

Ranskill Primary School

Cherry Tree Walk, Ranskill, Retford, DN22 8LH

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	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 in Key Stages 1 and 2 have not made consistently good progress in reading, writing and mathematics.
- Teachers have not had high enough expectations of what pupils can achieve in their lessons or over longer periods of time.
- Teachers have not taught spelling, punctuation and English grammar well enough to make sure that pupils use them accurately in their writing.
- Teachers have not made sure that pupils' handwriting and the presentation of their work is of a sufficiently high standard.
- School leaders have not set pupils' targets high enough to make sure that pupils make the best possible progress. They have not checked pupils' progress regularly enough and taken action to address any underachievement.

The school has the following strengths

- Children make a very good start to school and make good progress in the Reception class.
- Pupils behave very well in and around the school. They are polite and have good manners.
- The teaching of phonics (linking letters with the sounds that they make) is good.
- Current leadership arrangements are bringing about improvements to the quality of teaching and to pupils' achievement.
- Governors know the school's strengths and weaknesses. They hold leaders to account for making improvements.

Information about this inspection

- The headteacher is currently on long-term sick leave. An acting headteacher, seconded from a local primary school, has been leading the school since January 2014. He is being supported by a consultant headteacher.
- The inspector observed nine lessons or parts of lessons, taught by six members of staff. Eight of these were observed jointly with the acting headteacher or the consultant headteacher.
- Meetings were held with a group of pupils, members of the governing body and school leaders. A discussion was held with an officer for school improvement from the local authority.
- The inspector spoke to pupils during lessons, looked at their books and listened to younger pupils reading.
- The inspector took account of written communication from parents and 30 responses to the online questionnaire (Parent View). The inspector also spoke to parents at the start of the school day.
- The inspector analysed responses from 14 questionnaires completed by school staff.
- The inspector looked at information relating to: pupils' attainment and progress, their attendance, school improvement plans, records relating to the monitoring and improvement of teaching and documents relating to safeguarding.

Inspection team

David Herd, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils for whom the school receives additional funding (the pupil premium) is well below average. In this school it applies to pupils eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better, by:
 - raising teachers' expectations of what pupils can achieve in lessons and over time
 - improving the teaching of spelling, punctuation and English grammar, so that pupils can apply what they have learned in all aspects of their writing.
- Raising pupils' achievement in Key Stages 1 and 2, by:
 - improving pupils' handwriting and the presentation of their work
 - making sure that pupils in the school make at least good progress, especially in their writing.
- Improve the leadership and management of the school, by:
 - ensuring that targets for pupils' achievement are set to ensure that they make the best possible progress; that their progress is checked regularly; and that swift action is taken to address any underachievement
 - sharing the best practice in the school so that the quality of teaching improves.

Inspection judgements

The achievement of pupils

requires improvement

- In recent years, pupils in Key Stages 1 and 2 have not made good progress from their starting points. This has been the case in reading, mathematics and writing. Therefore, pupils' achievement requires improvement. However, in 2014, there are clear signs that pupils' achievement is improving strongly, especially in reading and mathematics.
- In 2013, in Key Stage 1 and 2, pupils attained broadly average standards in each subject. Their progress, from their starting points, required improvement. In 2014, reliable school data is showing that pupils' attainment at both key stages has risen and their progress has accelerated. In Key Stage 1, progress is good.
- Pupils start school with skills and understanding that are broadly expected for their age, but this does vary from year to year. They make a very good start in the Reception class; make good progress throughout the year and go on to achieve good levels of development.
- Pupils' handwriting and the presentation of their work require improvement. Their books have mistakes scribbled out and have worksheets sticking out untidily.
- Pupils do not learn to spell words sufficiently well. Nor do they learn the basic conventions of punctuation and English grammar well enough. They do not apply these well enough in their writing.
- Younger pupils learn the sounds that letters make (phonics) and then apply this in their reading. The books they choose are just at the right level of difficulty and, when reading, pupils show that they understand what they have read. Older pupils' attainment dipped in 2013 but has recovered this year. Pupils enjoy a range of fiction and non-fiction books.
- More able pupils have not always made good progress. However, there are signs in 2014 that they are making better progress.
- Disabled pupils and those with special educational needs have not always made good progress. However, in 2014 these pupils are making better progress, especially in writing, because the school has focussed closely on making improvements in this area.
- There were not enough pupils known to be eligible for free school meals in 2013 to comment on their attainment in English and mathematics at the end of Year 6. Pupils eligible for support from the pupil premium have not always made good progress, but in 2014 there are signs that this is improving.
- Pupils achieve well in physical education including sport because they are well taught. Pupils learn well and can, for example, exchange a baton in a relay race confidently because the technique is taught effectively.

The quality of teaching

requires improvement

- Teachers have not had high enough expectations of what pupils can achieve in lessons or over time. They do not make sure that pupils write neatly or present their work and books tidily. As a result pupils' work is not neat and their books are untidy.

