

# Olympic Primary School

Olympic Way, Off Queensway, Wellingborough, NN8 3QA

## Inspection dates

19–20 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy	
	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

- Pupils' achievement requires improvement because attainment in reading, writing and mathematics is not as good as it could be. Although it is improving, there is still ground to make up, especially in writing.
- Behaviour requires improvement because in some classes pupils do not all pay attention. A few pupils chat or fiddle with resources instead of listening to their teachers.
- The proportion of pupils making better than expected progress is not as high as national because work lacks challenge and is sometimes too easy for the most-able pupils.
- Teachers do not expect enough of their pupils and they do not set work that is matched closely enough to pupils' different abilities.
- The quality of teachers' marking is variable and the comments teachers write in their marking do not always help pupils to address their mistakes.
- The attitudes to learning and progress of some pupils in Key Stage 2 are hampered by untidy presentation in their books.
- Middle leaders who are new to their roles in the academy have not fully developed ways in which to accelerate progress in their areas of responsibility

### The school has the following strengths

- The acting headteacher and senior leaders now have a clear and accurate understanding of the areas which require improvement. As a result, standards are rising and the quality of teaching is improving.
- There are examples of good teaching that leaders are beginning to share and develop across the academy.
- Good provision in the early years ensures that children make a good start to their school life.
- The pupils' spiritual, moral, social and cultural development is good.
- The academy's work to keep pupils safe is good. Staff provide an excellent level of care and parents are confident that their children are safe and well looked after.
- The advisory board and The Education Fellowship (TEF) support the leadership team effectively. They monitor all aspects of their work and hold all staff to account. They know how effective teaching is and how well all pupils are doing.

## Information about this inspection

- Inspectors observed pupils' learning in 16 lessons. Five of these visits were conducted jointly with the Acting Headteacher. While visiting lessons, inspectors looked at the work in pupils' books and talked with pupils about their learning. They also carried out a short walk around the academy to observe learning behaviour.
- A group of pupils from Key Stage 2 accompanied inspectors around the academy to help them gather information about the academy's curriculum; the pupils' spiritual, moral, social, and cultural development; and pupils' behaviour and safety.
- In addition to looking at pupils' books during lesson observations, inspectors reviewed pupils' work with the acting headteacher and heard some pupils read. They also observed playtime and lunchtime activities.
- Meetings were held with the acting headteacher; other senior staff; staff with responsibility for leading achievement, different subjects and year groups. The team met with the chair of the Academy Advisory Board, the academy Director of School Development and Information Technology, and the Director for Education from The Educational Fellowship (TEF), which is the academy's sponsor. Inspectors spoke informally with other members of staff and pupils as they moved around the academy.
- Inspectors viewed the results of the 15 responses to the online questionnaire (Parent View). Inspectors took account of the academy's survey of parents' views made in October 2014 and February 2015. They spoke informally with parents as they collected their children at the end of the day. The 21 questionnaires submitted by members of staff were considered.
- Inspectors looked at a range of documentation that included the academy's checks on how well it is doing and plans for improvement. Inspectors also reviewed evidence about how teachers are set targets to improve pupils' progress and records of observations of the quality of teaching. The minutes of meetings of the advisory board and the quarterly reviews by TEF were also reviewed. The academy's information about pupils' progress over time and records relating to behaviour, attendance and safeguarding were also reviewed.
- During the inspection the academy's attendance was decimated by a sickness bug which meant that many classes were well below their normal attendance. The bug also affected staffing and the academy had an unusual number of supply staff to cover teachers' absence.

## Inspection team

Terrance Mortimer, Lead inspector	Additional Inspector
Christopher Webb	Additional Inspector
Elaine Long	Additional Inspector

## Full report

### Information about this school

- The academy opened on 1 May 2013. It is one of a chain of academies sponsored by The Education Fellowship.
- It is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is average.
- Almost half of the pupils are disadvantaged and eligible for support through the pupil premium (additional funding for pupils known to be eligible for free school meals or in care). This is well above the national average.
- About two thirds of the pupils are from White British heritage with just over a third from various minority ethnic backgrounds. A small minority of the pupils speak English as an additional language.
- The provisional 2014 end of Key Stage 2 test results show that the academy did not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The early years is made up of two full-time Reception classes.
- Since the academy opened, there has been a high turnover of staff. Since Easter 2014, seven members of staff have been appointed, including two middle leaders in September 2014. At the time of the inspection, the school was managed by the deputy headteacher, who is at present the acting headteacher, appointed in March 2015.
- The academy's sponsor and the Wellingborough Education Partnership are supporting the acting headteacher.

