

Ramsey Manor Lower School

Manor Road, Barton le Clay, MK45 4NS

Inspection dates 4–5 November 2014

| | | | |
|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Good leadership, management and governance have successfully built on the strengths identified in the previous inspection.
- The headteacher, other leaders, staff and governors ensure that pupils receive good teaching and achieve well. Staff work well as a team and establish a very positive climate in which pupils learn and flourish.
- Teaching promotes pupils' good progress across the school, including that of those receiving specialist provision for autistic spectrum disorder. Pupils attainment in reading, writing and mathematics is consistently above average.
- Children in Reception have a good start to school life and make good progress.
- The school promotes pupils' spiritual, moral, social and cultural development well. They successfully learn the responsibilities of life in modern British democratic society.
- Pupils attend regularly, show a keen interest in learning and behave well in lessons and about the school.
- There are highly effective procedures to ensure that pupils are safe. Pupils report that they feel safe and extremely well looked after by staff.

It is not yet an outstanding school because

- In a few lessons, work is not sufficiently challenging for the most able.
- Teachers' marking does not always provide enough guidance on how pupils can improve.

Information about this inspection

- The inspectors observed teaching and learning in all classes. Some lessons were seen jointly with the headteacher.
- Time was spent analysing pupils' work and the information about pupils' attainment and progress.
- Discussions were held with the headteacher, other staff, a representative from the local authority, governors and pupils.
- The inspectors took account of the 69 responses to the Ofsted online survey, Parent View, correspondence from parents and carers, the school's own surveys of parental views and questionnaires completed by 24 members of staff.
- The inspectors examined a range of documents, including school policies, safeguarding procedures and the school's self-evaluation and improvement planning.

Inspection team

| | |
|-----------------------------|----------------------|
| Derek Watts, Lead inspector | Additional Inspector |
| Jane Brothers | Additional Inspector |
| Kate Robertson | Additional Inspector |

Full report

Information about this school

- Ramsey Manor Lower School is an above average-sized primary school.
- Most of the pupils are White British.
- There is a specially resourced provision for six disabled pupils who have special educational needs with a diagnosis of autistic spectrum disorder. These pupils attend from further afield than the school's normal catchment area.
- The proportion of other disabled pupils and those with special educational needs supported through school action is about 3% of pupils in the school and below average. The proportion supported at school action plus or with a statement of special educational needs is about 5% of pupils in the school and is also below average.
- At around 9% of pupils, the proportion of those eligible for the pupil premium is below average. The pupil premium provides additional funding for pupils in care and those known to be eligible for free school meals.
- Reception children attend school full time.

What does the school need to do to improve further?

- Strengthen teaching to raise achievement further by:
 - ensuring that work is challenging in all classes to extend the learning of the most able
 - making sure that teachers' marking consistently provides guidance on how pupils can improve.

Inspection judgements

The leadership and management are good

- Leaders, managers and staff have taken the school's strengths forward since the previous inspection. They ensure that pupils have positive attitudes to school and learning and that they receive good teaching and achieve well.
- Senior leaders, subject leaders and governors effectively review the school's performance. The findings of review are used well to determine actions for improvement. For example, the teaching of phonics (sounds and the letters they represent) has improved and pupils have a wider understanding of different cultures and faiths.
- Leadership below senior level is good. Leaders of English, mathematics, special educational needs and the Early Years Foundation Stage are effectively engaged in checking pupils' progress, monitoring the quality of teaching and in improving the areas for which they have responsibility. The special provision for pupils with autism is well managed and has a positive impact on the outcomes for those pupils.
- Arrangements for the management of teachers' performance meet requirements and are firmly based on the national *Teachers' Standards*. Senior leaders check on the quality of teaching closely to ensure it improves. The targets they set to improve teachers' performance are well linked to pupils' progress and to the priorities in the school improvement plan. Leaders provide relevant training and support to increase teachers' skills.
- An interesting range of subjects and topics is provided which promotes pupils' good achievement and contributes well to their personal development. Leaders make very sure that all pupils are given full and equal access to their learning activities. Good new assessment systems are being tried which reflect the changes being made nationally.
- Additional activities much extend pupils' learning opportunities. For example, pupils are taught French by a specialist teacher. Good use is made of the school's attractive grounds and pupils develop an understanding of wildlife and acquire skills through an outdoor 'Forest School' approach to learning. A successful residential visit to the Isle of Wight for Year 4 pupils includes new learning experiences.
- The primary sports grant is used well to extend pupils' opportunities for sport and physical development. Pupils benefit from specialist teaching and teachers' skills are increased as they work closely with specialists. Pupils participate well in a range of sports clubs and the local sports partnership's tournaments and events, such as gymnastics and rounders.
- Pupils' spiritual, moral, social and cultural development is successfully promoted. All staff foster the school's values of care, honesty, respect for others, responsibility and tolerance. Pupils show consideration and respect for others and possess a good understanding of different cultures and faiths. They gain understanding of the responsibilities of citizens in modern British society.
- Pupil premium funding is used effectively to provide disadvantaged pupils with additional support, particularly in literacy and numeracy. The funding and support are having a positive impact on the progress of these pupils.
- Leaders ensure the highest standards for the safeguarding of pupils.
- The local authority has a clear overview of the school's performance. In-school advice and support has been limited because pupils' achievement has been consistently good.
- The school has established productive partnerships with parents. The online survey, Parent View, and the school's own surveys show that parents and carers are very pleased with the care and education provided for their children. They particularly like the school's positive atmosphere and the range of additional

