

Ollerton Community Primary School

Whinney Lane, New Ollerton, Newark, NG22 9TH

Inspection dates

12–13 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils, are not always doing as well as they could do in English and mathematics lessons in both Key Stage 1 and 2.
- The pace of learning is not always brisk enough and so pupils' progress is sometimes too slow. In some lessons work is not set at the right level for pupils and so they do not make as much progress as they should.
- Marking in all subjects, but particularly in mathematics, does not always show pupils how to improve their work. They do not always have time to respond to the marking and are not always able to evaluate the quality of their own work.
- Systems for checking and developing the quality of teaching have not yet been fully effective in ensuring consistently good teaching.
- The leadership of the school has not ensured that middle leaders are routinely involved in checking the quality of teaching and pupils' progress.
- There are insufficient opportunities for pupils to develop their sentence construction when writing or their problem solving skills in mathematics.

The school has the following strengths

- The headteacher and other leaders have a clear vision of what the school should be like. Plans for improving the school set out the correct areas for development and teaching and achievement is starting to improve.
- The school has improved the achievement of pupils who are supported using the pupil premium.
- Teaching in the Early Years Foundation Stage is good. Teachers know the children well and plan activities which help them to learn quickly.
- Pupils' behaviour is good in lessons and around the school. The school provides a safe, caring environment for its pupils.
- Governors have improved their skills and their contribution to school improvement.

Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, some of which were joint observations carried out with the head teacher. They also listened to pupils reading, evaluated the work in pupils' books and the schools' information relating to pupils' attainment and progress.
- Inspectors held meetings with groups of pupils, members of the governing body, senior and subject leaders and a representative of the local authority.
- Inspectors held meetings with groups of pupils, members of the governing body, senior leaders and subject leaders and with a representative of the local authority.
- Inspectors scrutinised a range of school documentation, including the school's own self-evaluation and its corresponding action plan, pupil progress data and minutes of governing body meetings. Other documents looked at included those relating to safeguarding and child protection, behaviour and incident logs and documents relating to the monitoring of teaching.
- Inspectors were unable to take account of parents' views through the online questionnaire (Parent View) because not enough parents responded. Inspectors spoke to some parents informally on the playground at the start of the day and received a letter from a parent. They took account of 3 staff questionnaires.

Inspection team

David Edwards, Lead inspector	Additional Inspector
Thelma McIntosh-Clark	Additional Inspector
Janis Warren	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The proportion of pupils for whom the school receives the pupil premium which provides additional funding for children in local authority care, pupils eligible for free school meals and children of families in the armed services. is almost twice as high as the national average.
- Most pupils are of White British heritage. There are very few who speak English as an additional language.
- The proportion of pupils receiving extra support through school action is above average as is the proportion supported at school action plus or through a statement of special educational needs.
- The Early Years Foundation Stage consists of a Nursery and a Reception class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- More pupils join or leave the school partway through the school year compared to other schools nationally.
- Since the last inspection, there has been significant instability in staffing
- No pupils are taught in alternative provision away from the school site.
- The school operates a nurture group for pupils who face difficulties which affect their social and emotional well-being and behaviour.

What does the school need to do to improve further?

- Raise achievement to at least average or above the national average in English and mathematics, particularly for more able pupils, by making certain that teaching is consistently good or better including
 - ensuring that teachers consistently have high expectations of what pupils are capable of achieving
 - achieving consistent pace in lessons to accelerate learning
 - always set work for pupils at the correct level, particularly for the more able
 - creating more opportunities for pupils to develop their sentence construction in writing
 - giving pupils more opportunities to develop their real-life problem solving skills in mathematics
 - ensuring greater consistency in marking, particularly in mathematics, so it guides pupils more effectively to understand their next steps to improvement
 - teaching pupils the skills they need to effectively evaluate the quality of their own work and that of others
 - giving pupils more opportunities to respond to teachers' marking
- Improve the quality of leadership and management by
 - ensuring that the monitoring and evaluation of teaching and learning is more rigorous during lesson observations including making certain that feedback to teachers guides them to understand exactly how they can improve their practice
 - further develop the skills of subject leaders by giving them more opportunities to observe teaching in their subject, so they have a clear view of standards and can put effective plans into place to accelerate pupil progress.

