

# Ordsall Primary School

Ordsall Road, Retford, DN22 7SL

**Inspection dates** 11–12 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Children have a good start in the Nursery and Reception classes. From their individual starting points they make good progress throughout the rest of the school. Pupils' progress in reading is a particular strength.
- The quality of teaching is good. Adults have high expectations and teachers make effective use of other adults to support pupils.
- The governing body effectively challenges school leaders and provides good support.
- Behaviour and safety are good in class and around the school. Pupils have a positive attitude to their learning and feel safe in school.
- Leadership and management are good. School leaders effectively manage teachers' performance and systems for tracking the progress made by pupils are robust and used well by teachers to plan learning.

### It is not yet an outstanding school because

- Achievement in mathematics is not as high as in English. Marking in mathematics is not effective, and pupils are not given enough opportunity to practise their skills.
- Until recently, some pupils did not attend school regularly and this has slowed their progress.
- Some pupils are not given enough opportunity to practise speaking and listening skills and thus increase their ability to communicate effectively.

## Information about this inspection

- Inspectors observed 19 lessons, including several jointly with school leaders. In addition, inspectors made short observations to a number of lessons where pupils were working in small groups. Inspectors also listened to pupils read and reviewed their written work.
- Discussions were held with different groups including pupils, members of the governing body, the headteacher and senior leaders, members of teaching staff and an officer from the local authority.
- A range of documents including the information on pupils' achievements, the school's data on pupils' current progress, documents relating to planning for improvement, procedures for checking the quality of teaching, documents relating to safeguarding and records relating to behaviour and attendance was reviewed.
- Inspectors scrutinised a variety of school documents, including self-evaluation and development plans, governing body minutes, safeguarding records and documents relating to the management of teachers' performance.
- Inspectors took into account the views of 55 parents and carers who responded to the online Parent View survey. Inspectors considered the views expressed in 22 questionnaires returned by staff.
- Inspectors reviewed the school's website.

## Inspection team

Ian Jones, Lead inspector	Additional Inspector
Christine Turner	Additional Inspector
Elizabeth Needham	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils supported at school action is average. The proportion of pupils 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 the pupil premium, which provides funding for children in local authority care, those from service families and those known to be eligible for free school meals, is well above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Accelerate progress in mathematics by:
  - providing more opportunities for pupils to apply their number skills to solving problems
  - develop marking so that pupils know exactly what they need to improve, have time to make improvements and use what they have learnt in subsequent lessons
  - further develop opportunities to apply mathematics skills in other subjects.
- Provide more opportunities for pupils to practise speaking and listening skills and thus increase their confidence and ability to communicate effectively.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good because pupils are eager to learn, are very well cared for by the staff and the teaching is good.
- Children join the nursery with skills and abilities well below those expected for their age. They make good progress in the Nursery and Reception classes because they are given a wide range of effective learning experiences. Social skills move on at a rapid pace because staff show children how to respond and learn in a variety of situations.
- As pupils move through Key Stage 1 they make good progress from their starting points. Attainment at the end of Year 2 is a little below average reflecting their low starting points, and the proportion of pupils who reach the higher levels is low. At Key Stage 2 pupils make good progress and leave the school with standards that are broadly average. Pupils' progress in reading is particularly strong and results in the 2013 Year 6 test were above average. This is because the school's focus on improving pupils' reading skills has been successful. Achievement in writing is also good and the school's recent plans to enhance spelling skills are already beginning to have an effect on standards.
- Funding from the pupil premium has provided more staff to support pupils who are struggling with their reading, writing and mathematics. It has also provided additional support for those families with particular social and personal needs. As a result, pupils supported by the funding, including those known to be eligible for free school meals make good progress from their starting points. In 2013 tests, these pupils' attainment narrowed to one term behind that of their peers in English although the gap widened to one year in mathematics.
- Disabled pupils and those who have special educational needs make good progress from their starting points. Staff have a good level of expertise and use this to carefully tailor support for individual pupils.
- Although pupils develop communication skills appropriately, some lack the confidence to talk about their work and share their ideas.
- Pupils make good progress in other subjects across the curriculum. There are many examples of high quality art work brightly displayed around the school. Pupils benefit from the use of the new primary sport funding which is used to provide additional coaching in sport, dance and other physical activities. Many pupils participate in these and other additional activities which help promote their wellbeing and healthy lifestyles.
- Progress in mathematics is good, but it is not as good as it is in English. Pupils do not get enough opportunities to apply new mathematical skills in problem-solving activities. Progress sometimes slows because marking lacks precision.
- Teachers are very watchful to ensure that all pupils have every opportunity to achieve their very best. As a result, the progress of the most able pupils is good overall, although in mathematics some could move on at a faster rate if they did have further opportunities to apply new skills.

