



# Ramsden Primary School

## Inspection Report

**Unique Reference Number** 122627  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281309  
**Inspection dates** 14 February 2006 to 15 February 2006  
**Reporting inspector** Mr. Martin Newell LI

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

<b>Type of school</b>	Primary	<b>School address</b>	High Road
<b>School category</b>	Community		S81 9DY
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01909730408
<b>Number on roll</b>	172	<b>Fax number</b>	01909730408
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs. Karen Preston
<b>Date of previous inspection</b>	2 May 2000	<b>Headteacher</b>	Mr. Alastair Williams (Acting)

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 14 February 2006 - 15 February 2006	<b>Inspection number</b> 281309
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

The school serves the village of Carlton-in-Lindrick and surrounding area. Almost all pupils are from White British backgrounds. All pupils speak English. The proportion of pupils eligible for free school meals is below average, as is the proportion of pupils with learning difficulties. The deputy headteacher was the acting headteacher at the time of the inspection.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school, a view shared by the school and the inspectors. Much of the school's success is due to the quality of teaching, leadership and management and the contribution of pupils. Parents and pupils speak well of the school. The school has made good progress since the last inspection and is well placed to continue to improve. The school provides good value for money. The provision in Reception is good. Children's standards are close to those expected and for some children are higher by the end of the Reception year. By the time pupils leave school in Year 6, standards are above average. Pupils of all abilities and backgrounds achieve well. Pupils meet and sometimes exceed the challenging targets that are set for them. There is however a need to improve further pupils' problem solving and investigative skills. The good progress pupils make is directly linked to the good and at times better teaching which provides learning opportunities that are fun, stimulating and enjoyable. Good assessment procedures are in place but the use made of the information to track pupils' progress is not yet rigorous enough. Pupils contribute greatly to the life of the school as a community and their behaviour, attitudes, personal development and desire to do well are particular strengths. The curriculum is imaginative, creative and enhanced by a good range of enrichment opportunities and initiatives for pupils to keep fit and healthy. The school has the care and welfare of all pupils at heart and the individuality of pupils is recognised and celebrated. The acting headteacher has stepped in as child protection officer but has not yet received appropriate training. Leadership and management of the school are good and are focused on constantly seeking to improve the quality of education.

### **What the school should do to improve further**

- Make the best use of assessment information to track how well pupils are doing.
- Provide regular opportunities for pupils to develop their investigative and problem solving skills in science and mathematics.
- Ensure the designated persons for the child protection role receive appropriate training.

## **Achievement and standards**

### **Grade: 2**

Children's knowledge and skills on starting school have declined over the last three years, but cover the full ability range and are currently a little below average overall. All children achieve well in the Foundation Stage. Standards are close to those expected and for some children are higher by the end of the Reception year. Although there are fluctuations in standards by the end of Year 2 over time, this is explained by the differing abilities of the groups of pupils. Standards in Year 2 are above average. Pupils of all abilities achieve well, particularly in Year 2 where teaching is consistently good or better. In Years 3 to 6, staff changes and high levels of pupil mobility had an adverse impact on how well pupils attained and achieved in the past. Standards in Year 6 are currently above average in English, mathematics and science, although pupils'

