

# William Booth Primary and Nursery School

**Address:** Notintone Street, Sneinton, Nottingham, Nottingham, Nottinghamshire, NG2 4QF

**Unique reference number (URN):** 144462

## Inspection report: 6 January 2026

|                    |                                                                                   |
|--------------------|-----------------------------------------------------------------------------------|
| Exceptional        |                                                                                   |
| Strong standard    |                                                                                   |
| Expected standard  |  |
| Needs attention    |                                                                                   |
| Urgent improvement |                                                                                   |

### **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### **How we evaluate safeguarding**

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Expected standard

### Achievement

Expected standard 

Leaders' prioritisation of language and communication skills enables the youngest children to access and learn their full curriculum. Pupils develop their reading skills well. The focus teachers have on writing has shown to have some rapid results. Pupils are carefully supported to develop consistently legible and fluent handwriting. They speak about what they are learning with increasing confidence. The work pupils produce in mathematics shows that they are progressively learning the knowledge they need to become skilful mathematicians.

As pupils progress through the different year groups, they develop the knowledge and skills they need to be successful across the wider curriculum. Generally, pupils achieve well in national curriculum tests. Disadvantaged pupils achieve well, often above the national average for this group. Pupils with special educational needs and/or disabilities make suitable progress from their starting points. Pupils are well prepared for the next stage in their education.

### Attendance and behaviour

Expected standard 

Leaders use the information they have about families to remove any barriers to attendance. They ensure that pupils want to attend the school. For example, leaders provide free breakfast for pupils who need to improve their punctuality and have rewards, such as going to the café for best class attendance. If any pupil's attendance dips, pastoral staff act quickly. As a result, the attendance for all groups of pupils is above national levels.

Leaders know and understand their pupils and the context of the community the school serves. The school's high expectations for behaviour are effectively communicated to staff, parents and carers and pupils. Pupils respond to these expectations and are polite, kind and respectful of each other. They play well with each other at breaktimes and conduct themselves sensibly when moving round the school. Staff promote good attitudes to learning through the school's '4GEMS'. These develop habits in pupils, such as resilience, motivation and being switched on for learning. There are trusting and positive relationships between staff and pupils. Staff apply the school's behaviour policy effectively ensuring that routines and procedures provide the consistency pupils need to thrive. Staff ensure that any incidents of discrimination or bullying are dealt with quickly and effectively.

### Curriculum and teaching

Expected standard 

Leaders have adopted an ambitious, broad and balanced, well-sequenced curriculum that provides pupils with the knowledge that they need for their next steps. The curriculum prioritises accurate and fluent word reading, spelling, handwriting and mathematics. Extending pupils' language and vocabulary sits at the heart of the curriculum. Leaders have ensured that the teaching of reading is rigorous, carefully sequenced and develops pupils' fluency, confidence and enjoyment. Keeping up rather than catching up is prioritised to ensure that all pupils secure the knowledge they need.

Leaders have a clear understanding of how well the curriculum is delivered. They make appropriate tweaks and changes to ensure that the curriculum meets the needs of each group of pupils. Staff adapt lessons and use resources and technology effectively so all pupils can be fully involved in the learning.

Teachers use their subject knowledge effectively to provide engaging lessons for pupils. They give clear instructions and take the time to ensure that pupils understand how any new knowledge builds on prior learning. Teachers ensure that any gaps in pupils' knowledge are identified and are tackled quickly and effectively. They use effective techniques to clarify how well children understand the learning before moving on to new concepts. This ensures that pupils have a secure understanding of what they are learning.

## Early years

Expected standard 

Leaders are ambitious to ensure that children have the best start to their education. They have a clear understanding of the context and varied starting points of children. The curriculum identifies the key knowledge that children need. This includes, from the start, a deliberate focus on children learning to read and write using a phonics-based scheme. Leaders make necessary changes and adaptations to meet the needs of all children. For example, in Reception Year, leaders have delayed introducing some aspects of the curriculum in the first term in order to develop positive social skills and emotional coping strategies for a cohort with higher levels of need. This has ensured that the welfare, mental health and wellbeing of children are prioritised.

