

Edna G Olds Academy

Inspection report

Unique Reference Number	137525
Local Authority	Nottingham
Inspection number	386186
Inspection dates	13–14 October 2011
Reporting inspector	Lois Furness

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

Type of school	Academy
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Peter Cumberland
Headteacher	Christine Morse (acting)
Date of previous school inspection	Not applicable
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. Twenty lessons were observed and nine teachers seen. Inspectors held meetings with members of the governing body, groups of pupils, and leaders at all levels including the special educational needs coordinator and the Early Years Foundation Stage leader. The school improvement plan, safeguarding documentation, assessment records, planning documentation and the School Improvement Partner's reports were scrutinised, as was pupils' work in lessons and on display. In total, 41 parents' and carers' questionnaires were analysed. The returns of 113 pupil questionnaires were also considered. The staff questionnaires were not completed on this inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The evidence for the good achievement of pupils, especially boys, pupils with special educational needs and/or disabilities and those pupils who speak English as their first language.
- How well leaders and managers at all levels have an accurate understanding of the school's strengths and development areas.
- Evidence to confirm the good effectiveness of the Early Years Foundation Stage.

Information about the school

This is a smaller than average-sized school. About two fifths of pupils are of Pakistani background, with one fifth White British; seventeen different backgrounds are represented in the school. The proportion of pupils who speak English as an additional language is high. An above average proportion of pupils are known to be eligible for free school meals. An above average number of pupils have special educational needs and/or disabilities and have a statement of special educational needs. Mobility is high, with a well above average number of pupils leaving or joining the school at times other than is usual.

In September 2010, following a time of unsettled leadership, a head of school was seconded from the local authority. A nearby National Support School and a National Leader of Education were also commissioned to work with the school. On the 1 October 2011, Edna G Olds was converted to an academy through the LEAD (Lead Empower Achieve and Drive) Academy Trust. This is an umbrella trust involving initially three primary schools. Although the umbrella model allows each school to retain its autonomy, a partnership agreement between the schools ensures that all schools work collaboratively to raise standards. An executive headteacher has been appointed to support the leadership of the three newly-formed academies. A permanent head of the academy has been appointed from January 2012.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

Edna G Olds Academy provides a satisfactory quality of education. However, through good partnership working with the National Support School (also a member of the LEAD Academy Trust) it is improving rapidly. Over the last year, pupils' behaviour, their attendance, and leadership and management systems have improved. A good school improvement plan identifies the right priorities for development. However, self-evaluation is sometimes too generous because most initiatives or actions have not been in place long enough for their full impact to be evident. Even so, attainment is rising and is now broadly average in English and mathematics. Progress is at least satisfactory and sometimes good. For example, in reading good progress is evident as a result of good development work in the teaching of this subject. Children get a good start to school life in the Early Years Foundation Stage. They settle quickly and make good progress. Attainment is rising in this stage also. Staff morale is high and the improvements made this year, alongside good partnership working with an outstanding school and good professional development opportunities, mean that the academy's capacity to improve further is good.

In Years 1 to 6, progress is satisfactory overall because, although a useful system for tracking pupils' progress has been introduced, not all teachers use this information about pupils' current levels to accurately match work to pupils' learning needs, including those with special educational needs and/or disabilities and pupils who speak English as their first language. This means that teaching is satisfactory although there is an increasing amount that is good. Strengths of teaching include good explanation skills, good relationships and the effective use of strategies to involve pupils in their learning. Although there is good practice in feedback to pupils, marking does not consistently provide pupils with clear guidance about how to improve. In subjects other than English, teachers do not have high enough expectations of pupils applying their literacy skills.

All with leadership responsibility are responding well to the clear direction provided by the leadership of the National Support School. Satisfactory systems for monitoring teaching and learning are in place. Monitoring of teaching in terms of the impact on pupils' learning is developing satisfactorily. However, linking together planning, lesson observations and the impact of these on pupil outcomes, including on progress and their written work, is not precise enough. For example, individual teachers do not receive written feedback about the quality of marking and there is insufficient evidence of follow up action having been taken.

The improvements made over the year are appreciated by pupils, staff and parents

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and carers. Pupils say they enjoy school. They feel safe because adults will always help them. Behaviour is good, as is their spiritual, moral, social and cultural development. Pupils show a good understanding of right and wrong, good respect for others and work well together. These factors result in a happy and harmonious community where pupils from different backgrounds, faiths and cultures successfully learn to celebrate each other's similarities and respect each other's differences.