Inspection judgements

The achievement of pupils requires improvement

- The achievement of pupils requires improvement because too few pupils, particularly in Key Stage 2, make good progress over time. This is because there is too much variation in the quality of teaching.
 - Children enter the nursery class with skills and abilities that are well below those usually found for their age. They make good progress, which continues into the Reception class, particularly in their literacy and language development; so that many are beginning to acquire the skills they need by the time they start Year 1.
 - Recently, the progress made by pupils in Key Stage 1 has improved. This resulted in improved attainment in reading, writing and mathematics at the end of Year 2 in 2012. Writing is improving because the school has devised stimulating ways to engage pupils, particularly boys, in writing tasks. This is by giving them opportunities to use their writing skills in other subjects and to write longer pieces of work independently. However, achievement is still lower than pupils of a similar age nationally because sentence construction is not well enough taught.
 - The school has tackled weaknesses in reading in Key Stage 1 by introducing a more thorough approach to developing pupils' knowledge of how to link letters to the sounds they make. Although attainment in this subject is lower than expected nationally, pupils are making steady progress. Pupils are reading with enjoyment and their ability to read more accurately, fluently, and with greater understanding is improving.
 - Attainment, as measured by the national tests at the end of Key Stage 2, rose markedly in 2012, though it remained below the national average. The most recent assessment information gathered by the school, and work seen in pupils' books by inspectors, shows that attainment is already higher than last year and edging much closer to the national average.
 - In Key Stage 2, pupils' reading skills require improvement. However, this year, older pupils are being taught more effectively to think about the meaning of text and are becoming more confident about reading fluently and on their own.
 - Pupils have appropriate calculation skills. They count and subtract accurately, though they do not think about and check their marked work sufficiently. The school is using the recently introduced teaching of subjects and activities through themes to provide more opportunities for pupils to investigate and record their mathematical work in different subjects. However, pupils at both Key Stages are not given sufficient opportunities to undertake real-life problem solving skills in mathematics to accelerate their progress.
 - Disabled pupils and those with special educational make similar progress to other pupils, with an increased number making good progress this year. Their needs are identified early and the work set is matched closely to their ability levels. They receive well-targeted help, as needed, from teachers and teaching assistants.
 - Pupils who speak English as an additional language and those who join partway through their school life, quickly have their needs assessed, so that the school can put the necessary support in place to support their needs. This allows them to make the same rate of progress as their classmates.
 - The school is developing well-targeted strategies to support the pupils who are eligible for extra
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government funding through the pupil premium. As a result, the gaps in point scores for these pupils between these pupils and their classmates and similar pupils nationally are closing much more quickly than in the past. Small-group work, use of additional information and communication technology (ICT) resources and funding for educational visits, are effective in helping pupils to overcome the barriers they face in their learning.

The quality of teaching

requires improvement

- Lesson observations, the school's monitoring of data and scrutiny of pupils' work show that even though teaching requires improvement, it is getting better. Although some aspects of teachers' practice are good there is not enough consistently good teaching, particularly for the pupils in Key Stage 2, to enable good achievement over time.
 - Teaching requires improvement where the difficulty of work and pace of learning are not brisk enough. This is typically because teachers spend too long talking in some parts of the lesson and so pupil interest wanes as does the pace of learning. In addition they do not have high enough expectations of what pupils are capable of achieving.
 - Sometimes the work that is set for pupils is the same regardless of their ability; this inhibits the progress of those who are more able particularly.
 - Where good teaching was observed, teachers had high expectations and used questions well to check pupils' understanding. They provided well-focused feedback to the pupils. For example, in a high-quality mathematics lesson in Year 6, pupils were undertaking translations of shapes in four quadrants. Pupils were thoroughly engaged by the task and the challenge in the work, so that they made rapid gains in their learning.
 - Some lessons do not include enough opportunities for pupils to learn actively and independently. There is often insufficient time allocated in lessons for pupils to learn from each other by checking each other's work, so that they can understand better how to improve their own work. Pupils are not consistently given learning prompts to help them to check their own work.
 - Pupils all understand the school's 'pink and green' marking system. In English especially, teachers increasingly praise high-quality work appropriately and give clear directions on how pupils can improve. Marking in mathematics and other subjects does not contain as many helpful comments. Teachers do not always give pupils time to reflect on and correct work that has been marked, so that pupils can learn more quickly
 - For Reception children, teachers create a good balance between activities that are led by adults and those that children choose themselves. Careful questioning and assessment of children as they work, helps them to make good progress. Teachers build up a picture of how well children are doing and what they should do next by compiling 'Learning Journeys' which are shared with parents.
 - Those pupils that receive additional help with their work are supported by skilled teaching assistants. This is helping these pupils to accelerate their progress and to become more confident and independent learners.
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The behaviour and safety of pupils are good