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

- Improve teaching and learning so that it is consistently good or better in reading, writing and mathematics, by ensuring that:
  - teachers set clear and high expectations for pupils' attention and behaviour in all lessons
  - teachers match tasks in lessons to pupils' different abilities, particularly to challenge the most-able pupils and extend their learning
  - marking gives pupils clear guidance on how they should improve their work and pupils have time to act upon their teacher's advice
  - the outstanding teaching practice that exists throughout the academy and TEF is shared.
- Raise pupils' attainment in writing and increase their rates of progress by:
  - extending opportunities for pupils to develop their writing and thinking skills in a wider range of subjects
  - ensuring that new learning in writing builds on what pupils already understand
  - ensuring pupils take more care in their handwriting and the presentation of work in their books, particularly in Key Stage 2
- Improve the effectiveness of leadership and management by:
  - developing the role of middle leaders, so that they play a more consistent and effective part in helping pupils to achieve well
  - ensuring middle leaders receive the training they need to discharge their duties effectively.

## Inspection judgements

### The leadership and management

### requires improvement

- Leaders have not ensured that teaching has been good enough over time to enable pupils to make consistently good progress. The acting headteacher and TEF have undertaken a comprehensive review of the school's effectiveness. Leaders have identified where improvements are needed and have tackled weak teaching determinedly. The senior leadership team now rigorously track pupils' progress and check that teachers' assessments are accurate. They quickly identify those pupils who are falling behind to alert subject leaders to areas which need improving. Leaders recognise more needs to be done to improve teaching so that it provides a consistently good level of challenge for all pupils, including the most able, across the school.
- Since the school became an academy in May 2013, there have been considerable changes to the leadership team. The Education Fellowship, Academy Advisory Board, and acting headteacher have managed the academy successfully during a brief, but potentially unsettling, period of staff changes. Leaders at all levels have an accurate and shared understanding of the academy's strengths and have well-documented evidence of the improvements which have been made in the quality of teaching and in pupils' achievement since the changes in the academy's status and leadership.
- The newly formed achievement team (middle leaders) and subject leaders have gathered a good range of information to make changes. However, they have only recently begun to check that the improvements to teaching and pupils' achievements are working as intended and some of them are inexperienced. Consequently, it is too early to judge the impact in their areas of responsibility.
- Staff share the leaders' drive for improvement and there is a strong sense of teamwork. This has resulted in a happy and harmonious academy where pupils generally behave well and are keen to learn.
- The senior leadership team has an accurate picture of the academy and this is well founded on robust monitoring of all aspects of the academy's work. The leadership and management of teaching are good across the whole academy, as the senior leadership team reacts quickly to any underperformance by staff. This links closely to the academy's total commitment to equality of opportunity for all and in tackling any form of discrimination. This is shown by the good achievement of the different groups within the academy, including disadvantaged pupils, disabled pupils and those with special educational needs.
- Leaders have used the pupil premium funding effectively to improve the achievement of disadvantaged pupils by providing smaller teaching groups, additional support for specific learning needs and a range of quality resources to support learning in school and at home. Although these pupils have not caught up with others, the gap has reduced considerably since the academy opened.
- Leaders make good use of their links with TEF to take advantage of expertise that might otherwise not be readily available, and to provide support for the other members of the Fellowship in return. Important aspects of the academy's work, for example curriculum planning and the introduction of new assessment arrangements, have benefited from the academies working together successfully.
- Pupils experience a wide range of exciting and stimulating experiences through the academy's well-planned and imaginative programmes of study, and learn key values such as tolerance and respect for the rights and beliefs of others that prepare them well for life in modern Britain. As a result, they make good progress in their spiritual, moral, social, and cultural development.
- The primary physical education and sport premium has been used effectively through the auspices of the Wellingborough Education Partnership to pay specialist coaches to improve teachers' knowledge and confidence. This has helped to improve pupils' skill levels and increased their participation in competitive sport.
- The provision for disabled pupils and those who have special educational needs is well led and managed. The leader responsible for the progress of disabled pupils and those who have special educational needs has developed a good understanding of how the support provided for these pupils can be improved. She

has ensured that class teachers are clear that they are responsible for the progress of all pupils in their class, including those who are disabled or who have special educational needs.

