



# Tollerton Primary School

## Inspection Report

**Unique Reference Number** 122683  
**LEA** NOTTINGHAMSHIRE LEA  
**Inspection number** 281325  
**Inspection dates** 23 May 2006 to 24 May 2006  
**Reporting inspector** Mr. David Speakman LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Burnside Grove
<b>School category</b>	Community		NG12 4ET
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0115 9372944
<b>Number on roll</b>	178	<b>Fax number</b>	0115 9375912
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs.Kate Foale
<b>Date of previous inspection</b>	4 October 2000	<b>Headteacher</b>	Mr. Richard Thomas

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 23 May 2006 - 24 May 2006	<b>Inspection number</b> 281325
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is an average sized primary school. Most pupils are from a White British background. All pupils have English as their first language. The percentage of pupils entitled to claim free school meals is well below average. The proportion of pupils with learning difficulties and disabilities is below average, although the proportion with a statement of special educational needs is average. Children's attainment on entry is above average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Inspectors agree with the school that its effectiveness is satisfactory. Value for money is satisfactory. Attainment on entry is above average. Pupils achieve satisfactorily and standards at the end of Year 6 are above average. Provision and standards in the Foundation Stage are good. Because pupils enjoy school, they respond well and the school is a place where pupils learn and play within a comfortable environment. Overall, teaching is satisfactory and teachers have many good teaching skills. However, they do not use assessment data to ensure all pupils are sufficiently challenged and achieve their best or involve pupils in checking their own progress. Having identified this earlier in the year the school rapidly developed good assessment systems and is steadily building more reliable data to track pupils' achievement. They have made a very good start and now need to ensure that data is used effectively to ensure pupils' good achievement. The school has developed a rich and varied curriculum based on themes, which pays very good regard to creativity and languages and makes a significant contribution to pupils' enjoyment of school. The pastoral care shown for all pupils is good but not all adults working in the school have up-to-date training in child protection procedures and legislation. The school improvement plan is for this year only and does not give enough emphasis to long-term improvement. The impact of leadership and management is satisfactory but there is a strong culture of teamwork in leading and managing the school, which includes the governors, whose support and challenge is good. These factors, combined with the recent rapid improvement in monitoring performance, means the school has a good capacity to improve.

### What the school should do to improve further

- Use assessment data more accurately and rigorously to ensure all pupils are appropriately challenged and achieve as well as they can.
- Involve pupils more in checking their own progress.
- Extend the term of the school improvement plan beyond the current year to give a considered view of improvement targets in both the long and short term.
- Provide all staff with up-to-date training in child protection legislation.

## Achievement and standards

### Grade: 3

Pupils enter school with above average attainment. Achievement is satisfactory and standards at the end of Years 2 and Year 6 are above average in English, mathematics and science. Scrutiny of pupils' work and the school's own assessments of pupils' performance indicate that currently, standards remain above average and that pupils are set to meet the demanding targets set for them. Pupils with learning difficulties and disabilities achieve satisfactorily. Children in the Foundation Stage settle well into routines and make good progress with many exceeding nationally expected goals by the end of the Reception year. Pupils currently achieve better than indicated by the assessment data from 2005, which shows significantly lower than average achievement.

Comparison of attainment in Year 6 with that when they were in Year 2 has weaknesses because, as the school asserts, some of the Year 2 assessments were inaccurate and there has been a high level of pupil mobility. Tracking data for Year 6 pupils who were also in Year 2 at this school supports the school's assertion and shows that all have made at least the nationally expected progress in reading, writing and mathematics, with some having made more. Attention given to the creative aspects of the curriculum means that the pupils achieve well in these aspects.

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

### **Grade: 2**

Pupils enjoy coming to school and want to do their best. Attendance is above average. Most pupils behave very well in lessons and around the school but, occasionally, there are minor lapses when they are not sufficiently stretched by their work. Pupils' moral, social and cultural development is good. Pupils know right from wrong, and cooperate well. They successfully develop confidence and self-esteem, and have a good awareness of different cultures. Pupils' spiritual development is satisfactory. There is much good practice in the planned curriculum but opportunities are missed in assemblies for pupils to reflect on what they know and learn. Pupils develop a good understanding of healthy living through a good range of sporting activities after school, residential visits and regular promotion of healthy eating options. Through work with other agencies, such as the police and the fire service, pupils show a growing awareness of how to keep safe. Through the school council, pupils make a good contribution to the running of the school community. They acquire a good range of skills in literacy, numeracy and information and communication technology (ICT). Through initiatives, such as the recent gardening club plant sale, pupils are successfully developing early entrepreneurial skills and good preparation for their economic well being in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Inspectors agree with the school's evaluation that the quality of teaching and learning is satisfactory overall. Throughout the school, relationships between staff and pupils are strong. Pupils respond enthusiastically and work well together. Teachers make good use of learning resources and brief support staff effectively. In the best lessons, the pace of learning is brisk. Teachers share learning objectives with pupils and regularly check progress towards them. Marking relates well to the lesson's learning objectives and informs pupils how they can improve. Where teaching is satisfactory, teachers' expectations of what learners can achieve are not sufficiently informed by assessment information. Although they provide interesting activities for pupils who learn at different rates, teachers' plans do not routinely identify what to assess or indicate how this information will inform the next steps in pupils' learning. Teachers generally manage pupils' behaviour well but occasionally a small number of pupils do not concentrate when their work is insufficiently challenging. While most pupils are familiar