Up to 40% of the 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?

- Accelerate pupils' progress in Years 1 to 6 to consistently good by:
 - ensuring that accurate assessment information is used rigorously by teachers to inform the planning of pupils' learning
 - ensuring that marking links to the intended learning of the lesson, provides pupils with useful information about how to improve and time is given for pupils to respond to the useful comments made
 - raising teachers' expectations of pupils' writing skills when writing in other curriculum areas.

- Increase the effectiveness of leadership and management by:
 - establishing rigorous monitoring systems which include scrutiny of planning and lesson observations which are then evaluated in terms of the impact on pupils' progress and written work
 - providing teachers with written feedback which clearly evaluates the strengths and development areas of their work
 - extending the monitoring and evaluation role of all with leadership responsibility
 - the governing body finding out for itself the views of pupils and parents and carers.

Outcomes for individuals and groups of pupils**3**

In most lessons, pupils enjoy learning and are eager to extend their knowledge. They collaborate well in groups, as seen in a Year 6 mathematics session when pupils explored the mean, mode and average to evaluate which football player they would choose for their football team. In Year 5, pupils shared and discussed ideas to help them to write an account of their trip to York. Good progress was seen as Year 1 pupils practised the initial sounds of letters and then progressed to blending sounds together. In these lessons, pupils made good progress in their learning. However, this good progress is not consistent throughout the school as work is not matched carefully enough to pupils' learning needs. Pupils with special educational needs and/or disabilities make similar progress to their peers, although progress accelerates when they are provided with specifically targeted work. No significant difference in

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the attainment of boys and girls or pupils from different ethnic backgrounds was observed during the inspection. Those pupils who join the school at times other than is usual make progress similar to other groups of pupils.

Pupils know how to keep safe and show a good understanding of the dangers of smoking, for example. The extent to which pupils adopt healthy lifestyles is satisfactory. Although pupils know the importance of eating healthily, too few of them make healthy eating choices, such as choosing salad instead of chips at lunchtime. Pupils get on well together, and are aware of the needs of others. They enjoy responsibility, although they say the new school council has not yet had a huge influence on school life. Attendance has improved over recent years, due to the robust monitoring and determined action by the school’s leadership, and is now broadly average. Pupils’ good personal skills, along with satisfactory progress in basic literacy and numeracy skills, prepare them soundly for the future.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

In lessons, clear explanations ensure pupils know what to do. The use of ‘talk partners’ gives them time to gather their thoughts before answering. This particularly helps pupils who speak English is an additional language because it gives them time to think and articulate what they want to say. However, the pace of learning in lessons is sometimes too slow or the level of challenge not high enough for higher attainers, particularly in whole-group sessions. This is because assessment information is not used well enough to accelerate learning during all parts of the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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lesson. Support staff effectively ensure that pupils with special educational needs and/or disabilities are able to access all activities. Marking does not always link to the intended learning and, although sometimes useful development points are identified, pupils do not consistently have time to respond.

The staff have worked hard to provide a curriculum that engages the pupils' interests, especially for boys. Visits, such as those to York and to London, are used to enhance pupils' learning experiences. However, although the curriculum is interesting, it is not matched well enough to the needs of all pupils, particularly in writing and mathematics. The school is in the process of modifying and improving its curriculum and acknowledges that the use of literacy and numeracy skills in subjects across the curriculum is at an early stage of development.

Improving attendance reflects the school's effective work with parents and carers to raise awareness of how absence and poor punctuality prevent pupils from fulfilling their potential. This same commitment is shown to helping pupils whose circumstances may make them potentially vulnerable. Case studies demonstrate how successfully staff raise the self-esteem and academic progress of this group of pupils. Pupils who join the school at times other than the normal point of entry are given good pastoral support to enable them quickly to feel part of the school community.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher of the National Support School and the acting head of the academy have worked hard to successfully establish a common vision for school improvement. A new leadership structure has been established, with roles and responsibilities clearly identified. Some leaders, such as those for English and mathematics, have a good understanding of strengths and development areas, but have had insufficient time to find out for themselves how effective is provision in their areas of responsibility. The effectiveness of the governing body is satisfactory. It recognises that, in the past, it did not check the effectiveness of policies and too few members of the governing body were sufficiently involved in school life. This has much improved over the past year, and the governing body now holds school leaders appropriately to account. Satisfactory safeguarding procedures are in place, and the checks made when recruiting staff and welcoming visitors are robust. Partnerships with parents and carers are good, but the governing body does not have effective mechanisms for finding out for itself the views of pupils and parents and carers.

