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4 November 2010

Mrs Christine Morse  
Edna G Olds Primary and Nursery School  
Church Street  
Nottingham  
NG7 1SJ

Dear Mrs Morse

**Ofsted monitoring of Grade 3 schools: monitoring inspection of Edna G Olds Primary and Nursery School**

Thank you for the help which you and your staff gave when I inspected your school on Wednesday 3 November 2010, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the staff and acting Chair of Governors for their time and courtesy. I would like to particularly thank the pupils for the most enjoyable time I spent talking with them.

Since its last inspection, the school has been through an extremely turbulent time, with four headteachers working at the school over the past year. However, since September 2010, a seconded local authority consultant has been in post as the full-time school leader, working in partnership with a part-time executive headteacher from a neighbouring primary school. The governors are currently considering federation arrangements with this school.

As a result of the inspection on 10 July 2009 the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Since the previous inspection, progress has accelerated in Key Stage 2. This year, school assessment information and the unvalidated test results for pupils in Year 6, show that attainment has improved. Standards have risen and are broadly average in English and mathematics. However, the proportion of pupils who reach the higher Level 5 in both English and mathematics remains below average.

The school acknowledges the importance of improving attendance in order to raise

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standards further and new systems are in place. Parents are contacted on the first day of absence, though some do not respond to these calls. There is close and regular liaison with the education welfare officer on selected cases. Punctuality is also monitored. As a result, attendance is improving and, this term, is closer to the school's target.

New systems for the assessment and tracking of pupils' progress have been in place since September 2010. The school is beginning to use this information to support improvement through identifying group and individual needs more accurately and helping teachers to adjust lesson plans and individual targets accordingly. However, staff are not yet consistently using assessment information to structure the main tasks for pupils well enough to meet all of their needs. As a result, sometimes learning slows because pupils are struggling or because they are not sufficiently challenged. The school is making effective use of improvement targets for pupils in English and mathematics. Discussion with pupils confirmed that these are supporting them in knowing the next steps in their learning, in helping to increase their rates of progress and in providing them with a clearer understanding of what they need to do to improve further. A new marking policy is currently being introduced across the school. Teachers celebrate pupils' accomplishments and always give pupils pointers for improvement. However, sometimes they are not precisely focused upon what is needed to reach the next level and so do not contribute as much as they might to improving progress and raising attainment. Relationships and behaviour were consistently good. In all lessons, pupils worked hard and displayed positive attitudes to learning.

The temporary appointment of the school leader and executive headteacher since September 2010 has created stability in the senior leadership team. Morale is currently high and staff are working well together as a team with the clear aim of ensuring more rapid progress and raising attainment for all pupils. Staff are unanimous in their view of the drive and commitment provided by the current leadership team to bring about sustained improvements. Planning for improvement is good and there is evidence that standards are beginning to rise. However, senior leaders know that there is still much to be done and to this end they have set challenging targets for both pupils and themselves. Senior leaders are well supported by capable governors, who demonstrate that they are increasingly monitoring and challenging in equal measure.

Reports show that the school benefits from the challenge and support received from the regular visits made by the local authority school improvement partner.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Dorothy Bathgate  
**Her Majesty's Inspector**

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## Annex

### **The areas for improvement identified during the inspection which took place in July 2009.**

- Raise standards by the end of year 6, especially in writing, by ensuring that teachers use assessment information effectively to match activities to pupils' prior attainments and to challenge the more able.
- Improve attendance by stressing the benefits of regular, punctual attendance to all and by making a concerted effort to reduce persistent absenteeism.
- Ensure that pupils understand their personal targets and that teachers' marking gives clear advice on how to attain them.
- Rebuild a permanent senior leadership team that supports staff effectively in the drive to raise standards and quality.