from where the same pupils were at the end of Year 5. The school is predicting that its test results will be above the national minimum floor standard in 2012 and that the proportion of pupils attaining Level 4 and better in English and mathematics will be up by around 20% from the previous year. The reliability of the school’s assessments and predictions were checked and confirmed on an earlier inspection visit and these, together with evidence from lesson observations, indicate attainment is now average and rising. The proportion of Year 6 pupils making the expected two levels of progress in English and mathematics is just below the national medians for 2011. Pupils are now progressing as well as all pupils nationally given their starting points.
The school has made great strides in narrowing the attainment gaps between disabled pupils and those who have special educational needs with all pupils and with similar groups nationally, and similarly so for pupils who are known to eligible for free school meals. These two groups are now also making satisfactory progress.

Good attitudes to learning enable teachers to plan lessons with a high degree of independent and small-group tasks where pupils collaborate well together. For example, in an English lesson centred on writing instructions, pupils working in pairs examined a range of everyday household objects like tins of paint, spotted where the instructions were on the tin and then debated which were the instructional verbs, the time connectives, adjectives and adverbs. In a Year 4 guided reading lesson, groups of pupils were given work of varying challenge to undertake on their own which freed up the teacher to spend most of her time helping a lower attaining group improve their reading. Parents say their children talk enthusiastically at home about the active learning they have enjoyed at school that day.

Pupils who were heard reading aloud by inspectors were happy and confident to do so. Pupils know how to sound out unfamiliar words and have acquired the strategies necessary to help them improve their reading further. Attainment in reading was low in 2011 but current Year 6 pupils are now two terms ahead of where their counterparts were this time last year and are on course to reach the national average by the end of the year.

**Quality of teaching**

Parents and carers who met with the inspection team say their children are well taught. Lesson observations and the sample of pupils’ recent work looked at confirm that there is now much good teaching but this represents a relatively recent improvement and, considered over a longer period, the impact of teaching on achievement is only satisfactory.

Relationships are warm and expectations are high, with the result that pupils feel confident, involved and know that their contributions are valued. Lessons get off to a good start because introductions have a clear focus on sharing with pupils exactly what it is they are to learn and how. This means that pupils tackle their tasks confidently and with growing independence. Teachers are enthusiastic in how they present tasks and a good pace of learning is maintained. Teaching assistants have improved their skills and they are now used effectively when working with groups of different abilities, including disabled pupils and those with special educational needs. This has helped these pupils achieve well over recent months and to make up for underachievement in previous years.

Very effective use of assessment information provides challenging tasks for all groups of pupils. Use of questioning to check and extend understanding is generally good, although sometimes teachers miss opportunities to extend the most able. For example, in a lesson about designing databases, the teacher praised a suggestion
from one pupil for a complex query but failed to elaborate to other pupils why this would be a more efficient approach to retrieving the required information. Occasionally where teachers take too long to explain tasks, pupils begin to lose concentration and the pace of learning slows. Planning does not sufficiently consider developing pupils’ skills in literacy and numeracy when they are learning in subjects other than English and mathematics. Likewise, opportunities to promote pupils’ spiritual, moral, social and cultural development that arise outside the planned curriculum are sometimes missed. For example, in a lesson about writing instructions in chronological order, the focus was about cooking British food whereas it could have been about food from a different culture.

**Behaviour and safety of pupils**

Pupils’ conduct around the school and their attitudes to learning in class are exemplary. They hold doors for each other and are extremely courteous in greeting the adults they encounter with a cheery ‘good morning’. Behaviour is good because the school has high expectations and because the rewards and sanctions policy is consistently applied by all staff. A few pupils, though, do not always meet the teachers’ high expectations of them and are excluded from the school for short periods. Over time, there have been a small number of bullying incidents which the school has thoroughly investigated and put a stop to. There are no bullying incidents recorded in the current log. Isolated incidents where one White British pupil has called another White British pupil a racist name have been recorded but it is apparent that this prejudiced term is something that has been overheard in the community, the implications of which were not understood by the child. Likewise, pupils may describe something as being ‘gay’ without realising the possible homophobic connotations of such language. The school gives a high priority to challenging any use of such language and making it clear that it is totally unacceptable.

Attendance was low in 2011 but is improving rapidly because it is rigorously monitored and absences are followed up. The best attending class each week and individuals with 100% attendance every half-term get special rewards like the privilege of attending in non-school uniform on the last day of term. This is generating a spirit of inter-class competition which is helping to drive attendance up. Where pupils have lower attendance, this is followed up persistently by the school and local authority officers. Parents are prosecuted where there is no improvement. Attendance overall is now 95%, so it is on track to match the national average this year.

**Leadership and management**

The governing body and senior leaders, initially supported through a partnership with an outstanding local school, have been relentless in driving up the quality of teaching. Performance management is extremely rigorous and comprises a mix of frequent classroom observation, planning and book checks, complemented by individualised training and guidance. The staff work extremely hard and pull together
well as a team. The school’s capacity to improve is evidenced by its rising achievement and attendance and by the improved teaching that has now been established. Pupils’ attitudes to learning are far more positive now and the governing body and senior leaders have won the confidence of the community. Parents say they would recommend this school to others now but they would not have done two years ago.