activities.

■ The governance of the school:

- Governance has improved since the previous inspection. The governors possess a clear and accurate overview of the school's performance. They analyse and understand the data on pupils' performance and are well informed about attainment and progress.
- The governors challenge senior leaders robustly to account for the school's performance.
- The governors receive accurate reports about the quality of teaching from the headteacher and further confirm findings for themselves. They understand requirements relating to the management of staff performance and make sure that promotion and salary increases are based on the progress that pupils make.
- They support the leaders and staff in the promotion of the school's values and ensure that pupils are well prepared for life in modern British democratic society.
- Governors ensure that additional funding is used effectively by checking the impact of spending on pupils' attainment and progress.
- Governors ensure that all safeguarding procedures are fully effective and meet requirements.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Good behaviour starts with children in Reception and continues throughout the school. Pupils' behaviour is positive in lessons and around the school.
- The school's records confirm that behaviour is typically good over time. All parents and carers who completed the online survey stated that the school makes sure that pupils are well behaved.
- In all classes, pupils show a keen interest in their learning and participate well in the activities provided. They talk enthusiastically about the school's wide range of clubs and visits. They participate actively in 'Forest School' activities and the many additional learning opportunities – such as, art, choir, knitting, street dance and science.
- In lessons, pupils focus well on their work and show good levels of engagement. In some classes, particularly where the teaching is inspirational and stimulating, pupils' show exemplary attitudes to learning and behave extremely well.
- Pupils with autistic spectrum disorder are well managed and supported by staff. As a result, these pupils behave well and participate with interest in school activities.
- All staff successfully promote the school's values – such as, care, generosity, determination, forgiveness, honesty, respect, patience and tolerance. Pupils stated with pride, 'We live these values.'
- Pupils informed the inspectors that bullying was mean, unpleasant and had no place in their school. Discussions with pupils' revealed that they have a clear understanding of different forms of bullying, including cyberbullying and persistent name-calling. Pupils are convinced that any concerns that they have are quickly sorted out.
- Attendance has improved to be above average. The school has effective systems for checking and promoting good attendance.

Safety

- The school's work to keep pupils safe and secure is outstanding. All parents and carers who expressed a view stated that their children are happy at school and feel safe. These positive views reflect the findings of the inspection.

- Leaders ensure that access to the school is secure. Staff are rigorously checked prior to appointment.
- Pupils demonstrate how to keep themselves safe at school, at home and in the local community. For example, Year 1 pupils in a physical education lesson set up practical apparatus correctly and safely because of the clear instructions and directions provided. They used the apparatus well, taking full responsibility for their own and others' safety.
- The school successfully promotes equal opportunity and good relationships. All pupils are successfully included in the school's activities. Leaders ensure that there is no discrimination in this school.

The quality of teaching is good

- Teaching enables pupils to make good progress, learn and achieve well in literacy, reading and mathematics. Teachers in all classes establish strong relationships with pupils. Pupils respond well to teachers' clear expectations of learning and behaviour.
- Teachers fully engage the pupils in learning and manage them well. They effectively share the purpose of the lesson with the class so that pupils know and understand what they are to learn. Pupils are attentive and cooperative. Teachers' clear explanations and instructions help pupils to learn well. Questioning is used effectively to explore pupils' ideas and to check their understanding.
- The teaching of phonics has been strengthened since the previous inspection and pupils make good gains in early reading skills. Teachers promote enthusiasm for reading through the school so pupils read and enjoy a good range of texts.
- In mathematics, pupils are effectively taught essential knowledge and skills. They are also provided with interesting and relevant opportunities to solve problems. Practical learning resources are used well to both consolidate and extend pupils' learning.
- In most lessons, teachers set work which is well suited to the prior attainment of different groups. As a result, almost all pupils are challenged, their interest is sustained and they make good progress in gaining knowledge and in deepening their understanding.
- Although teachers assess pupils' prior attainment and progress competently, in a few cases the work set is not sufficiently challenging and demanding for the most able. When this happens, the most able do not learn as well as they should because work is too easy for them. For example, in science, the most able are sometimes expected to record their findings to a common format rather than having the opportunity to use their knowledge to decide how best to present their results for themselves.
- The teaching of all disabled pupils and those who have special educational needs is good. Those pupils receiving additional support for autistic spectrum disorder are well provided for in a specialist facility. They are also integrated well into mainstream lessons. Teaching assistants provide good guidance and support for all pupils who need additional help with literacy, numeracy and social skills.
- Teachers set specific, challenging learning targets for pupils for writing and mathematics so all pupils know what they are aiming for. The marking of pupils' work provides praise and encouragement for good work. Marking also indicates whether the learning intention for the lesson was achieved or not. However, comments to guide improvement are, sometimes, less evident.