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Good links with a range of partners, especially the National Support School, have been helpful in bringing about the gains that have secured better provision and improving outcomes. Equality of opportunity is satisfactorily promoted and performance monitored carefully to ensure that there is no discrimination. This work has done a great deal to ensure equal opportunities for those with specific needs, but it has been less successful in providing consistently good progress for all. The school celebrates diversity effectively and is itself a cohesive community. It makes good use of its good understanding of its own context and the community it serves, to help pupils understand and respect different faiths and cultures. Value for money is satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good induction procedures and good attention to children's health, safety, welfare and well-being ensure that children settle quickly into school routines. Relationships with parents and carers are good. Children behave well: they listen carefully to adults and to each other, take turns, share equipment, and talk about what they are doing. By the end of their Reception year, attainment is below average but this shows good progress from their well below average starting points. Enjoyable activities are planned to kindle children's enthusiasm and interest, both indoors and out. There is a good balance between adult-directed and child-initiated activities. Although basic skills are promoted well in adult-directed work, opportunities are sometimes missed to develop early literacy skills during independent work. This happened when children were in the hospital role-play area and adults did not interact with them. Nevertheless, assessment procedures are good, records are kept well, and staff use the information effectively to plan the next steps in learning. All of this stems from

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good leadership and management, through which teaching and learning are constantly checked and adjustments made where necessary. While boys do not attain as highly as girls in all areas of learning, effective action is being taken to improve boys' attainment by, for example, through interesting topics that engage boys' interests.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A low percentage of parents and carers returned the Ofsted questionnaire. However, of those who did, most are unanimous that their children enjoy school and that this helps them to make good progress. They feel the teaching is good and are pleased with the ways in which the school manages unacceptable behaviour. A very small minority of parents and carers have concerns about the unsettled leadership and management. Inspectors found that now the school has converted to an academy, an executive headteacher has been appointed, and a permanent head of the academy is to be appointed from January 2012.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Edna G Olds Academy to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 41 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	71	10	24	0	0	2	5
The school keeps my child safe	27	66	11	27	2	5	0	0
The school informs me about my child’s progress	21	51	18	44	2	5	0	0
My child is making enough progress at this school	21	51	17	41	1	2	2	5
The teaching is good at this school	27	66	12	29	0	0	2	5
The school helps me to support my child’s learning	19	46	17	41	2	5	2	5
The school helps my child to have a healthy lifestyle	16	39	22	54	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	39	20	49	2	5	0	0
The school meets my child’s particular needs	19	46	14	34	3	7	0	0
The school deals effectively with unacceptable behaviour	22	54	17	41	0	0	0	0
The school takes account of my suggestions and concerns	15	37	20	49	0	0	0	0
The school is led and managed effectively	19	46	17	41	4	10	0	0
Overall, I am happy with my child’s experience at this school	27	66	12	29	0	0	2	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	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.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	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.

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.



17 October 2011

Dear Pupils

Inspection of Edna G Olds Academy, Nottingham, NG7 1SJ

Thank you for making us so welcome when we visited your school and a special thank you to those of you who took time to tell us about all the interesting things you do. We were pleased to see how much you enjoy your lessons and how much you like your teachers. You know how to keep safe and we were particularly impressed by how well you behaved, played and talked with each other. Your school is a happy place because you show a good understanding of right and wrong. You respect each other which mean you value what others have to say. We were pleased to hear how safe you felt in school and how you are confident adults will always help you. We think the care guidance and support adults give to you is good.

Your academy is a satisfactory school. Those of you in Nursery and Reception make good progress and it was lovely to see how happy and settled you are in school. In reading, most of you make good progress because staff are good at teaching this subject. However, progress is satisfactory overall because information about what you know already is not always used well enough to ensure you all learn as fast as you can. Also, we think that your teachers should give you clearer advice about how to improve your work. Therefore, we have asked school leaders to make your progress good by improving marking and making sure your work is exactly the right level for you. We want teachers to check that, when you write in subjects other than English, you write as well as you can. Finally we have asked your school leaders to check regularly that you are all making good progress.

Thank you again for talking to us and you can help by continuing to attend school regularly and continuing to be so enthusiastic in lessons.

Yours sincerely

Lois Furness
Lead inspector

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