- Pupils behave well in lessons and at other times of the school day. They have good attitudes to work and apply themselves diligently to the tasks that are set. They work very well with partners and in small groups. Pupils who are new to the school settle quickly and make friends
- The school has a calm atmosphere and there is very little disruption to learning. Relationships are positive throughout the school, and pupils listen carefully to adults and to each other. Pupils thrive in a warm and caring atmosphere, where they say they feel safe.
- Pupils are eager to learn, enjoy everything the school offers and take part wholeheartedly. The parents and carers who offered views raised few concerns about pupils' behaviour.
- Older pupils take their extra responsibilities seriously. They enjoy acting as play leaders at lunchtime. This helps to make lunchtimes more enjoyable and engaging for all pupils.
- A small number of parents raised concerns about the way bullying was dealt with by the school. The team carefully investigated the issue and found that the school deals effectively with bullying if it occurs. Pupils have a good understanding of the different kinds of bullying, including prejudice and cyber-based bullying. They say that bullying takes place rarely and they are confident that staff would deal effectively with any situations that arose. The school conscientiously records these occurrences and the action taken.
- All staff manage behaviour in the same way so that pupils know what is expected. Incidents of poor behaviour are relatively few; as a result exclusions have dramatically reduced since the last inspection.
- Adults supporting pupils with additional needs that impacts on their behaviour manage pupils' conduct well. School records show that there have been improvements in pupils' behaviour because of staff working closely with pupils and their families. There is good support for some individual pupils through the nurture group that has enabled pupils at risk of permanent exclusion to remain in school.
- The school has worked diligently to raise attendance consequently attendance rates are now average. Certificates for 100% attendance are awarded, valued and celebrated by the pupils. The school works closely with parents and offers a wide range of support and incentives which have been a key factor in the rise in attendance. This improvement also reflects how much pupils enjoy school.

The leadership and management requires improvement

- This is an improving school, but the rate of improvement has not been fast enough to raise its effectiveness to good. This is largely due to considerable instability in staffing over the last few years, which have resulted in inconsistencies in the quality of teaching that have in turn held back pupils' progress.
 - The headteacher has worked tirelessly to ensure that the current temporary staff, as well as the teachers who are job-sharing, communicate better with one another and focus more effectively on improving the quality of teaching. Staff morale is high.
 - Many strategies are still 'works in progress' and there has not been time for them to show full
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impact. For example, procedures for checking and developing the quality of teaching, including frequent lesson observations by leaders and ongoing training for all staff, are becoming more robust and are now underpinning current improvements but have not yet been fully effective in ensuring consistently good teaching. This is because not sufficiently precise targets for improvement have been set for teachers following lesson observations.

- Subject leaders have not had a sufficient impact on raising standards or been involved enough in evaluating the progress of pupils since the last inspection because there have been too many changes to areas of responsibilities imposed by the changes in staffing. Leaders were not given enough training or opportunities to observe teaching first-hand so that they could have a clear view of standards within their subject. The local authority recognised this weakness and has given a high level of support and arranged working partnerships with schools that have experienced similar circumstances to support subject leader development.
 - Governors and staff share the head teacher's determination to rapidly improve the school and ensure that all pupils achieve what they are capable of.
 - Self-evaluation is accurate. Plans to improve the school correctly identify what needs to be done. The school is refining its system for staff to track pupils' progress. This is starting to be used more effectively to identify pupils who need additional support to close gaps in their learning compared with that of most other pupils.
 - Checks on teachers' performance and the decisions about their salaries are being used increasingly well to help staff meet the school's raised expectations for better teaching and achievement. Although improvements are not fully secured, there is some evidence of pupils' faster progress, and current attainment data show better performance than for previous years
 - The recently introduced teaching of subjects and activities by linking them together through topics is motivating pupils and helping them to learn more quickly. Pupils say they enjoy the residential visits and educational visits to such places as the pumping station, a mining museum and the Holocaust Centre. Events such as Black History week, the Chinese New Year and a good range of after school activities such as dance, drama, music and sporting activities enrich children's learning and make a strong contribution to their good spiritual, moral, social and cultural development.
 - **The governance of the school:**
 - Governors are successfully holding the school to account. They are improving their ability to challenge leaders. They now compare the school's performance with that of other schools, and are aware that there is more to be done to accelerate pupils' progress and raise attainment. Governors are increasingly asking searching questions, as their analysis of the school's data becomes more robust. Some governors are visiting the school more frequently and this combined with the link governor system is helping them they know more about aspects of its day-to-day teaching and performance. They are increasingly ensuring that the salary progression of staff is justified. Governors know about the use of additional funds from the pupil premium to improve the achievement of the pupils entitled to it. They hold the school to account over how well this is contributing to improved pupil progress. The school's safeguarding arrangements are rigorously checked. As a result, safeguarding arrangements meet current national requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	122665
Local authority	Nottinghamshire
Inspection number	402109

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	Peter Bracegirdle
Headteacher	Carl Braithwaite
Date of previous school inspection	16 May 2011
Telephone number	01623 860584
Fax number	01623 836672
Email address	office@ollertonprimary.notts.sch.uk

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