- Leaders make sure that pupils are safe and the school's safeguarding arrangements meet all national requirements and are effective.
- The acting headteacher and other leaders have worked effectively to improve pupils' behaviour and there are now few incidents of aggression or occasions when offensive language is used. However, leaders have not yet been successful in securing good levels of attention and positive attitudes to learning in all classes, especially with those pupils who find good behaviour difficult.
- The early years leaders have been effective in improving teaching and as a result, children make good progress in the Reception classes.
- Parents, staff, and pupils have confidence in the leadership of the academy. The majority of parents who responded to the online survey, Parent View, and who completed the academy's own surveys agree that the academy is well led and managed and responds well to any concerns raised.
- TEF provides very good levels of challenge and support to Olympic Primary School. The Director of Education and the Director of School Development and Information Technology visit regularly and know the academy extremely well. They have a thorough and accurate understanding of what the academy needs to improve in order to be judged as good.
- **The governance of the school:**
  - Governance has been effective in securing improvement since the academy opened. The Education Fellowship has made good appointments to leadership posts, and has then challenged and supported those leaders to eradicate inadequate teaching and to secure improvements in pupils' behaviour and safety.
  - The Academy Advisory Board has an accurate view of where the remaining weaknesses continue and has a clear view of how underperformance is to be tackled. Governors understand how to determine teachers' pay progression in accordance with their success in accelerating pupils' progress. Minutes from meetings indicate that governors ensure that appropriate arrangements are in place for the management of teachers' performance and that teaching performance is suitably linked to pay.
  - Minutes indicate governors routinely use data about pupils' performance to challenge leaders about achievement and to evaluate the impact of funding decisions. Governors know how pupil premium funding is spent and the impact it has in making a difference to the achievement of disadvantaged pupils.
  - Governors work well with academy leaders to ensure safeguarding requirements are met. TEF reviews policies and progress and ensures that they are thorough and effectively implemented.
  - Governors are well informed about their responsibility to ensure pupils are kept safe from the dangers of radicalisation. They have ensured all staff share this understanding and are aware of potential warning signs.

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

## **requires improvement**

### **Behaviour**

- The behaviour of pupils requires improvement. In some lessons, pupils do not listen carefully to their teachers and continue to talk or fiddle with resources when adults are speaking. Most pupils say that their teachers expect and insist that they behave well. However, some pupils told inspectors that their teachers sometimes have to stop teaching to settle the class down or repeat instructions because pupils are not listening. This slows progress.
- Pupils do not take much pride over their handwriting and the presentation of work in their books, which has a negative effect upon their attitudes to learning.

- Pupils' conduct around the building and in the playground is good. Typically, pupils are polite and helpful and get along well with one another.
- Leaders updated the academy's behaviour policy in 2014 and established a firm approach to dealing with aggressive behaviour. As a consequence, the number of exclusions rose sharply but then declined and continues to reduce.
- Leaders keep careful records of any incidents of poor behaviour and work with parents and other professionals when appropriate to help pupils to recognise and manage their emotions and so improve their behaviour.
- Parents who responded to the online survey, Parent View, had mixed views about behaviour. Discussions with pupils and staff show that this opinion is based on historic behaviour. As one pupil said, 'It used to be bad but it isn't any more'.
- The academy's own parental surveys taken in October 2014 and February 2015 were very positive about behaviour. The parents, staff, and pupils who spoke to inspectors believe that behaviour is good and is well managed by adults.

