

Ollerton Community Primary School

Whinney Lane, New Ollerton, Newark, NG22 9TH

Inspection dates 24–25 February 2015

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

Summary of key findings for parents and pupils

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

- During a period of high staff turnover leaders, including governors, have not secured consistently good teaching, achievement and behaviour across the school.
- Leaders have not addressed all the areas for improvement raised at the last inspection well enough.
- Even though standards in English and mathematics have risen since the last inspection, they are still below average and pupils do not make consistently good progress.
- Leaders, including governors, have not ensured that the pupil premium funding is used effectively across the school, so gaps in performance are wide in some year groups, while closing in others.
- In some classes, teachers' marking is not clear enough to bring rapid improvements in pupils' progress, especially in writing and mathematics.
- Pupils do not always get enough practice in producing extended pieces of written English in other subjects.
- Teachers do not always know what pupils have learnt when they are taught by teaching assistants out of the classroom.
- Attendance is below average. Staff do not work well enough with the small number of parents who do not send their children to school every day.
- Teachers do not follow procedures and policies consistently. Not all teachers follow the behaviour policy consistently, so behaviour is not good in all classes.

The school has the following strengths

- Provision in the Early Years is good. Children settle in quickly and make good progress.
- Pupils are safe, and feel safe, in school.
- Pupils' spiritual, moral, social and cultural development is good. They have a good appreciation of fundamental British values and are well prepared to for life in modern society.

Information about this inspection

- The inspectors observed teaching in every class. They looked in detail at pupils' work to assess the quality of teaching and pupils' progress over time. Inspectors carried out lesson observations jointly with the headteacher. They listened to a sample of pupils reading.
- The inspectors held discussions with pupils, the headteacher and other staff, governors and a representative of the local authority.
- The inspectors looked at documents relating to safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body and the school improvement plan, and also examined records of the monitoring of teaching quality.
- Inspectors consulted the Parent View website but, as only nine responses had been received, the results are not included in this report. However, inspectors held discussions with parents to gain their views.
- Inspectors analysed the responses to a questionnaire completed by 23 members of staff.

Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Jean Whalley

Additional Inspector

Lynne Bennett

Additional Inspector

Full report

Information about this school

- The school is of average size for a primary school.
- Almost all pupils are White British. A very small minority of pupils are from other ethnic groups. Very few speak English as an additional language.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium is double the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals or in local authority care.
- The proportion of disabled pupils and those who have special educational needs is double the national average.
- Children in the Nursery year attend part-time, either for mornings or afternoons. Children in the Reception year attend full-time.
- There have been staff changes in nine out of the 11 classes within the last 18 months. More than half of governors have been appointed since the previous inspection.
- In 2014, the school narrowly missed the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- In the last year the school has been receiving support from the headteachers of Killisick Junior School and Pinewood Infants School, both local leaders of education.

What does the school need to do to improve further?

- Improve the quality of teaching, so that pupils in all classes and subjects make good progress, by ensuring that:
 - when marking work, all teachers show pupils clearly what they need to do to improve, particularly in mathematics, and check that pupils read and act on the advice they are given
 - when they mark written work in any subject, all teachers pinpoint areas in which pupils can improve the quality and accuracy of their written English
 - teachers provide more opportunities for pupils to practise the skills of writing at length in a range of contexts and in different subjects, not just in English lessons
 - teachers and teaching assistants work more closely together so that teachers have a better understanding of what pupils have learnt when they are taught in small groups outside the classroom.
- Improve pupils' attendance and behaviour in lessons by:
 - ensuring all staff follow agreed procedures for managing pupils' behaviour consistently
 - strengthening the school's engagement with the small number of families who do not send their children to school regularly.
- Strengthen leadership and management, by making sure that:
 - leaders, including governors, draw up and implement effective plans to improve the weaknesses identified in this report
 - leaders check that all staff implement policies and procedures consistently, and take actions where this is not the case
 - leaders, including governors, ensure that the pupil premium funding is used effectively to close the gaps in attainment and progress at Key Stage 2.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leaders and managers have not ensured that achievement is good enough over time. The high rate of staff turnover since the previous inspection has meant that planned improvements have not been fully implemented. Not all areas for improvement identified at the last inspection, for example in the quality of teachers' marking, have been fully addressed.
- Leaders and managers have not made sure that all staff, including temporary staff, have understood and been consistent in the way they have applied school policies, for example regarding behaviour or the marking of pupils' work.
- The impact of the extra funding for disadvantaged pupils (pupil premium) is too variable. Last year, it was used very effectively to close the gaps in attainment between disadvantaged pupils and other pupils in Key Stage 1, but its impact was much less effective in Key Stage 2. Here there were wide gaps in the attainment and progress between disadvantaged pupils and others.
- The school engages well with most parents, but has not managed to convince a small number of families of the need to send their children to school regularly.
- Opportunities for staff, particularly some middle leaders, to develop their skills and expertise have been limited. Some staff have had opportunities to learn from colleagues in other schools but there have not been enough of these opportunities over time, to improve teaching. Leadership in the Early Years Foundation Stage is good, however, and has a good impact on the quality of teaching and learning.
- Self-evaluation is accurate. Leaders know the school's strengths and weaknesses well. A rigorous process for checking the quality of teaching is now in place. Staff are given targets for development and these are checked regularly. Staff show an eagerness to improve. They are keen to secure the best for pupils. In their quest to make the school 'good', some staff have embarked on ambitious training courses in their own time.
- The local authority has supported the school well. It has provided advice and support for the headteacher and staff. It has also provided opportunities for teachers to compare the standards they apply when they mark pupils' work with the standards applied nationally, so that pupils and their parents can be confident that the information they receive from the school about pupils' standards is accurate.
- The range of subjects taught is broad, balanced and prepares pupils appropriately for their roles as future citizens. Pupils enjoy a range of out-of-school visits including two residential visits, one with a geography focus, the other with an emphasis on outdoor activities which build confidence and self-esteem.
- Support for pupils' spiritual, moral, social and cultural development is good. Pupils understand the importance of key ideas and values, such as tolerance and democracy and learn to understand and respect the beliefs and other groups and cultures. In this way they are well prepared for life in modern Britain.
- The sport funding is used effectively to increase pupils' participation in sport and to allow them to grow in health and physical well-being. Lunchtimes are now used more purposefully and pupils are more active as a result of the increased range of sporting activities on offer. Pupils also have more opportunities to take