Leaders have ensured that children have the core opportunities to develop their communication and language skills. Staff ensure that daily routines help children develop their language and vocabulary by narrating what is going on around them and naming items. Staff engage in high-quality interactions. They help children articulate what they know and understand by modelling, extending and developing their language and ideas. Staff work effectively with parents and carers to ensure a smooth transition into school. Children generally achieve well from their starting points and are ready for their transition into Year 1.

## Inclusion

Expected standard 

A significant number of pupils have multiple disadvantages to overcome during their time at school. Staff identify the needs of all disadvantaged pupils quickly and accurately. Leaders have ensured that staff understand the range of barriers and often complex issues that pupils face. Appropriate provision is in place to support pupils' wellbeing and reduce any barriers to learning and attendance. The school works effectively with a range of agencies to ensure that pupils experience 'wraparound care'.

Pupils who find learning the hardest benefit from high-quality teaching that is well adapted to meet their needs. Staff implement the extensive training and advice they receive from local authority specialist teams well. Staff work collaboratively with parents and carers, taking into account their views and the knowledge they have of their children. If these pupils fall behind their peers, they are supported to catch up in small groups with skilled staff. Pupils who struggle to access all their lessons in the classroom, due to their special educational needs and/or disabilities, are well provided for in 'the base'. Staff deliver a bespoke curriculum that is well matched to meet pupils' needs.

Leaders carefully monitor the progress that pupils make and the impact of pupil premium funding for disadvantaged pupils. However, they have not fully evaluated the effectiveness of all of their inclusive practices, which limits their ability to demonstrate the full impact of the support provided.

## Leadership and governance

Expected standard 

Leaders clearly know the strengths of the school and take a strategic approach to improvement. They identify the right priorities to ensure the best possible outcomes and experiences for pupils. There is evidence of a clear ethos and strategic direction towards the school's ambitious vision for pupils to flourish. Leaders demonstrate consistently high standards of principled and professional conduct and always act in the best interest of all pupils.

Those responsible for governance know the school well. They are knowledgeable about their statutory duties and carry them out effectively. They assure themselves that school leaders have an accurate understanding of the school's context. Governors support and challenge school leaders effectively. They are fully aware of the quality and impact of different aspects of the school's work. The trust's systems for monitoring the quality of the school's work are constructive and provide leaders and staff with high-quality feedback to inform continuous improvement. Leaders effective use of resources, such as providing tablet computers for all pupils, has led to positive outcomes in pupils' learning.

Staff appreciate leaders' efforts to promote their wellbeing and make sure their workload is manageable. Staff are proud to work at the school.

Leaders provide high-quality training opportunities for staff as part of their professional learning programme. Staff, including those new to teaching, appreciate the opportunities they have to build their expertise and hone their craft.

Leaders forge very constructive relationships beyond the school and work in partnership with parents and carers and the local community effectively.

## Personal development and wellbeing

Expected standard 

Leaders have constructed a carefully planned personal development programme. This provides pupils, particularly the most vulnerable, with valuable life experiences. Leaders take advantage of the culturally diverse community the school serves to enhance the curriculum. This is clearly seen in leaders' commitment for all pupils to engage with visits and visitors and creative, artistic and cultural opportunities.

Pupils understand about different religions and respect cultural differences. They know that 'you should treat everyone as you want to be treated.' Pupils understand right from wrong and show an age-appropriate understanding of moral and ethical issues, such as Year 6 pupils discussing globalisation. Pupils know the school 'BELIEVE' values by heart and can link them to fundamental British values. However, their knowledge of fundamental British values requires deepening in order for them to fully understand what they really mean in modern society.

The personal, social and health education curriculum is well considered, meets statutory requirements and prepares pupils well for life beyond school. Pupils understand online and offline risks. They know how to keep themselves safe and healthy, including their mental health. Pupils have an understanding of healthy relationships. Pupils are being prepared for life in modern Britain.

