



Ordsall Primary School

Inspection Report

Unique Reference Number 134028
LEA NOTTINGHAMSHIRE LEA
Inspection number 282424
Inspection dates 23 March 2006 to 24 March 2006
Reporting inspector Mrs. Susan Hall LI

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

Type of school	Primary	School address	Ordsall Road
School category	Community		DN22 7SL
Age range of pupils	3 to 11		
Gender of pupils	Mixed	Telephone number	01777 702852
Number on roll	447	Fax number	01777 711678
Appropriate authority	The governing body	Chair of governors	Mr.Pete Smith
Date of previous inspection	Not applicable	Headteacher	Mrs. Barbara Doughty

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school in a Nottinghamshire market town. It serves an area that is generally average in terms of social and economic advantage. The number of pupils eligible for free school meals is average. The large majority of pupils are White British with none at the early stages of acquiring English. Fewer pupils have learning difficulties or disabilities than in most schools. The attainment of pupils on entry to the school is average overall. The school was formed in 2003 from adjoining infant and junior schools and has not been inspected as a primary school previously. A new headteacher was appointed in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school accurately considers that it provides a satisfactory quality of education, and is well placed to make further improvements. There has been rapid and marked improvement in many areas in the current year. This is especially since the appointment of the new headteacher, who is having a pivotal influence on school development. Staff are working hard to make up for slow progress in the past. The school's view of how well it is performing matches that of the inspectors in most areas and it gives satisfactory value for money. Children get off to a good start in the Foundation Stage and most reach the goals expected of them. Satisfactory progress is maintained in Years 1 and 2 where standards are average. In Years 3 to 6, there has been a legacy of underachievement. However, these pupils are now making progress that is satisfactory. More able pupils do not always make as much progress as they could. Overall standards are gradually improving and while currently below average in English and mathematics, they are in line with expectations in science at the end of Year 6. The improving picture is because staff now carefully track the progress made and organise tasks that challenge pupils more. Teaching and learning, whilst satisfactory overall, are not consistently demanding. The school now recognises clearly its strengths and weaknesses and what it needs to do to improve. The quality of leadership and management is satisfactory overall, although the role of subject leaders is under-developed in helping to track the progress made.

What the school should do to improve further

- Ensure all groups of pupils, and particularly the more able, make the best progress they are capable of as they move through the school. - Improve the quality of teaching and learning so that it is consistently challenging and exciting. - Extend the opportunities for subject leaders to check how well pupils are doing and use this information to inform future planning.

Achievement and standards

Grade: 3

Pupils enter the school with skills and knowledge that are generally average for their age. While many speak and listen reasonably well, their early reading and writing skills are limited. They make good progress in the Foundation Stage and the majority achieve the targets expected of them when they enter Year 1. In Years 1 and 2, pupils make satisfactory progress overall so that in national tests at the age of seven they achieve the standards expected. School records and observations of pupils still in school indicate that the previous assessments at the end of Key Stage 1 have not been entirely accurate. The indications are that pupils were assessed, at that time, of reaching higher levels than they were capable. Nevertheless, this does not mask the fact that pupils have not always made the progress that they are capable of in Years 3 to 6. Here, there has been some underachievement and standards have been low because teaching has been inconsistent. Inspection findings are that in Year 6 current standards are below

average in English and mathematics and average in science. In Years 3 to 6, pupils, including those with learning difficulties and disabilities, make satisfactory progress overall. Recently improved tracking systems indicate that slowly standards are starting to rise. The targets set in Year 6, whilst below national averages, are suitably challenging in relation to pupils' abilities. However, some more able pupils do not always make the progress that they are capable of. Previous national tests indicate girls do much better than boys.