part in competitive sport. The skills and expertise of teachers are also being extended. Leaders keep a check on the impact of this new funding.

■ The governance of the school:

- The high turnover of governors since the previous inspection means that some governors are more confident and at ease in their role than others. Some understand better than others the priority of securing improvements in pupils' achievement in English and mathematics.
- Governors have a strong commitment to making sure that there is no discrimination of any kind. They check that every pupil, regardless of background or need has equal access to everything that the school offers. They have not yet ensured that pupils' achievement is consistently good across all classes however.
- Most governors understand the school's context and how its performance compares with the performance of schools nationally. Some governors challenge the headteacher and hold the school to account in trying to secure the best for pupils. They understand the impact that staff turnover has had on the school's plans to raise pupils' achievement.
- Governors know about the inconsistent quality of teaching in the school as a result of high staff turnover. Some governors know why staff promotions are given and understand the link between these and pupils' achievement. They understand how the pupil premium funding is used and the variable impact this has had.
- Governors make sure that pupils are aware of the need for tolerance and understanding towards people with different backgrounds or beliefs and are being prepared to take their places as future citizens. They make sure that all legal requirements for the safeguarding and protection of pupils and for staff recruitment are fully met.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. Although the school is generally calm and orderly, some pupils and staff say that there is disruption to lessons at times. Pupils' readiness to learn and levels of concentration are better in some classes than others because policies and procedures for managing behaviour are not followed consistently by all staff.
- Attendance rates have been below average in recent years. The school analyses attendance figures and reasons for absence carefully and knows that this is because of the persistent absence of a few pupils whose families do not send them to school regularly.
- Most pupils are proud to belong to their school and readily take up opportunities to take on jobs to serve the school community. They serve, for example, as school councillors or as monitors of various kinds. Older pupils serve as play leaders or help younger ones with their reading.
- Pupils' spiritual, moral, social and cultural development is good. They understand right from wrong. They respond well to opportunities for reflection, for example during assemblies. Although the very large majority of pupils are White British, they show a good awareness of the diverse make-up of modern British society.

Safety

- The school's work to keep pupils safe and secure is good. Pupils and their parents rightly say that pupils are safe in school.
- Pupils and parents who were asked said that incidents of bullying are very rare. Older pupils in particular understand the different forms that bullying can take, including cyber-bullying. They understand how to avoid it. Pupils expressed their confidence in staff to look after them and sort things out if any bullying should occur.
- The school gives good support to pupils whose circumstances make them vulnerable, working hand in hand with a range of outside agencies as it does so. Inspectors saw telling evidence of how such support has enabled individuals to settle into school, behave well and make good gains in their learning. The

school has set aside a specific room, where pupils can go to receive additional support when needed. The sensitive use of this facility has helped vulnerable pupils to grow in confidence and manage their behaviour better.