The pastoral support the school provides is very well matched to the needs of all pupils. Staff know those pupils who need additional support, such as those who experience challenges outside of school. The support that staff provide helps pupils thrive at school.

All pupils have access to interesting extra-curriculum activities. Leaders actively remove any barriers that disadvantaged pupils have to ensure that they make full use of these opportunities. They ensure that pupils' interests and talents are identified and nurtured, such as the provision of 'creative club' and the impressive string instrument music lessons for whole classes.

## **What it's like to be a pupil at this school**

Every pupil is well known and lovingly cared for by staff at this very inclusive school. Staff understand pupils' individual circumstances and any barriers to learning they may have. Highly effective provision is made to address these barriers and provide well for pupils' needs. The extensive support for families that the school provides is commendable. As a result, many parents and carers are proud that their child attends 'this hidden gem of a school'.

Pupils are happy at school and, as a result, attend well. They are kept safe and are warmly welcomed by committed staff that they like and respect. Pupils look after each other well. Pupils in the early stages of learning English speak positively about how older pupils or friends in their class help them learn the language when they arrive at the school.

Pupils are polite and behave well. Bullying is very rare and pupils are confident that staff will sort out any problems or concerns they may have. Pupils' conduct around the school is calm and they play well together during breaktimes.

Children get off to a very positive start in Nursery and Reception Year. Teachers prioritise language and communication skills with the youngest children. This enables them to engage well with the full curriculum. Pupils enjoy their lessons and progress successfully in their learning. Teachers know pupils' starting points and structure learning carefully to build pupils' understanding of the topics they study. As a result, pupils typically achieve in line with national expectations.

A range of opportunities and experiences helps pupils develop their talents and interests and broaden their horizons. Leaders remove any barriers that might prevent any pupil from accessing the array of extra-curricular activities. Pupils are well prepared for their next steps in education and for life in modern Britain.

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## Next steps

- Leaders should monitor and evaluate their inclusive practices and interventions that support pupils with greater rigour, making effective use of the information that this provides, to inform future decisions and continually improve the quality of the provision.
  - Leaders should ensure that pupils develop a deeper and more detailed knowledge of fundamental British values.
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## About this inspection

This school is part of Transform Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Rebecca Meredith, and overseen by a board of trustees, chaired by Michael Butler.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the deputy headteacher (who is also the special educational needs coordinator), early years leaders, subject leaders and leaders from the trust, including the chief executive officer, the vice chair of trustees and members of the trust's central team during the inspection.

The inspectors confirmed the following information about the school:

The school also, under the same registration, has nursery provision for 3- and 4-year olds.

The school uses no alternative provision.

Headteacher: Mrs Claire Paparozzi

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### Lead inspector:

Dave Gilkerson, His Majesty's Inspector

### Team inspectors:

Donna Moulds, Ofsted Inspector

Tim Leah, Ofsted Inspector

## Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 6 January 2026

## School and pupil context

### Total pupils

**239**

Close to average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

### School capacity

**210**

Below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

### Pupils eligible for free school meals (FSM)

**51.43%**

Well above average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

### Pupils with an education, health and care (EHC) plan

**1.67%**

Below average

### **What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

### **Pupils with special educational needs (SEN) support**

**15.90%**

Close to average

### **What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

### **Location deprivation**

**Well above average**

### **What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

### **Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

### **What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

### **All pupils' performance**

#### **Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 63%         | 61%              | Close to average               |
| <b>2024/25 (revised)</b>     | 54%         | 62%              | Below                          |
| <b>2023/24 (final)</b>       | 67%         | 61%              | Close to average               |
| <b>2022/23 (final)</b>       | 67%         | 60%              | Close to average               |

### Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 77%         | 74%              | Close to average               |
| <b>2024/25 (revised)</b>     | 71%         | 75%              | Close to average               |
| <b>2023/24 (final)</b>       | 80%         | 74%              | Close to average               |
| <b>2022/23 (final)</b>       | 80%         | 73%              | Above                          |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year                         | This school | National average | Compared with national average |
|------------------------------|-------------|------------------|--------------------------------|
| <b>Latest 3 year average</b> | 68%         | 72%              | Close to average               |
| <b>2024/25 (revised)</b>     | 68%         | 72%              | Close to average               |
| <b>2023/24 (final)</b>       | 67%         | 72%              | Close to average               |
| <b>2022/23 (final)</b>       | 70%         | 71%              | Close to average               |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 73%         | 73%              | Close to average               |
| 2024/25 (revised)     | 64%         | 74%              | Below                          |
| 2023/24 (final)       | 80%         | 73%              | Close to average               |
| 2022/23 (final)       | 73%         | 73%              | Close to average               |

### Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

#### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 62%         | 46%              | Above                          |
| 2024/25 (revised)     | 55%         | 47%              | Close to average               |
| 2023/24 (final)       | 57%         | 46%              | Close to average               |
| 2022/23 (final)       | 72%         | 44%              | Above                          |

#### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 73%         | 62%              | Above                          |

| Year              | This school | National average | Compared with national average |
|-------------------|-------------|------------------|--------------------------------|
| 2024/25 (revised) | 75%         | 63%              | Above                          |
| 2023/24 (final)   | 64%         | 62%              | Close to average               |
| 2022/23 (final)   | 78%         | 60%              | Above                          |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 67%         | 59%              | Above                          |
| 2024/25 (revised)     | 70%         | 59%              | Close to average               |
| 2023/24 (final)       | 57%         | 58%              | Close to average               |
| 2022/23 (final)       | 72%         | 58%              | Above                          |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year                  | This school | National average | Compared with national average |
|-----------------------|-------------|------------------|--------------------------------|
| Latest 3 year average | 69%         | 60%              | Above                          |
| 2024/25 (revised)     | 65%         | 61%              | Close to average               |
| 2023/24 (final)       | 64%         | 59%              | Close to average               |
| 2022/23 (final)       | 78%         | 59%              | Above                          |

### Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

**Disadvantaged pupils reaching the expected standard in reading, writing and mathematics**

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 62%         | 68%                              | -6 pp                   |
| 2024/25 (revised)     | 55%         | 69%                              | -14 pp                  |
| 2023/24 (final)       | 57%         | 67%                              | -10 pp                  |
| 2022/23 (final)       | 72%         | 66%                              | 6 pp                    |

**Disadvantaged pupils reaching the expected standard in reading**

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 73%         | 80%                              | -7 pp                   |
| 2024/25 (revised)     | 75%         | 81%                              | -6 pp                   |
| 2023/24 (final)       | 64%         | 80%                              | -15 pp                  |
| 2022/23 (final)       | 78%         | 78%                              | -1 pp                   |

**Disadvantaged pupils reaching the expected standard in teacher-assessed writing**

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 67%         | 78%                              | -10 pp                  |
| 2024/25 (revised)     | 70%         | 78%                              | -8 pp                   |
| 2023/24 (final)       | 57%         | 78%                              | -20 pp                  |
| 2022/23 (final)       | 72%         | 77%                              | -5 pp                   |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year                  | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------------|-------------|----------------------------------|-------------------------|
| Latest 3 year average | 69%         | 80%                              | -10 pp                  |
| 2024/25 (revised)     | 65%         | 81%                              | -16 pp                  |
| 2023/24 (final)       | 64%         | 79%                              | -15 pp                  |
| 2022/23 (final)       | 78%         | 79%                              | -1 pp                   |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 4.5%        | 5.2%             | Close to average               |
| 2023/24 (3 term) | 4.8%        | 5.5%             | Close to average               |
| 2022/23 (3 term) | 5.5%        | 5.9%             | Close to average               |

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (2 term) | 10.2%       | 13.3%            | Close to average               |
| 2023/24 (3 term) | 10.8%       | 14.6%            | Below                          |
| 2022/23 (3 term) | 14.0%       | 16.2%            | Close to average               |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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