The curriculum is broad and balanced and often based on real-life situations, which interests and motivates the pupils. The library has been totally revamped and many new books purchased to cater for the interests of boys and girls and to motivate them to become avid readers and confident writers. Pupils spoken to greatly approved of this extra facility, but also commented that they would like to spend more time there to develop their love of reading further. Opportunities to develop pupils’ skills in literacy and numeracy are not systematically planned when pupils are learning in subjects other than English and mathematics. The promotion of spiritual, moral, social and cultural development is deliberately and effectively built into the curriculum but teachers do not always take advantage of other opportunities that arise beyond planned inputs which would make its promotion wide ranging.

The school gives high priority to promoting equality and tackling discrimination. Consequently, the gaps between the performance of different groups of pupils and the comparable national figures are narrowing rapidly. Lessons aimed at promoting pupils’ spiritual, moral, social and cultural development help them to value other lifestyles and cultures. There are visits to a range of places of worship and the religious education curriculum enables pupils to learn about the beliefs of others. The children are receptive to this. For example, one girl writing about her contribution to a wall display showing the interplay between faith, happiness and relationships wrote: ‘In my picture the colours of the man’s skin represent the people in the world and we should be happy with everyone’s skin colour.’ However, a few parents have refused permission for their children to visit the local Hindu temple along with the rest of the class.

The arrangements for safeguarding meet statutory requirements.
Glossary

What inspection judgements mean

<table>
<thead>
<tr>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>Outstanding</td>
<td>These features are highly effective. An outstanding school provides exceptionally well for all its pupils’ needs.</td>
</tr>
<tr>
<td>Grade 2</td>
<td>Good</td>
<td>These are very positive features of a school. A school that is good is serving its pupils well.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Satisfactory</td>
<td>These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Inadequate</td>
<td>These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.</td>
</tr>
</tbody>
</table>

Overall effectiveness of schools

<table>
<thead>
<tr>
<th>Type of school</th>
<th>Overall effectiveness judgement (percentage of schools)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery schools</td>
<td>Outstanding 46  Good 46  Satisfactory 8  Inadequate 0</td>
</tr>
<tr>
<td>Primary schools</td>
<td>Outstanding 8  Good 47  Satisfactory 40  Inadequate 5</td>
</tr>
<tr>
<td>Secondary schools</td>
<td>Outstanding 14  Good 38  Satisfactory 40  Inadequate 8</td>
</tr>
<tr>
<td>Special schools</td>
<td>Outstanding 28  Good 48  Satisfactory 20  Inadequate 4</td>
</tr>
<tr>
<td>Pupil referral units</td>
<td>Outstanding 15  Good 50  Satisfactory 29  Inadequate 5</td>
</tr>
<tr>
<td>All schools</td>
<td>Outstanding 11  Good 46  Satisfactory 38  Inadequate 6</td>
</tr>
</tbody>
</table>

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.
**Common terminology used by inspectors**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement</td>
<td>the progress and success of a pupil in their learning and development taking account of their attainment.</td>
</tr>
<tr>
<td>Attainment</td>
<td>the standard of the pupils’ work shown by test and examination results and in lessons.</td>
</tr>
<tr>
<td>Attendance</td>
<td>the regular attendance of pupils at school and in lessons, taking into account the school’s efforts to encourage good attendance.</td>
</tr>
<tr>
<td>Behaviour</td>
<td>how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils’ punctuality to lessons and their conduct around the school.</td>
</tr>
<tr>
<td>Capacity to improve:</td>
<td>the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.</td>
</tr>
<tr>
<td>Leadership and management:</td>
<td>the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.</td>
</tr>
<tr>
<td>Learning</td>
<td>how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.</td>
</tr>
<tr>
<td>Overall effectiveness:</td>
<td>inspectors form a judgement on a school’s overall effectiveness based on the findings from their inspection of the school.</td>
</tr>
<tr>
<td>Progress</td>
<td>the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils’ attainment at the end of a key stage with their attainment when they started.</td>
</tr>
<tr>
<td>Safety</td>
<td>how safe pupils are in school, including in lessons; and their understanding of risks. Pupils’ freedom from bullying and harassment. How well the school promotes safety, for example e-learning.</td>
</tr>
</tbody>
</table>
This letter is provided for the school, parents and carers to share with their children. It describes Ofsted’s main findings from the inspection of their school.

5 March 2012

Dear Pupils

Inspection of Annie Holgate Junior School, Nottingham, NG15 6EZ

Thank you for your friendly welcome when we inspected your school. We were particularly impressed with how polite and well behaved you are and I enjoyed seeing so many of you receiving awards at the celebration assembly.

Your school is improving and we have decided it no longer requires ‘special measures’. This is because the teaching you receive is much better and your achievement is now satisfactory. Your good behaviour in lessons helps make lessons go well. Governors, the headteacher and senior staff want the best for you and are driving the improvements.

I have asked the headteacher to continue to improve the school including by:

- giving you longer in lessons to read and think about the comments teachers make when they mark your work
- providing more opportunities for you to visit the library
- helping teachers better plan for improving your English, mathematics and personal development when you are learning in other subjects
- telling your parents sooner about events at school and showing them how they can help you with homework.

You can help too by coming to school every day and by acting on the comments your teachers write to help you improve.

With best wishes for your future.

Yours sincerely

David Anstead
Her Majesty's Inspector
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