- Teachers have not taught the skills of spelling, punctuation and English grammar well enough to make sure that pupils use them accurately in their writing. This means that their writing is not reaching the standards that it could.
- Teaching is beginning to improve. This is shown in pupils' improving progress and in their improved attitudes to learning in classrooms. Teachers are beginning to plan and prepare more interesting lessons that engage pupils. Teachers' modelling of intended outcomes is improving. For example, in a mathematics lesson, pupils could tackle multi-step problems because the steps they should take were clearly demonstrated.
- Teachers' subject knowledge is good. They explain their teaching points clearly so that pupils understand what they have to do. Teaching is crafted to make pupils think hard, whatever their ability.
- The teaching of early reading skills is good. Pupils are taught phonics well and then are expected to use them in their reading and writing.
- Teaching for children in the Reception class is very good. Skilful teaching assesses pupils' abilities from the very first day that they are in the school, and then provides appropriate activities where pupils can learn through play. Children learn numbers, letters and sounds, all at a level appropriate for their stage of development.
- Teachers' marking of pupils' work has improved. Teachers tell pupils when they have done well. They tell pupils what they have to do to improve. Sometimes they give pupils additional challenges, at other times pupils are expected to practice a skill or edit their work. Although teachers make sure pupils have time to respond to their suggestions, they do not always check that pupils have responded correctly.
- The teaching of physical education is good. Both pupils and teachers benefit from the skills of a specialist teacher who teaches the techniques of athletics very well.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils pay attention in lessons and respond well to teachers' explanations and instructions. Their improved attitudes to learning are helping them make better progress. Low level disruption is rare.
- In lessons and around the school pupils behave well. They are polite, have good manners and respect the environment in which they learn. Pupils' behaviour is managed well by teachers and teaching assistants.
- Pupils say that behaviour is good and that bullying is extremely rare. They do say that, if there were any concerns, they would know who to go to and are confident that their concerns would be dealt with. Pupils say that language that might cause offence is rare.
- A significant number of parents, responding to the online survey (Parent View), expressed concerns regarding the management of behaviour and of bullying. From checks of records, discussions with pupils and staff, and close observation, the inspector found no evidence to support these concerns.
- The school's work to keep pupils safe and secure is good. Pupils are absolutely confident that

they are safe in school.

- Pupils say that the school makes sure that they know how to stay safe near roads and railways. Pupils can confidently explain how to stay safe when using the internet.
- Pupils' attendance has been below average in recent years. In 2014 it has risen to above average as a result of measures put in place by current leaders. Pupils are rarely late for school.

The leadership and management requires improvement

- The current leaders in the school are having a good impact in bringing about improvements to the quality of teaching. However, the measures they have put in place are only just beginning to have an impact on the quality of teaching and on pupils' achievement.
- In the past leaders have not set pupils' targets high enough. They have not checked pupils progress towards meeting their targets regularly enough and have not taken steps to address any underachievement, where pupils may have fallen 'off track' to meet their targets.
- Their evaluations of the school's effectiveness are accurate and are based on thorough checks on the quality of teaching. The plans for improvement are robust and are based on the correct priorities for school improvement.
- Checks on teaching and the feedback provided to teachers have brought about recent improvements. Teachers know what they have to do to improve and how their performance is being measured. The school makes links between performance and pay progression.
- The subjects taught include all the required elements and are enhanced by special events, visits to interesting places and visitors to the school. This enables pupils to prepare for the next stage effectively.
- Pupils' spiritual, moral, social and cultural development is promoted effectively through learning of other cultures, interesting and lively displays of pupils' work and through enjoyable assemblies that give a special message.
- A significant number of parents, responding to the online survey (Parent View), expressed concerns regarding the leadership and management of the school. The current leadership arrangements are giving some stability to the school while it is in a period of relative uncertainty.
- Key leaders in school, such as those responsible for the Early Years Foundation Stage, are effective in making sure children make good progress. Other leaders, such as those responsible for key subjects and pupils having disabilities and special educational needs, know what needs to be done to bring about better progress for pupils. The measures that they have put in place are beginning to make a difference to the progress pupils are making.
- The primary sport funding is being used well to improve the skills of teachers and pupils. A specialist teacher of physical education is making sure that teachers and pupils benefit from her expertise. As a result pupils are participating more in sport and physical education and are benefiting in terms of their fitness and well-being.
- The local authority, working with the governing body, has enabled linked support from a local

school as well as the support of the acting headteacher and the consultant headteacher. It has made regular checks of the school and provided effective and timely support to leaders, including to the governing body.

- The measures the school has put in place to ensure that pupils are safe meet all requirements.

■ **The governance of the school:**

- Governance has improved since the school was previously inspected. Governors know how well the school is doing compared to other schools nationally, by using their improved understanding of school data. They hold leaders to account for making improvements to the quality of teaching and pupils' achievements, by asking questions and making visits to the school. They ensure that, through their checks, pupils are safe and behave well. They make sure that teachers' performance is checked and actions are taken to make improvements. They know what difference additional funds, such as the pupil premium, are making.

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	122686
Local authority	Nottinghamshire
Inspection number	431612

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	5-11
Gender of pupils	Mixed
Number of pupils on the school roll	122
Appropriate authority	The governing body
Chair	Mike Spencer
Acting Headteacher	Stuart Moody
Date of previous school inspection	26 September 2012
Telephone number	01777 818468
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