investigative and problem solving skills in mathematics and science are weaker. This represents good progress when compared to how well they performed when in Year 2. The fact that achievement is good and pupils reach and at times exceed the challenging targets that are set owes much to the good quality of teaching. The achievement of pupils with learning difficulties is similar to that of their classmates.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils are good with some very good aspects. Pupils' attitudes and behaviour are very good and they say that bullying is not an issue. Pupils are polite, courteous, interested and enthusiastic and show a determination to do well. They work well independently, in pairs and in teams. Pupils thoroughly enjoy school. Attendance is satisfactory. A few parents take children on holiday during term time, although the school discourages this. Pupils' spiritual, moral, social and cultural development is good. Pupils develop good self awareness and as their achievements are widely celebrated, their self esteem grows. They show respect for the school rules and for one another. As they get older, they take on an increasing number of responsibilities around the school and develop a good awareness of different cultures and traditions. Pupils have a good knowledge of healthy eating and know how to keep safe and fit. They make a good contribution to the local community through, for example, fund raising, taking part in the Bassetlaw Spring Clean and singing for patients in a local hospice. Through the good teaching of basic skills and computer skills pupils are prepared well for the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good, hence young children and pupils achieve well. Children get off to a good start in the Reception class. Teaching captures children's imagination through a range of practical and exciting tasks that constantly stimulate their curiosity. Teaching in Years 1 to 6 is good because it is challenging and teachers go the extra mile in bringing learning to life and in making it fun and enjoyable. Pupils respond particularly well to problem solving and investigative tasks in subjects such as mathematics and science. They relish the opportunities and invariably rise to the challenges set. However, such opportunities are not yet consistently provided in all classes. The school makes effective use of the good skills of specialist teachers in information and communication technology (ICT) and physical education which have impacted well on how well pupils achieve. Teaching assistants make an important contribution to pupils' learning because they are skilled and well prepared. Assessment is satisfactory. Good procedures are in place for assessing pupils' progress in key subjects. However, the tracking of pupils' progress over time is more difficult than it needs to be because there is no summary that shows at a glance how well pupils are doing from year to year.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is well balanced and relevant to pupils' needs. It is adapted well for pupils with learning difficulties because a good range of extra programmes is provided for them. Pupils who have particular talents, are catered for well. A good emphasis is given to the development of pupils' literacy and numeracy skills. The development of pupils' ICT skills in other subjects is improving well. The school is innovative in how it uses time to provide a range of creative activities, to teach French and in its use of a physical education instructor, to allow out of class time for teachers. Physical activities are well represented, and the personal social and health education programme, combined with sex and relationships education are good. They ensure that pupils know how to keep safe and lead healthy lives. The curriculum is well enriched by clubs, visits and visitors which pupils enjoy and which add to the quality of learning.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory, with some good aspects. Pupils feel safe and they have an influential voice through their school council. Adult supervision levels are good and assessments of physical risks are completed. Staff know pupils well and good links with external agencies mean that pupils get the support that they need when necessary. The acting headteacher has taken on the role of a child protection co-ordinator but has not yet received the appropriate training. However, staff are vigilant and know how to act if they do have concerns. Pupils receive clear guidance about how to behave and what they need to do to improve academically, and respond well. The school promotes a good awareness of keeping fit and healthy. Support for children joining the school and pupils leaving it are good. The school is keen to celebrate the individuality of pupils. However, it recognises that the tracking of pupils' academic progress is not as sharp as it could be.

## **Leadership and management**

### **Grade: 2**

Leadership and management of the school are good. The school has made good progress since the last inspection and is well placed to continue to improve. Although the previous headteacher left at Christmas, good procedures are embedded in school practice to ensure that the school functions well. The school's undoubted commitment to high standards and achievement and provision of a good quality of education for all pupils is being maintained by the acting headteacher in a professional, rigorous and effective manner. He is well supported by the school's senior teachers and by all staff. There is a strong and palpable sense of team spirit and the school is well placed to continue to improve. Although the school's self-evaluation document is often descriptive, the process nevertheless leads to accurate judgements about different aspects of school life. The process takes good account of the views of staff, governors and pupils and has accurately identified the areas that need to be tackled to make the

school an even better place. Subject leaders play an influential and effective role in monitoring teaching, learning and standards, although the role is not as significant in some subjects as it is in the core subjects of English, mathematics and science. Governance is satisfactory. The chair of governors has a good awareness of the school's strengths and weaknesses, but not all governors play an active role in holding the school to account for what it achieves. The school uses all its available resources well. Although there have been significant improvements to the accommodation and in particular ICT resources since the last inspection, one class has to use the library as a classroom.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	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

<b>How good is the overall personal development and well-being of the learners?</b>	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

You will probably remember that we visited your school not too long ago and I am now writing to let you know what we found out. Before I do, I would first of all like to say a big thank you for making us feel so welcome and making our visit so enjoyable. I have told your teachers how polite and kind you were and I know that they are all very proud of you. We managed to talk to lots of you and you were great ambassadors for the school. It was good to hear how much you enjoy school, the after school clubs and all the other exciting activities that are on offer. It was particularly good to hear that bullying is not a problem and that you know there is always someone to turn to if you are worried. We found that there are many good things about Ramsden Primary School. Teachers make learning fun and enjoyable and help you to achieve well. The school helps you to learn about the importance of keeping fit, healthy and safe and makes sure you are looked after well. Another strength is the way that your acting headteacher and all the staff work together to make the school an exciting place to learn in. But another strength of the school is YOU. The way you behave, your enthusiasm, how well you want to do and your respect for adults and one another, are just some examples. I have talked to your teachers about how they can help make the school even better. Teachers are going to help you improve your problem solving and investigative skills through some fun and interesting activities in mathematics and science, which I am sure you will enjoy. I have also asked the school to look at ways of checking more closely on how well you are doing and for some staff to attend training courses on making sure that children are always cared for and protected in the best possible way. Mr Williams and all the staff want the school to continue to improve. Having met you I am sure you will want to play your part as well. I wish you every success in your futures. It was a pleasure and privilege to meet you.