**The quality of teaching** is good

- Senior leaders have ensured that improving the quality of teaching is the main focus of the school. Since the previous inspection, weaker aspects of teaching have been improved and although teaching is not yet outstanding, there are examples of outstanding practice across the school.
- Teachers use their good subject knowledge effectively to plan lessons that build on pupils' skills and extend their learning. They have high expectations for what pupils can achieve, and as a result pupils are eager to learn.
- Information about pupils' progress is used effectively to set work that meets the needs of different groups of pupils. Effective communication between teachers and support staff ensures that all pupils are provided with help when it is most needed. This increases pupils' learning.
- Excellent gains are made in learning when teachers consistently provide high levels of challenge throughout the lesson for all abilities. This was very evident in the Nursery class when children were reviewing photographs taken from a recent farm visit, prompted by highly effective questioning from staff.
- Pupils respond very positively to carefully planned questions and instructions from staff. Occasionally, some pupils lose interest and quietly disengage when the pace of learning slows.
- Parents feel that their children are taught well and are supported very well so that they can make good progress.
- Marking of pupils' work varies in quality. In English, feedback is very effective because it carefully explains how pupils could improve their work and pupils show their understanding of the teacher's comments by giving examples of this new learning in response. In mathematics, however, comments are often focused on effort or presentation and specific feedback on how to improve is rarely given.

**The behaviour and safety of pupils** is good

- The behaviour of pupils is good. Pupils demonstrate good attitudes to learning and respond well to their teachers. They respond well to the school's reward system and are motivated to behave well.
- Pupils are courteous and polite. They work and play co-operatively in lessons, playtimes and lunchtimes. Pupils' spiritual, moral, social and cultural development is effectively promoted in all aspects of school life.
- Until this year attendance has been low for some years. However, the development of effective targeted support for vulnerable families together with a new incentive scheme for pupils have achieved above average attendance in the current school year.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in school and are aware of how to keep safe outside school. They are confident that if bullying should occur, the staff would quickly ensure that this was resolved.

- All staff provide good support and care for all pupils. Procedures to safeguard and care for all pupils are appropriately followed in school. Staff are particularly good at listening to pupils' concerns and helping them to resolve their problems. Pupils are also very confident that if they have a problem they can talk to a member of staff who will do their best to help.
- Most pupils are eager to learn and have pride in their work. Work in exercise books is carefully and neatly presented. Some pupils lose interest in lessons when the work fails to interest them or the challenge is not pitched at the right level.
- Pupils appreciate the extra responsibilities they are given, such as the school council, and say they enjoy playing a role in the running of the school. They make positive contributions to school life.
- Parents and carers say that their children are very happy and safe in school and almost all feel that pupils are well behaved.

### **The leadership and management** is good

- The senior leaders work effectively as a team and complement each other well. They have successfully focused on raising achievement since the previous inspection.
- The headteacher fully enjoys the confidence of governors, parents and pupils. She has the enthusiastic support of the staff in delivering the improvements required. As a result achievement is rising and attendance has improved markedly over the last year.
- Some inaccurate teacher assessment in the past has hampered teachers' ability to accurately plan the most suitable work for pupils. Senior staff have effectively addressed this issue, and accurate assessment coupled with robust tracking now provides a precise picture of pupils' abilities. Staff use tracking information well in planning suitable activities for their pupils.
- Accurate self-evaluation by senior and middle leaders provides the school with a clear picture of where further improvement might be needed. Work undertaken as a result is having a positive impact on achievement. Some aspects, such as a new approach to teaching spelling are beginning to show improvement, although there is some progress still to be made.
- Thorough procedures to check the quality of teaching is in place. Teachers value the good level of feedback from lesson observations and work scrutinies and say it helps them to improve their teaching. School leaders use this information together with pupil progress information very effectively to check how well staff are performing.
- A range of school subjects effectively promotes pupils' achievements and their personal development. The many and varied events that occur during a school year motivates pupils to learn. The recent 'India Week' promoted pupils' awareness and understanding of the multi-cultural diversity of British society.
- New primary school sport funding is used effectively to increase teachers' coaching skills and to provide more opportunities for pupils to partake in physical activities. Pupils enjoy developing skills in dance, rugby, tennis and hockey during the school day as well as participating in the

range of after-school sports activities on offer.

- The headteacher and governors value the support provided by the local authority. The school adviser has a clear understanding of the school's strengths and where further improvement is needed.
- The school has good relationships with parents and carers and works very hard to reach all families, including those who are vulnerable. School staff are seen as approachable by parents and the school is highly effective at relating to parents and keeping them in touch with activities in school. The vast majority of parents feel that the school is led and managed well.

■ **The governance of the school:**

- The governing body has a clear understanding of the school's strengths and where further improvement is needed. Governors regularly challenge the school in a supportive way and have the skills and expertise to hold leaders to account. They ask pertinent questions and seek additional guidance by attending training. Governors evaluate the quality of teaching and use this information well when reviewing pay progression for staff. Governors have a good understanding of the school's finances, including sport funding, and are aware that the impact of pupil premium has been less effective in mathematics than in English. They ensure that safeguarding arrangements meet all statutory requirements.

## 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>	134028
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	431556

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	430
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Smith
<b>Headteacher</b>	Barbara Doughty
<b>Date of previous school inspection</b>	10 June 2009
<b>Telephone number</b>	01777 702852
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