The achievement of pupils is good

- The school has consolidated and then built on pupils' good achievement identified in the previous inspection. Consequently, pupils make good progress from their starting points in the Early Years

Foundation Stage and achieve well throughout the school.

- Pupils make good progress in Years 1 and 2. By the end of Year 2, pupils' attainment has been consistently above average in reading, writing and mathematics. Good progress continues in Years 3 and 4 and by the time pupils leave, their attainment is above that typically found for their age in reading, writing and mathematics.
- The most-able pupils achieve well. An above-average proportion of pupils attain the higher levels in reading, writing and mathematics by the end of Key Stage 1. The most able progress well in Key Stage 2 and sustain a strong record of attainment to the end of Year 4. However, there are a few lessons when the most able do not make even more rapid progress because the work is, very occasionally, too easy for them.
- Pupils enjoy reading and most make good progress. The results of the Year 1 phonics check were above average in 2013, but less strong in 2014. Current attainment is at a better standard. Pupils apply their reading skills effectively. They show a clear understanding of the texts they read. They use their reading skills well to gain information relevant to the topic in hand.
- Most pupils achieve well in writing. They are able to write for different purposes and in different styles. Their handwriting and presentation are good. Any weaknesses in grammar, punctuation or spelling are currently being tackled directly.
- Pupils make good progress in mathematics. They develop secure knowledge and understanding of calculation and key mathematical skills. They apply their knowledge and skills well to solve mathematical problems. For example, pupils in Year 4 used a computer programme to investigate different fractions and reached correct solutions to the questions set.
- Disabled pupils and those who have special educational needs, including those with special provision for autism, make good progress. This is because they receive effective support and activities set are well suited to their learning needs.
- The latest validated data show that disadvantaged pupils by Year 2 attained higher standards than other pupils in their year group in reading and mathematics, and were only slightly behind in writing. Their attainment was ahead of that of all pupils nationally.
- Learning seen in lessons and the school's assessment data show that, currently, disadvantaged pupils are making good progress and any gaps in attainment between them and other pupils are closing.

The early years provision

is good

- The Early Years Foundation Stage provision is well led and managed. Support staff are effectively used and make a valuable contribution to children's learning. There are good systems for checking and recording children's attainment and progress.
- Children begin in the Reception classes with levels of knowledge, understanding and skills typical for their age.
- Most children make good progress in all areas of learning. Although some boys are currently not making as rapid progress as girls in early reading and writing skills, leaders and staff are taking effective measures to improve these boys' performance.
- Children receive helpful guidance from adults, which enables them to make good progress. They develop good speaking and listening skills. The teaching of phonics is good. Children make good gains in number and solve practical number problems.

- The outside learning accommodation and facilities are very helpful to learning. Children learn well outside and successfully consolidate and extend their language, number and physical skills.
- Adults develop good relationships with the children. The children respond well to the adults' clear expectations and guidance. They feel safe in the setting and relate well to adults and to other children. Children take turns, share equipment and show consideration for others. Children's good behaviour supports their learning well.
- Children have good opportunities to be creative. For example, they were seen to be imaginative in creating attractive collages using brightly coloured autumn leaves.

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 | 109587 |
| Local authority | Central Bedfordshire |
| Inspection number | 448381 |

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

| | |
|--|-------------------------------|
| Type of school | First |
| School category | Community |
| Age range of pupils | 4–9 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 295 |
| Appropriate authority | The governing body |
| Chair | Jennie Southgate. |
| Headteacher | Alex Freaks |
| Date of previous school inspection | 24 November 2009 |
| Telephone number | 01582 881318 |
| Fax number | 01582883921 |
| Email address | admin@ramseymanor.beds.sch.uk |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

