



Edna G Olds Primary and Nursery School

Inspection Report

Unique Reference Number 122423
LEA CITY OF NOTTINGHAM LEA
Inspection number 281258
Inspection dates 27 March 2006 to 28 March 2006
Reporting inspector Mr. John Brennan LI

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

Type of school	Primary	School address	Church Street
School category	Community		NG7 1SJ
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01159156813
Number on roll	147	Fax number	01159156814
Appropriate authority	The governing body	Chair of governors	Ms.Georgia Stone
Date of previous inspection	20 September 1999	Headteacher	Mr. Michael Henderson

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average school serves families in and around the area of Lenton and Radford. The local area contains a largely socially deprived population, and this is reflected in the school's intake. Thirty per cent of children are entitled to free school meals, which is almost double the national average. A higher than average proportion of children join or leave the school other than at the usual times. Three quarters of the children come from minority ethnic backgrounds, with almost half of the children being of Pakistani origin. A much higher proportion than that found nationally are learning English as an additional language. On entry to school children's skills and levels of attainment are well below average. Language skills in English are very low, as are children's ability to interact socially. Only a small number of children join the school with skills beyond the usual levels. The proportion of children with learning difficulties or disabilities is slightly higher than average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This good school is best summed up by the words of a parent who wrote of her daughter, 'She is making progress and has learned so many things.' The school itself has adopted a more cautious view and judges itself to be satisfactory. The inspectors find that the school is better than this, since it gives good value for money and has improved well since the last inspection. The good provision and teaching that children receive in the Foundation Stage help them to progress well. Despite this, standards are still below average when they join Year 1. Good teaching means that children continue to make good progress through Years 1 to 6. Standards in Year 6 are broadly average in reading, mathematics and science. Standards are below average in writing and this is not taught as well as other areas. Children behave very well and show respect, knowledge and tolerance of each others' backgrounds and cultures. They clearly enjoy school, although attendance rates are below average. Children benefit from a wide range of clubs and visitors to, and visits out of, school. Although the curriculum is satisfactory overall, the amount of time children spend studying different subjects is out of balance. The school takes good care of children. Children who have particular needs receive plenty of help and do well. The school is well led and managed. The new headteacher has brought a fresh eye to school and, because of the new rigour in leadership at all levels, the school has the capacity to improve still further.

What the school should do to improve further

- Ensure that the curriculum is better balanced and that it serves the development of children' writing more effectively. - Improve the consistency with which teachers implement the school's approach to the teaching and learning of writing.

Achievement and standards

Grade: 2

Children progress well throughout school to reach standards that are broadly average. Starting from a low base, children in the Foundation Stage make good progress. Standards are below average by the time they reach Year 1, especially in communication, language and literacy. From the moment they start school, children are taught to speak and to listen. This suits all children well, but in particular, those new to speaking English. The good start these children make is maintained through all other year groups because of the continued focus on speaking and listening. An increasing momentum through Years 1 and 2 has seen an upward trend in national test results. Children progress well in reading and mathematics, and standards are broadly average. In recent years results in national tests at the end of Year 6 have also been broadly average and progress has been good. A dip in 2005 reflected the lower starting point for these children. Current standards are average and children are on track to reach the realistic but challenging targets the school sets. There are variations in the rate of progress. Children progress well in reading, mathematics and science but progress in writing is not as quick and is only satisfactory overall. Standards remain lower here. Performance

data point to girls doing better than boys, but the pattern is not consistent and in lessons boys work as hard as girls. Improvements in the provision for children who have learning difficulties and other disabilities result in these children achieving well against the targets set for them.

Personal development and well-being

Grade: 2

Children's personal development and well-being are good and they respond positively to the wide range of initiatives aimed at promoting this. Thanks to various sports partnership children are active. Playtimes are energetic and social occasions. Children know a good deal about healthy eating; the cook has usefully coloured-coded foods types and keeps an eagle eye out to ensure children select a balanced meal. The impact of events such as the 'Life Bus' and other personal safety initiatives is to be seen in children's good knowledge of how to look after themselves. Children's spiritual, moral, social and cultural development is good. Respect is encouraged and, through a project on racism, actively studied. As a result, children of all backgrounds work and play very well together and know a good deal about each others' cultures. They make a positive difference to the local and wider community, as well as making their school better through the influential school council. Assemblies are thoughtful and reflective, which aid children's spiritual growth. The good rate at which children acquire most key skills prepares them well for the next stage of their education. They develop good work habits because they enjoy school. Only occasionally, when tasks are lack sufficient challenge, the concentration of some children wavers. Efforts to improve attendance, including tackling lateness, have led to an improving picture. However, attendance rates are still below average.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Consistent strengths lie in the warm relationships and the gentle manner with which teachers manage children. Classrooms are calm and purposeful. Perceptive leadership has equipped teachers with skills well suited to the context of the school, namely promoting speaking and listening. Teachers successfully use a raft of techniques to, as one teacher said, 'draw language out.' Children constantly verbalise thinking, and their understanding in subjects, such as mathematics and science, is thoroughly tested. Training for the teaching and learning of writing has been less successful. Where it works well, as in Year 6, children study text and draft and craft their efforts well. However, 'modelling' by teachers of how to package good vocabulary into a finished piece of writing occasionally lacks sufficient clarity. In some instances, as in Year 4, lessons are fragmented and writing does not build well over time. In several classes, helpful marking linked to clear targets for improvement help children to become involved in their own learning. The recent work on setting children individual targets is beginning to pay dividends because it is based