### Safety

- The academy's work to keep pupils safe and secure is good. Pupils say that they feel safe. At break times and lunchtimes, levels of supervision are good. The academy's thoughtful and well-planned approach to pastoral care means that pupils know that there is always an adult to talk to if they are worried or upset.
- Pupils have a good understanding of different types of bullying such as racist or cyber bullying and say that incidents of bullying are rare and are dealt with effectively by adults. They are clear that the use of racist or homophobic language is unacceptable.
- The academy's register of adults who work at Olympic Primary fully meets requirements and is regularly reviewed and kept up-to-date. Staff training in safeguarding is also up-to-date and staff have a good level of awareness about potential risks to pupils, including in relation to extremism, radicalisation and other social issues relating to pupils' well-being.
- The senior leaders and inclusion staff work well together to ensure a strong network of support is in place for pupils whose circumstances make them vulnerable. They keep other staff well informed about any concerns and what is being done for these pupils.
- Leaders have worked intensively to improve pupils' attendance since the academy opened. The impact of the work of the inclusion staff is impressive. The attendance of almost every pupil with whom they work has improved. Overall, attendance is broadly in line with national figures.
- During the inspection, there was an outbreak of vomiting and sickness which had a negative effect upon attendance of both pupils and staff. However, academy staff keep a close check on pupils' attendance and actively promote and celebrate good attendance with a range of rewards and incentives.

### The quality of teaching

#### requires improvement

- Teaching is not always well matched to what pupils already know, understand, and can do. This means that the work set for them is sometimes too easy, especially for the most-able pupils. This happens quite often in English lessons so, while standards have risen since the academy opened, more pupils could reach the higher levels in national writing tests.
- Pupils often produce good-quality work in English and mathematics but teaching across the school is not good enough to ensure progress is equally secure in reading, writing, and mathematics. In other subjects, pupils are allowed to produce too little work or make careless mistakes. Not all teachers have high enough expectations of the quality or quantity of pupils' work across all subjects and pupils' progress is

consequently too variable overall.

- Marking is regularly carried out but the quality of teachers' marking varies. Teachers do not all ensure that corrections are made and so some misunderstandings persist. Some good examples of marking were seen in Year 6 that gave pupils clear guidance on what they needed to do to improve their work. However, this is not a consistent feature of marking in all classes. Pupils do not always know from their teacher's written comments how they can address their mistakes and improve their work, not only in English and mathematics but also in other subjects.
- The teaching of phonics (the sounds that letters make) is improving. Reading intervention sessions are effective in accelerating progress for pupils who have fallen behind with their reading. Pupils are taught phonics skilfully in the early years and in Key Stage 1 and this helps them to read unfamiliar words. In the past, pupils have not always made the progress in reading that they should have. However, they are now catching up to the level expected for their age.
- Teaching now focuses much more carefully on meeting the needs of the most-able pupils in each year group than has previously been the case. Teachers do try to extend pupils' understanding by questioning pupils in detail and many activities make them think deeply. However, on some occasions the most-able pupils are still not challenged enough to ensure they make really rapid progress. In such cases, this is because these pupils find tasks too easy when work is not precisely matched to their capabilities.
- Staff have good relationships with pupils and manage them well, even those pupils who find good behaviour difficult. These good relationships help to create a good atmosphere for learning.
- Teachers prepare lessons well using resources effectively to help pupils understand what they need to do. Activities are well planned so that no time is wasted. When writing, pupils are provided with a list of reminders that they should include and this helps them check that they have included the essential points.
- Teaching is good in the early years because the activities are well matched to what children know and can do and so they move their learning forward. The learning activities are stimulating and engage the interest of all the children.
- Teachers and teaching assistants make sure that activities in lessons are adapted so that pupils with disabilities and special educational needs understand what is expected of them and make good progress. Intervention programmes are delivered well. This means that pupils are helped to overcome particular difficulties, such as in reading and spelling.