with what they need to do to improve their work in literacy and numeracy, teachers do not consistently provide enough opportunities for learners to be actively involved in checking their own progress and setting their own targets.

## **Curriculum and other activities**

### **Grade: 2**

The quality and range of learning opportunities is good. Much of the curriculum is carefully planned into topics, and focuses on pupils systematically developing effective learning skills as well as gaining knowledge and understanding. The curriculum is monitored effectively and this ensures a programme of interesting learning experiences, which motivate pupils to become enthusiastic learners. There is a strong emphasis on creative and cultural aspects of learning and all pupils in Years 2 to 6 learn French and in Years 3 to 6, German. There is a good programme of personal, social and health education that includes sex and relationships education and raising pupils' awareness of harmful drugs. There is a good range of extra-curricular activities in which all pupils can take part and which provides a variety of activities. An interesting range of visits and visitors enriches pupils' learning well and effectively supports the school's aim of promoting physical and personal skills through interesting learning opportunities.

## **Care, guidance and support**

### **Grade: 3**

Pupils value the school's safe and welcoming environment. They say there is always someone for them to talk to about any concerns. The staff are highly committed to the school and provide good support for pupils with learning difficulties and disabilities. There are no concerns about pupils' safety but the school does not comply fully with regulations because staff do not receive regular training in child protection procedures. Effective health and safety procedures include regular risk assessments. There are good systems for monitoring and promoting pupils' attendance and behaviour. Staff successfully support pupils' personal development and well-being. They regularly measure pupils' attainment against national standards but the assessment of pupils' progress has, in the past, lacked the necessary rigour to ensure that all pupils achieve their best. The impact of recent improvements is evident in rising standards but the school acknowledges that pupils are not sufficiently involved in checking their own progress.

## **Leadership and management**

### **Grade: 3**

For too long leadership focused on high standards and not enough attention was given to assessment and tracking pupils' progress. Last years' published assessment data raised an awareness that achievement through Years 3 to 6 was not as good as they would wish and that there were some inaccuracies in teachers' assessments lower down the school. The head teacher, senior management team and governors responded immediately. They rapidly set up good procedures to ensure the reliability of teacher

assessments and to monitor pupils' achievement. This has improved the quality of school self-evaluation, which is satisfactory, has produced more reliable tracking of pupils' achievement and given a clear view of improvements for the near future. However, while the school improvement plan is focused on short-term improvement, it does not give sufficient indication of the school's long-term goals. Governance is good and governors have had a significant impact on recent developments. Through their good knowledge of the school, partly gained through effective arrangements for seeking parents' views, they provide good support and challenge and hold the school to account for its performance. Overall improvement since the previous inspection has been satisfactory but with the recent initiatives has been good in the last two terms. The impact of the changes along with the commitment of the headteacher, staff and governors means the school has a good capacity to improve.

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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>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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>	3	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	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	2	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>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	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

<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	No
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**

We were delighted to meet you when we came in to visit your school. Thank you very much for talking to us, making us feel welcome and helping us find out about you and your school. The headteacher, teachers and all other adults working in your school give you a secure start to your education. They look after you well and we noticed that, in turn, you look after each other. The teachers make sure that you enjoy school and get good opportunities to mature into sensible, confident young people and to grow up fit and healthy. The headteacher and staff go to great lengths to make sure that you have interesting lessons and a good range of other good opportunities to learn. You had good things to say about your school, your teachers and friends, and it is obvious that you enjoy being there. We thought your behaviour, manners and attitudes to learning were good. We have asked your headteacher and governors to: - help you make even better progress by using information on what you have achieved to move you even further on - include your opinions when judging how well you are doing - plan for school improvement beyond the end of this year - make sure all staff are up-to-date in all aspects of keeping you safe and secure. We wish you well in the future.