

Inspection of Ramsden Primary School

High Road, Carlton-in-Lindrick, Worksop, Nottinghamshire S81 9DY

Inspection dates: 10 and 11 May 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

This school is described by parents, carers and pupils as being the hub at the heart of its community. Staff are out in the playground every morning to welcome pupils into the school. They check that pupils are ready for the day ahead. Pupils feel safe, happy and well looked after at this school.

Pupils recognise the woodland to be a unique feature of the school. This is a large, organised area where pupils can learn outdoors. Pupils enjoy putting on productions in the amphitheatre.

Pupils wear their captain and commendation badges with pride. They enjoy talking about their achievements and how they can earn team points. Pupils from different year groups get on well together. Older pupils often support and play with those who are younger than them. The school has a distinct and inclusive family ethos. All these things and more is what pupils say make them a 'Ramsdonian' pupil.

The school is calm and orderly. Teachers have high expectations. Pupils are polite and respectful.

Parents hold highly positive views of the education provided by the school. Many feel that staff at this school truly live by the school motto, 'Your kids are our kids'.

What does the school do well and what does it need to do better?

Leaders have done much work in ensuring that the curriculum across many subjects is well developed. The breadth of the curriculum covers the full national curriculum. All pupils have access to this curriculum, including pupils with special educational needs and/or disabilities (SEND). Leaders have identified the knowledge and skills that pupils must know in all core subjects and several foundation subjects. This helps to ensure that pupils know and remember more of the curriculum. This is not always consistent across all subjects and year groups. In some subjects, teachers are not always clear about what essential knowledge pupils should know and remember.

Subject leaders review their curriculums and amend them to make them more effective. Where subject leadership is well developed, the curriculum is delivered well. In some foundation subjects, where subject leadership is new, this work has not taken place yet. As a result, the curriculum delivery in these subjects is not as effective as it could be.

Most teachers use their subject knowledge to present information clearly to pupils. They match resources and activities well to the intended learning. Pupils show positive attitudes to learning. they behave very well. In many subjects, pupils

produce high-quality work. Pupils with SEND receive the support they need to achieve well. Leaders and teachers accurately identify the needs of these pupils and help them overcome any barriers to learning.

Children start to learn to read in the Reception year. Teachers of phonics know how to ensure that pupils learn the sounds that letters make. They support pupils to apply this knowledge by matching reading books closely to the sounds pupils know. Pupils become fluent readers as a result. Teachers promote books through engaging story times. Pupils are eager to listen and join in. Pupils develop a love of reading.

The school's pastoral care is a strength. Pupils who are anxious or worried can visit 'the hive' to get the support they need to continue learning. Pupils describe how handling the school rabbits and guinea pigs helps them talk about their problems. Pupils know to handle the animals with care. Through activities such as looking after the school goats, named Pete and Graham, pupils develop an understanding of how they have a duty of care.

The curriculum helps pupils learn about staying safe. Pupils know how to stay fit and healthy. The extra-curricular sports offer allows pupils to develop their talents and interests. Pupils are competitive and resilient when they face setbacks. Play leaders take responsibility for making break and lunchtimes engaging and active. There are real strengths in how leaders are developing pupils in the widest sense. However, the spiritual and moral development of pupils is not as well considered.

Children get off to a good start in the early years. Children immerse themselves in their learning. They work cooperatively in the mud kitchen making mud pies, cleaning out the rabbit hutch or hunting down the 'tricky' words in the woodland. Children are well prepared for key stage 1.

Staff are extremely proud to work at this school. They are of the opinion that leaders are highly considerate of their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are tenacious in their approach to ensuring that pupils are kept safe at this school. Leaders work very closely with external agencies. They ensure that pupils and families get the help that they need.

Teachers know pupils well. All staff at the school know the signs that pupils might show when they are at risk. They know how to respond to these concerns so that pupils receive help swiftly.

Leaders keep detailed records of concerns about pupils and the actions taken to keep them safe. This helps them manage safeguarding cases effectively.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not clearly identified the essential knowledge and skills they want all pupils to learn. Some teachers do not teach these with precision and some pupils do not learn this knowledge well enough. Leaders must ensure they identify the essential knowledge and skills that they want pupils to know and remember in these subjects.
- Not enough time and training has been given for some subject leaders to monitor the impact of the curriculum. As a result, some foundation subjects are not securely and consistently delivered across all year groups. Leaders must ensure that enough time and training is given to subject leads to monitor the impact of the curriculum.
- Leaders must ensure that opportunities for pupils to develop spiritual and cultural understanding are as of high quality as the rest of the personal development offer.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	122627
Local authority	Nottinghamshire County Council
Inspection number	10240976
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair of governing body	John Unwin
Headteacher	Christopher Wilson
Website	www.ramsdenschool.com
Date of previous inspection	20 and 21 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school has nursery provision for 3- to 4-year-old children.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in reading, mathematics, history, computing and physical education. For each deep dive, the inspector discussed the curriculum with leaders, visited lessons, spoke with teachers and pupils and looked at samples of pupils' work.
- The lead inspector listened to a sample of pupils in key stages 1 and 2 reading to a familiar adult.

- The lead inspector scrutinised the work pupils had produced for a range of other subjects.
- Inspectors met with leaders responsible for behaviour, personal development, the early years foundation stage, the pupil premium funding and the provision for pupils with SEND.
- Inspectors met with groups of pupils from key stages 1 and 2.
- The lead inspector met with the safeguarding leader to discuss the actions taken to keep pupils safe. He reviewed a range of documents related to safeguarding, including the school's single central record.
- The lead inspector reviewed a range of documents, including the school's self-evaluation and improvement plan.
- The lead inspector met with the local governing body.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff and pupil questionnaires.

Inspection team

Rakesh Patel, lead inspector	His Majesty's Inspector
Mark Mallender	Ofsted Inspector
Linda Azemia	Ofsted Inspector

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