

# Edna G Olds Academy

Church Street, Lenton, Nottingham, NG7 1SJ

**Inspection dates** 14–15 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good. Children enter Reception with skills well below the levels expected for their age.
- By the time they are in Year 6, pupils who have been at the school from Reception reach above-average standards in English and mathematics.
- The many pupils who join partway through their primary school education or after the normal start of the school year are supported well and make good progress very quickly.
- Teaching is typically good. Teachers and teaching assistants make careful use of their awareness about what pupils know and can do to help them learn well in lessons.
- Pupils' very positive attitudes contribute well to their successful learning. Pupils enjoy school, feel safe and behave respectfully to each other and to staff. Relationships are good and the school is a very harmonious community.
- The inspired leadership of the headteacher, together with strong support from the rest of the leadership team and governors, is resulting in marked improvements to teaching and learning throughout the school.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. In some lessons, pupils are not always moved on quickly enough to more challenging work or given enough opportunities to work collaboratively with their classmates.
- Pupils' attainment in writing does not yet consistently match their attainment in reading and mathematics.

## Information about this inspection

- The inspectors observed 17 lessons or part-lessons, of which two were joint observations with the headteacher. Samples of pupils' writing were analysed.
- Meetings were held with groups of pupils, governors including the Chair and Vice-Chair of the Governing Body, senior and subject leaders and a representative from the LEAD Academy Trust.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, monitoring documentation, records relating to the management of teachers' performance and safeguarding, and the school's self-evaluation and improvement planning.
- Questionnaires completed by parents and staff were analysed.
- There was a very low response to the online questionnaire, Parent View, but inspectors used the start of the day to talk to parents and carers and gather their views.

## Inspection team

Patricia Hunt, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

## Full report

### Information about this school

- Edna G Olds Academy is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils known to be eligible for free school meals, for whom the school receives the pupil premium, is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club and extended learning club (after school)

### What does the school need to do to improve further?

- Make more teaching outstanding and help pupils to make faster progress by:
  - strengthening the role of subject leaders in evaluating the quality of teaching and supporting each teacher to improve faster
  - providing pupils with more opportunities to work collaboratively and direct their own learning, so even more pupils reach the higher levels.
- Improve achievement in writing by:
  - planning more opportunities for pupils to redraft their work in response to feedback, and assess their own work and that of others
  - giving pupils more opportunities to practise their writing skills in other subjects.

## Inspection judgements

### The achievement of pupils is good

- Children start in the nursery and reception classes with skills and knowledge well below the levels expected for their age, especially in reading, writing and number. They make good progress as a result of good and sometimes outstanding teaching, although few leave reception with good literacy and numeracy skills.
- The pupils who stay at the school right through to the end of Year 6 reach above-average standards in English and mathematics. The school regularly receives new pupils into different age groups. Very quickly these pupils make progress, despite usually being new to English.
- In 2013 the Year 6 results in reading and mathematics showed an improvement on previous years. The rise in results at the higher levels was most noticeably in reading and writing. Pupils in the current Year 6 are making good progress, and a high percentage are on track to exceed national expectations in all areas by the end of the year.
- Although standards in Year 2 in reading, writing and mathematics were all below average in 2013, pupils had made good progress from low starting points. Many pupils benefited from individual or small group support to help them make accelerated progress.
- Disabled pupils and those who have special educational needs are very well supported and also make good progress.
- In 2013, pupils in Year 6 who were eligible for the pupil premium did not attain as highly as others in writing and mathematics. However, this gap is closing steadily and they are making good progress across the school, especially in mathematics, and in some year groups the gap has closed. This is because leaders check carefully that the actions they take to raise these pupils' attainment are very effective.
- Pupils make slower progress in writing than in reading and mathematics. This has been identified by the school, and the action taken in response is starting to have an impact on the pupils' writing skills.

### The quality of teaching is good

- Teaching is typically good. Senior leaders regularly check on teachers' performance, helping staff to know what they need to work on to improve pupils' achievement.
- Teaching assistants are used very effectively to support pupils who are falling behind or finding work difficult. This is a result of teachers and teaching assistants working closely together to use information gathered about pupils' attainment and progress to plan where support will be most effective.
- Teachers show that they have high expectations for what pupils can achieve, and set appropriate targets for them to aim for. The school works hard to help pupils become independent learners. In many of the lessons seen, pupils showed that they have resilience and determination to achieve success.
- In the best practice seen, teachers used strong subject knowledge and good questioning

techniques to develop and deepen pupils' thinking and extend their learning. For example, in a science lesson the teacher asked searching questions skilfully to challenge and stretch the pupils' knowledge and understanding of how sound travels through different materials.