on teachers' good knowledge of children. Teaching assistants make a strong contribution to children's learning. In the Foundation Stage this aids practically based learning, with staff successfully joining in with children's learning during group activities. Elsewhere, in a few lessons, teaching assistants are not involved enough in learning whilst the teacher is talking to the whole class.

Curriculum and other activities

Grade: 3

The school offers children a satisfactory curriculum that meets statutory requirements. A recent curriculum review shows that whilst children receive a broad education, there are imbalances in the time spent on different subjects. In some classes, there is too little history and geography for example, which adversely affects progress in those subjects. This is not the case in the Foundation Stage where all areas of learning are well planned and a suitable balance is struck between child- and adult-led activities. A well thought out curriculum and better equipment for information and communication technology have successfully addressed previous weaknesses. However, not enough thought has been given to promoting children's imaginative writing across the whole curriculum. Children's personal development is aided by a wealth of opportunities for them to study aspects of health education, such as drugs misuse. The school goes to great lengths to extend children's experiences. There is a wide range of popular clubs, especially in sport, for children of all ages to join, and a very good range of trips and visitors to school.

Care, guidance and support

Grade: 2

The school takes good care of the children. It guides and supports them well. The children say that this is a 'happy and safe school.' In this supportive environment all groups of children thrive. Those who have learning difficulties do particularly well. 'Catch up' classes dovetail well with children's everyday work, enabling them to join in with their peers. Children who are still learning English as an additional language receive good support and also work well alongside their peers. Some helpful additional provision is given to talented and gifted children and the systems to check on children's progress are effective. The school knows which children are achieving well and those who might need an extra boost to their learning. There are thorough and robustly reviewed systems to ensure children's welfare, including those for safeguarding vulnerable children. A special 'Jigsaws' club is used to support children and help them to make the most of school. Individual counselling is on hand for children who have emotional concerns.

Leadership and management

Grade: 2

The leadership and management are good overall. A tangible sense of mission and ambition abounds, and the self-evaluation procedures are effective. All staff, children

and parents are drawn into the school improvement process, which gives the school the capacity to improve further. Children really like the school and it has the full confidence of parents. The search for improvement is based on a through understanding of the context of the school. This is a busy school, sometimes too busy. Some staff feel that the school has been working on too many fronts. As a result, not all initiatives have been thoroughly checked to assess their success and impact. Where checking has been thorough, as in speaking and listening, the impact is consistent and effective. However, the monitoring of changes to the teaching of writing have been far less widespread, and success more elusive. The newly appointed headteacher has sharpened the agenda for change and has been helped in this by good analysis of performance data by the deputy headteacher and subject leaders. This has led to a refined improvement plan that tackles a small number of pertinent areas. Prompt observations of teaching have given the headteacher an accurate view of the quality of teaching and learning, and updated procedures guide the work of other staff, purposefully. Governance is effective. With the help of a 'matrix' grid, designed by the deputy headteacher, regular checks are made on the school's work.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your help when I visited your school recently. I would like to share with you what I thought about your school. I really enjoyed my visit because everyone was so helpful and friendly. It felt as though I was visiting one big friendly family. I think this is because everyone treats each other well and the headteacher, staff and governors have your concerns at heart. You go to a good school where people are always trying to make it even better. You, too, play your part in making this a happy school. You behave very well, work hard and play happily together. The school takes good care of you, and you look after each other well. Your teachers and other staff are always ready to help you if you need anything. There are lots of clubs for you to join, and you told me how much you enjoy school. I really like the way that you talk and listen in lessons. I learnt a lot from listening to you explaining how to work out percentages and describing why ice melts. You show respect for each others' views and you are learning a lot of new words and phrases. I have asked the school if they could give you more chances to write imaginatively with your ever-widening vocabulary. Your cook has worked hard to make sure that you eat 'a little bit of this and a little bit of that' so that you have a balanced meal. This works well and I have asked the teachers to think how they might give you a little bit more of some subjects and a little bit less of others so that, like a balanced meal, you also have a balance in lessons. Thank you once again for making me so welcome. Good luck in all you do, especially to Year 6 for your tests in May.