Personal development and well-being

Grade: 3

The personal development and well-being of pupils are satisfactory. Most pupils have positive attitudes and enjoy coming to school. Staff have introduced an effective range of strategies to improve behaviour, which is mostly good. Attendance is satisfactory. Through the school council, pupils are beginning to have opportunities to suggest improvements to school facilities. Pupils have a sound understanding of the needs of others and are involved in supporting charities and their local community on special occasions, including singing for different events. Pupils understand the importance of taking regular exercise, eating healthily and staying safe. Classes participate in at least two hours of physical activity each week. Whilst the school helps pupils develop basic skills that contribute to their future economic welfare, access to computers could be improved. Pupils' spiritual, moral, social and cultural development is satisfactory. School assemblies promote pupils' understanding of right and wrong well. Pupils have a good understanding of their own cultural traditions, particularly in music. The inspection team agrees with the school, that more could be done to raise pupils' awareness of cultures other than their own.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory but inconsistent, ranging from good to occasionally inadequate. In good lessons, teaching ensures good behaviour and positive relationships, and teachers engage pupils in practical tasks. The school is wisely extending opportunities for 'hands-on' experiences to capture pupils' interest and improve their learning. In some Year 6 lessons, more able pupils are challenged well and make good progress. Here the school makes good use of the way it organises pupils to enable teaching to match pupils' work more accurately to their ability. This is less successful in Year 5 and more able pupils do not always make enough progress. Teachers' increasing use of information from assessing what pupils have or have not learned is beginning to address this weakness. Teachers provide pupils with helpful guidance about what they need to learn next. One pupil explained, 'I need to use more sophisticated connectives in my writing'. Where learning is unsatisfactory, teaching does not challenge pupils enough and ensure their good behaviour.

Curriculum and other activities

Grade: 3

The satisfactory curriculum meets the needs of the vast majority of learners and covers all the required subjects. The school is aware that past difficulties with computers have hampered learning, and action is being taken to remedy this. There are numerous opportunities for pupils to take on responsibility in the school community that give them a sense of citizenship. Effective planning for pupils with learning difficulties is reflected in their sound progress. The curriculum is enriched well. After-school clubs have been increased following parental requests. A range of visitors to the school enhances learning, and visits include a residential experience. A specialist teacher contributes well to the school's strong music provision. Although more able pupils are not always challenged as well as possible, the school has introduced arrangements for adapting planning more closely to the needs of pupils of all abilities and this is beginning to impact on standards.

Care, guidance and support

Grade: 2

The care, guidance and support provided for the pupils are good, particularly in ensuring that children feel safe. This is above the school's own evaluation. The school has placed great emphasis recently on developing positive strategies to manage pupils' behaviour. The school's monitoring of the effectiveness of these strategies indicates that this is much improved, with fewer recorded incidents. Bullying is rare and good procedures are in place to deal with incidents that occur. Pupils know that adults will listen to their concerns. Systems for child protection and for ensuring the health, well-being and safety of children are effective, with checks on possible risks carried out regularly. A good programme for health education ensures that pupils know how to stay fit and healthy. Pupils with learning difficulties or disabilities are supported effectively so that they make sound progress towards the targets set for them. The school has developed good procedures to check pupils' progress. Teachers make increasing use of targets for literacy and numeracy. These are clearly known by the pupils so that they have a growing understanding of what they need to do to improve their work.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory overall. A key feature of the marked progress made recently has been the pivotal influence of the new headteacher, who is providing strong and effective leadership. She is ably supported by the deputy head, and together they are working well to help the school move forward from a period of slower development. They have a clear picture of how well the school is doing and what is needed to carry on improving. They have introduced many changes to the way in which the school checks and tracks the progress pupils make, although these have not been in place long enough yet to have raised standards in national tests. Recent improvements and the commitment of staff and governors

mean the school is well placed to carry on improving. Staff, pupils and parents are now widely consulted, and involved well in reviews and subsequent development planning. Parents and pupils generally think well of the school. There are now suitable procedures to monitor and evaluate the quality of planning, teaching and learning across the school. However, subject leaders do not have sufficient opportunities to undertake such activities and therefore are not yet all in a strong position to identify the further steps for improvement. Governance of the school is satisfactory. Governors are well led and working hard to develop their roles in holding the school to account for the standards achieved.

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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?	3	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	3	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	NA	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	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

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	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	3	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

Following our visit we would like to let you know what we found out about your school. But first can we say a big 'thank you' for making us feel welcome and for talking to us about the things that you do at school. You probably saw us quite a lot when we came into classrooms and assembly, met the school council, and when we had lunch with you. We have told the staff that most of you behaved well and they are proud of you for this. We know that you like school and so we have talked with your headteacher and staff about how things can be even better. We have asked the staff to look at how they can help you all, and particularly those who find learning easy, to make the best progress. To do this they will try to ensure that all lessons are challenging and interesting. To check that you make enough progress, staff will also talk to you, look at your books, and at how you learn in lessons so they can help plan even more interesting things in the future. Your new headteacher has got some really good ideas to make the school an even better place. You can all play an important part in this by making sure you come to school regularly and work as hard as you can.