The quality of teaching

requires improvement

- The quality of teaching has been inconsistent and has not secured good achievement for pupils in reading, writing and mathematics in all classes. Teachers have not always applied school policies, for example regarding the marking of pupils' work, with a consistent degree of rigour.
- In some classes teachers' comments when they mark pupils' work are not always clear enough. In one class, for example, pupils did not understand the teacher's comments about how to improve their written English because they were unsure about the technical terms the teacher had used. Sometimes teachers do not check that pupils read and act on the advice they are given. This holds back some pupils, including the most-able.
- In some classes teachers are rigorous in pinpointing ways in which pupils might improve the written work which they produce in English lessons, but they are not as rigorous in this respect when pupils write in other subjects. In some 'topic' books, for example, very basic spelling and grammar errors are left unchecked even in older pupils' books. This holds back pupils' achievement in writing.
- Where marking is effective teachers, indicate very clearly what pupils need to do to improve their work and they are conscientious in making sure that pupils respond to their comments and act on the advice given. They explain technical terms such as 'chronological order' and 'emotive language' clearly and expect pupils to use these routinely. These strengths are, however, not consistently evident across the school, especially in Key Stage 2.
- Class teachers and teaching assistants do not always work closely enough on planning work for disabled pupils and those who have special educational needs. Since teaching assistants often take groups of pupils away from the main classroom, class teachers are not always fully aware of what, and how well, these pupils are learning. This can slow some pupils' progress. In class, however, teaching assistants are effective in making sure that pupils understand what to do and do not fall behind.
- Where teaching is at its most effective, teachers plan well and make sure that activities capture the interest of both boys and girls. In a Key Stage 2 English lesson, for example, pupils were awestruck to find that a 'mystery visitor' had left a trail of glitter and a message in their classroom while they were out at assembly. They were highly motivated to find out more and this led to some high-quality written work.

The achievement of pupils

requires improvement

- Children join the Early Years Foundation Stage with skills in communication and mathematics that are below those typical for their age. They make good progress in the Nursery and Reception classes but in Key Stages 1 and 2 progress is too variable.
- By the end of Key Stage 1, in 2014, standards were well below average in reading and writing, although they were average in mathematics. By the end of Key Stage 2, in 2014, standards were well below average in writing but average in mathematics and reading. This inconsistency is seen also in the work of current pupils. It means that pupils' achievement overall is not yet good despite an upward trend since the last inspection.
- The achievement of disadvantaged pupils eligible for pupil premium funding is also inconsistent. In 2014 at the end of Key Stage 1 there was hardly any difference in the standards reached by these pupils and the standards reached by others. At the end of Year 6, however, these pupils were roughly a year and a half behind other pupils in reading, writing and mathematics. They were roughly a term and a half behind pupils nationally in reading and writing and two terms behind in mathematics.

- As with other groups of pupils, the achievement of the most-able pupils is not consistently good in different classes. Although some make better than expected progress, particularly in reading, not enough of these pupils reach above-average standards in English and mathematics by the end of Year 6 for their achievement to be good.
- Progress is inconsistent in writing because in some classes, opportunities for pupils to practise the skills of writing at length are limited to English lessons. Pupils have few opportunities to develop these skills more widely in other subjects and other contexts.
- Progress in mathematics is also inconsistent because in some classes pupils are not always given clear advice about how they can improve their work. In some cases pupils say that they do not read or act on the advice they are given and that this is not followed up.
- In general pupils make better progress in reading than in writing. Pupils develop a love of reading. They are keen to talk about the things they like to read and why. The most-able pupils in Years 2 and 6 read fluently and with good expression. Less-able pupils in these years read more hesitantly and are sometimes inclined to guess words instead of reading them properly. Nevertheless they can show clearly what they have been taught to do when they meet a word which they do not know.
- Year 1 pupils' scores in the national check on phonics (the sounds which letters represent) are improving. Although they were below average in 2014, pupils' results were much higher than in the previous year.
- From their starting points, disabled pupils and those who have special educational needs make similar progress to other pupils. Their needs are identified early and they are given support in one-to-one or small-group sessions during lessons. This is with teaching assistants either in class, where it is most effective, or away from the main classroom.
- In 2014, boys' standards at the end of Year 6 in English and mathematics were higher than those of the girls. Inspectors looked into this closely and found that this was specific to this year group and did not indicate any wider trends in the school. Evidence shows that in this school there are no significant differences in the rates of progress of boys and girls.
- The very small group from minority ethnic backgrounds or who speak English as an additional language also make progress in line with other pupils.
- The recently introduced primary school sport funding is having a positive impact on the quality and range of sports enjoyed by pupils as well as on their awareness of the importance of keeping fit and healthy.

The early years provision

is good

- Leadership and management in the Early Years Foundation Stage are good. The Early Years leader and teaching assistants work together well to plan activities. They check children's progress closely and are quick to take action when any child gives cause for concern.
- Behaviour and safety are good. Children come into school happily and leave their parents and carers confidently. Adults know the children well as individuals. Children quickly learn the routines and behaviour that are expected of them. They respond well to the warmth and encouragement shown by adults.
- The quality of teaching is good. The classrooms and outdoor area cater for all areas of learning. They are welcoming and stimulating. Activities capture the interest of both boys and girls. Adults interact constantly with children, seeking ways to develop their observational, mathematical and language skills.
- From starting point below those typically found, especially in communication and language, children achieve well in the Nursery and Reception Years. They are well prepared to move on to Year 1. The

learning needs of disabled children and those who have special educational needs are quickly identified, and steps are taken to make sure they are appropriately 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

Unique reference number	122665
Local authority	Nottinghamshire
Inspection number	453553

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	265
Appropriate authority	The governing body
Chair	Peter Bracegirdle
Headteacher	Carl Braithwaite
Date of previous school inspection	12 March 2013
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