

Inspection of James Peacock Infant and Nursery School

Manor Park, Ruddington, Nottingham, Nottinghamshire NG11 6DS

Inspection dates: 17 and 18 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

The school's values of being 'PROUD' shine brightly in this school. There are proud pupils, parents and carers, staff and governors. The school community is supportive of the school's positive ethos and inclusive values. Pupils feel safe and happy here.

Parents appreciate the rapid improvements the school has made in the last two years. One parent, typical of many, shared, 'James Peacock School is a truly wonderful school and I am absolutely delighted my children are in education there. The progress since the last inspection is clear for all to see.'

Pupils achieve well. They enjoy school life and love learning. They speak enthusiastically about a range of topics they enjoy learning and the knowledge they can remember. The school is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND).

Staff create a warm and caring environment in which pupils flourish. Pupils are respectful and courteous. They play happily together at breaktimes and concentrate well in lessons. Positive behaviour choices and attitudes are celebrated and promoted. Pupils value the range of clubs they can attend such as mathematics, dance and sports activities.

What does the school do well and what does it need to do better?

The school is ambitious for all pupils to learn to read well. Books are carefully chosen to reflect society and the wider world. The school inspires reading with initiatives such as 'the reading suitcase' to enjoy at home. Pupil reading ambassadors promote reading to their friends through 'bookflix' presentations. As one pupil described the view of many, 'I like reading because every time you read, a new adventure joins your life.' Knowledgeable staff use effective strategies to teach pupils to read. Pupils enjoy lessons where they learn new sounds. They quickly become accurate readers. The school identifies any pupils at risk of falling behind their peers. They receive the help they need to learn to read. Pupils with SEND are well supported. They achieve well in learning to read.

The school has set out a broad and ambitious curriculum for all pupils. Pupils enjoy learning and applying what they remember from previous teaching. Staff select useful materials to help all pupils understand what is being taught. This includes adapting the teaching so that pupils with SEND can learn alongside their peers. Adults check on what pupils understand in lessons so that they can address misconceptions quickly.

The school has made many improvements to the curriculum and in how assessment is used to understand curriculum impact on pupils' achievements over time. It is still developing and improving its approach to assessment in some subjects. Because of this, teachers are not always secure which aspects of pupils' knowledge must be

deepened. This means that sometimes, some pupils do not achieve as well as they might in securing higher standards.

Children in the early years benefit from a well-planned curriculum. There is a range of indoor and outdoor activities and equipment available to support their learning. Children enjoy being adventurous in the forest school area. They can climb trees, create art with natural materials and organise hammocks. They immerse themselves in solving problems. Staff are caring and relationships are positive and supportive. Curiosity is nurtured. Children work collaboratively together.

The school successfully encourages pupils to attend school every day. There is a secure understanding of the potential barriers to pupils' attending school. Families and pupils receive the support they need to help them attend regularly.

Personal, social, health and economic (PSHE) education is taught well. The school ensures pupils' broader development is promoted through the school's PROUD values. An important aspect of this is respect. There is an unwavering commitment to ensuring that the curriculum teaches diversity. The aim is for all pupils to recognise themselves in the curriculum and in the books they read. Pupils speak highly of an author visit as one example of this. This visit developed pupils' understanding and respect for different family groups. Pupils are knowledgeable and respectful of different religions and beliefs. Pupils benefit from engaging in community activities such as litter picking in the locality. They are passionate about looking after the world in which they live.

Governors know the school well. They are effective in their duties and understand their statutory responsibilities. They check on school improvements. Staff feel well supported by all leaders. They benefit from the support they receive and from the high-quality training.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school is still developing and improving its approach to assessment in some subjects. Teachers do not always use assessment consistently well to identify those aspects of important knowledge that they need to deepen pupils' understanding of. Consequently, on occasions, pupils do not achieve the highest standards that they might. The school needs to ensure that the use of assessment across all subjects helps pupils to achieve as well as they can.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school,

or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	122675
Local authority	Nottinghamshire County Council
Inspection number	10324114
Type of school	Primary
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair of governing body	Claire Lees
Headteacher	Hannah Cutts
Website	www.jamespeacock.org.uk
Dates of previous inspection	2 and 3 March 2022, under section 5 of the Education Act 2005

Information about this school

- There have been a number of changes in staffing since the last inspection and there is a relatively new school leadership team.
- Many new governors have joined the governing body since the last inspection.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, senior leaders and staff. They met with members of the local governing body and with a local authority representative.
- Inspectors carried out deep dives in reading, mathematics, science and geography. For each deep dive, inspectors held discussions about the curriculum,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also reviewed the curriculum in other subjects, including religious education and PSHE.
- Inspectors discussed pupils' attendance and behaviour with leaders.
- Inspectors considered the views of parents who responded to Ofsted's survey, Ofsted Parent View. They considered the views of staff who responded to the survey. They also spoke to parents, staff and pupils while on site during the inspection.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Donna Moulds, lead inspector	Ofsted Inspector
Tim Leah	Ofsted Inspector
CT Atwal	Ofsted Inspector

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