## The achievement of pupils

## requires improvement

- The 2014 national assessments for Year 6 showed standards were well below average in mathematics and in reading and writing. Overall, however, pupils' scores were slightly better than when the academy opened. This is the result of the inconsistent quality of teaching experienced by these pupils prior to the opening of the academy.
- There was a similar picture in Year 2, where pupils' attainment was well below average in reading and writing and mathematics. This shows a slight improvement in standards from the point at which the academy opened.
- The proportion of pupils in Year 1 who met the expected standard in the national check on phonics was below that in most schools, despite a rise from when the academy opened. Weakness in phonics was the reason why many younger pupils struggled to read accurately. However, current data show that the pupils are achieving better than last year's pupils and more of them are on course to reach the required standard.
- The results of the 2014 Key Stage 2 national tests showed that the most-able pupils achieved the expected Level 5 in reading, but that none attained a higher level. These pupils made significantly better progress in mathematics and writing and some exceeded the level expected of them in mathematics.



Pupils did not make the expected rate of progress across Years 3 to 6 in writing. Inspection evidence indicates that, on occasions, the most-able pupils currently in the school are not always being challenged enough in lessons, including in reading, writing, and mathematics. The achievement gaps of different groups of pupils have narrowed since the academy opened. For example, the attainment of pupils who speak English as an additional language improved in both Key Stage 1 and Key Stage 2.

- Although Year 6 pupils in 2014 made less progress in mathematics than pupils in other schools, nevertheless, most made at least the progress expected of them. Their progress was better than other schools in writing and they made progress broadly in line in reading with pupils in other schools.
- Disadvantaged pupils made less progress in reading and mathematics across Key Stage 2 than non-disadvantaged pupils in other schools. However, they made broadly similar progress than other pupils nationally in writing. Test results show that disadvantaged pupils were around two terms behind other pupils in the academy in reading and around one-and-a-half terms in writing. They were half a term behind in mathematics. Compared with other pupils in all schools, disadvantaged pupils were four terms behind in mathematics, reading, and writing. These gaps were considerably less than when the academy opened. Current school data show that the gaps to others in the school have closed to being broadly in line in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs benefit from the extra help they receive. They make good progress in small-group teaching sessions. In lessons, their progress is similar and sometimes better than that of other pupils. This success is due to good systems, which enable their needs to be identified early and appropriate support provided to meet them.
- Assessments of what children could do at the end of the Reception Year in 2014 were reliable and confirmed that just under a half had reached a good level of development. Children who are currently in the early years are making rapid progress from their individual starting points.

### **The early years provision** is good

- Children join the Reception classes with limited skills in communication, language and literacy skills. The children who left the Reception classes in 2014 were not well prepared for Year 1 because half of them had not reached a good level of development. Since the leaders of the early years have been in post, provision has improved markedly. As a result, the current cohort of children is on track to be ready for Year 1 by the end of July 2015.
- The impact of the early years leader is very effective. She has a thorough understanding of children's needs and abilities. She carefully checks the progress of individuals and groups of children in order to work with teachers to plan activities that meet their different needs. She works alongside teachers to demonstrate good practice and to improve their confidence and skills. This has resulted in improvements in the quality of teaching and it is now consistently good overall.
- Adults work closely with parents and carers to secure positive relationships and help children settle quickly. Parents are welcome to come into the classrooms with their child each morning and are kept well informed about their child's learning and progress. Parents welcome the support they receive from the academy.
- Good arrangements are in place to keep children safe. Parents and carers value the care shown towards their children by the staff.
- Adults focus strongly on developing children's communication and language skills and adults take every opportunity to extend children's vocabulary and encourage them to talk in sentences. Adults use questioning effectively to encourage children to explain their thinking and ideas.
- As a result of good teaching, the majority of children make good progress in their phonics skills and children in Reception are using this knowledge to read simple books and to write for different purposes.



- Adults work together to plan interesting activities in classrooms and in the outdoor area, which cover all the areas of learning with a focus on the development of early reading and number skills.
- Children behave well, play, and work together co-operatively. When adults teach classes and work with groups, the majority of children are focused and attentive.

## 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>	139551
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	449824

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	379
<b>Appropriate authority</b>	The Academy Advisory Board
<b>Chair</b>	Lynette Hall
<b>Headteacher</b>	Sharon Geater
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01933 677300
<b>Email address</b>	head@olympicprimary.net

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