- Good learning strategies such as drawing the class together and getting them to explain to others what they have done are successful. Teachers explain tasks clearly and keep a close eye on progress in lessons, so they can clarify any misunderstandings and plan effectively for the next steps in pupils' learning.
- Teachers apply the school's marking policy consistently and give pupils regular feedback on how well they are progressing and the next steps to help them improve. However, pupils are not always given the opportunity to respond to comments, or to compare or assess the work of others in the class.
- Reading, writing and mathematics are taught well in dedicated lessons. Pupils have some opportunities to practise these skills across different subjects, but not routinely or regularly.
- Where teaching was good, opportunities to work with partners and in small groups allowed pupils to develop their independence and learn from each other. However, this was not seen often enough.

### **The behaviour and safety of pupils are good**

- Pupils' very positive attitudes contribute well to their successful learning. Pupils enjoy school, feel safe and behave respectfully to each other and to staff. Relationships are good and the school is a very harmonious community.
- The school has a warm, welcoming atmosphere and the pupils say they feel safe. Discussions with parents and evidence from questionnaires confirm that parents agree with this view.
- Behaviour in lessons is nearly always good, and on a few occasions it is exemplary. Pupils are responsive to teachers' encouragement, concentrate well and persevere. Their positive attitudes support their good progress.
- Pupils say behaviour has improved significantly since the arrival of the new headteacher. Behaviour is well managed by all staff, including lunchtime supervisors, within the dining room, outside or in the classrooms.
- Incidents of bullying are extremely rare. Pupils have a good understanding of the different types of bullying, including cyber bullying, and are clear about what to do if they have any concerns. They know that discrimination of any kind is not tolerated.
- The school's efforts to improve attendance and punctuality have resulted in significant improvement over a relatively short amount of time and certainly since the arrival of the new headteacher.
- The school promotes pupils' spiritual, moral, social and cultural development well through assemblies and visits. For example, very recently Year 6 visited the local art gallery. Pupils are very aware of the variety of beliefs and cultures represented in the school, and the multicultural nature of the school community is celebrated well. They respect and care about each other.

**The leadership and management are good**

- The headteacher, senior leaders and governors are committed to improving the school, especially pupils' progress. Leaders have an accurate knowledge of the school's performance because information is detailed and analysed regularly.
- Data on pupils' performance are shared effectively with teachers, who have a clear awareness of the levels at which children are working and their accountability for ensuring pupils' progress.
- Regular checks are made on lessons and pupils' work, and action is quickly taken when needed. Leaders are committed to improving the consistency and effectiveness of teaching. Well-focused training to improve teachers' skills and support to remove weaknesses have made their mark and lifted the quality of teaching. However, subject leaders do not have enough opportunities to evaluate teaching in their subjects in order to highlight areas for improvement and so further strengthen the quality of teaching.
- The curriculum is enriched by a good range of visits and activities such as music tuition. The school offers all pupils the opportunity to play a musical instrument.
- The LEAD Academy Trust has a secure overview of the school's work and has supported the school effectively over the last two years, particularly in developing the skills of the leadership team.
- The new national funding for physical education in primary schools is being used well to strengthen the curriculum. Pupils have the opportunity to experience a range of activities that is giving them the chance to have a go at a range of physical activities, such as yoga, which they may not have experienced before. The school plans to spend some of the money on training the staff to teach better physical education lessons.
- **The governance of the school:**
  - During a period of considerable change, the governing body has regularly checked the progress the school is making towards its key areas for development. Governors challenge and support school leaders and hold them to account for pupils' achievement. They have a clear understanding of the strengths and weaknesses in teaching and how the management of teachers' performance is used to develop teaching further. Governors know how the pupil premium funding is spent and check regularly with senior leaders on its impact on the achievement of eligible pupils. Governors ensure that national requirements for safeguarding are met.

## 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

<b>Unique reference number</b>	137525
<b>Local authority</b>	Nottingham
<b>Inspection number</b>	425044

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

<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	227
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Virginia Rochester
<b>Headteacher</b>	Melany Pemberton
<b>Date of previous school inspection</b>	13 October 2011
<b>Telephone number</b>	0115 915 6813
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