

# Ollerton Community Primary School

Inspection report

---

<b>Unique Reference Number</b>	122665
<b>Local Authority</b>	NOTTINGHAMSHIRE
<b>Inspection number</b>	302147
<b>Inspection dates</b>	10–11 May 2007
<b>Reporting inspector</b>	John Brennan

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	325
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Bracegirdle
<b>Headteacher</b>	Mrs Carol Gilderdale
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Whinney Lane New Ollerton Nottinghamshire NG22 9TH
<b>Telephone number</b>	01623 860584
<b>Fax number</b>	01623 836672

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	10–11 May 2007
<b>Inspection number</b>	302147

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Ollerton Primary School was formed in September 2005 following the closure of Ollerton Junior School and the expansion of Ollerton Infant School. The school serves an area of social and economic disadvantage. Almost half of the pupils are entitled to free school meals, a proportion which is much higher than the national average. Children's skills and abilities on entry to the Foundation Stage are well below average, especially in language and communication. When the new school opened, standards in Key Stage 2 were very low. The proportion of pupils with learning difficulties or other disabilities is above average. Almost all of the pupils are from White British backgrounds. The school has reached the gold standard for Healthy Schools and has Investors in People status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The headteacher has led this school extremely well so that one united school has emerged. From fragile beginnings the school already lives up to its motto of 'We play together, we work together, we learn together and we achieve together.' As a governor rightly pointed out, and pupils, parents and staff echoed, the school has made 'great strides' lately. However, as the school itself endorses, despite being good in some aspects, it is satisfactory overall at present.

Since the foundation of the new school, facilities have been transformed and a good curriculum devised which adds enjoyment to school and, with the exception of speaking and listening, successfully targets pupils' acquisition of fundamental skills. This is a happy school where pupils' personal development is good. A sense of calm and order prevails. Pupils behave well, try hard to live healthy and active lives and readily look after each other. They are gaining an understanding of how to improve their work but are yet to be fully involved in determining how well they are doing.

Teachers have responded well to a period of rapid change. An increasing number, most notably in Key Stage 1 and Year 6, are willingly to take risks in their teaching including using talk regularly to help pupils learn and make decisions. In these classes, pupils of all abilities are made to think and they become eager to learn and do well. Children in the Foundation Stage also do well because provision, including teaching, is good. However, teaching and learning are only satisfactory overall because this confidence is not yet apparent in other classes. Here less adventurous teaching, especially in parts of Key Stage 2, although accurate and clear, does not always inspire a widespread response from pupils, does not encourage enough independent learning and includes work that is too easy for higher attainers. Consequently pupils' achievement overall is satisfactory and, although standards are improving, they are still quite a bit below average by Year 6. Pupils develop the personal qualities needed for the next stage of education but are yet to acquire all of the necessary academic skills.

The school takes good care of pupils and generally supports and guides them well. They feel listened to, for example, through the influential school council. Those with learning, behavioural and emotional needs are helped to make the most of school. Their progress is carefully checked and meticulous plans for reaching future goals are devised. Although a basic tracking system is in place for the rest of the pupils it lacks refinement, so that the needs of potentially higher attaining pupils who have slipped off the pace are not given enough thought.

Self-evaluation systems are good. Plans for the next stage of the school's development, which governors have had a strong say in devising, clearly build on the very good work of the past eighteen months. Given this track record of success and the good quality of leadership and management, the school has good capacity to continue its improvement.

### What the school should do to improve further

- Strengthen teaching in Key Stage 2 and the use of the pupil-tracking system so that higher attaining pupils achieve well.
- Provide planned opportunities for raising standards in speaking and listening.
- Involve pupils more in assessing and improving their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory and the rate of progress is quickening. Children in the Foundation Stage progress well but, despite this, many end Reception below expected levels and with poor language skills. Pupils progress well through Years 1 and 2 but in most recent years standards at the end of Year 2 remained below average. The school has turned around declining standards in the juniors. Aspirations for pupils have risen and their success is demonstrated by the pupils reaching more challenging targets. Pupils do increasingly well, especially in Year 6. However, lost ground has still to be made up. Latest assessments show that standards in Year 6 in English and mathematics, although higher than the exceptionally low standards of 2006, are still below average. Sensitive support is on hand for pupils with severe learning difficulties and those who are operating just below the average. These pupils do well; more and more reach the national average. However, in contrast, too few pupils in Key Stage 2 achieve beyond the average.

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

### **Grade: 2**

Pupils behave well. They work and play well alongside each other. Improved play facilities help make break times social and active occasions. Pupils know how to keep themselves safe. They enjoy school, especially the good range of clubs and other activities on hand. Despite good efforts and a rising trend, attendance rates remain below average. Many pupils set to work with a will. However, in some classes at Key Stage 2 pupils do not use their initiative in everyday work and some pupils switch off their concentration. Pupils willingly take on responsibility. Peer mediators and play leaders contribute to the smooth running of the school day. These opportunities help some pupils acquire negotiating skills. However, a significant number of pupils find it difficult to express their thoughts with maturity. Healthy eating and a lifestyle which promotes well-being are well understood by the pupils. Lunchtime arrangements provide a 'dining experience' where good manners prevail. Pupils know a lot about different cultures. This is indicative of their good spiritual, moral, social, and cultural development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Classrooms are calm, purposeful places because behaviour is well managed and relationships encouraging. However, not all teachers confidently build on pupils' increasing readiness to learn. This is successfully achieved in Year 6, in Key Stage 1 and in the Foundation Stage. Here lesson objectives are often teased apart to provide work at differing levels according to pupils' needs. The use of language has a high profile, with increased opportunities for pupils to deepen their thinking through talk. A sense of adventure in learning prevails, more reluctant learners are drawn out and higher attaining pupils given their head. In less successful lessons, plans continue to be detailed, broadly pitched at the right level and often contain potentially interesting tasks. However, they are not always implemented with the same degree of assurance and panache. Lower attaining pupils continue to succeed because skilful teaching assistants are on hand to offer help. However, higher attaining pupils in several Key Stage 2 classes sometimes have to do tasks that are too easy before reaching harder work. In addition there

are times when teachers talk to pupils for too long and make too many decisions for them. This can lead to some pupils not learning as much as they might because too much support stifles their independence and because some pupils do not join in enough.

## **Curriculum and other activities**

### **Grade: 2**

Much has been done to tailor the curriculum to pupils' needs. Several innovative projects, such as those designed to help pupils work together in solving practical problems, add much to their personal development. In Year 4, for example, pupils collectively organised a masked ball, themed around an Italian carnival. Short, punchy sessions help pupils acquire fundamental skills such as reading. Other key skills such as computing are well served by overarching themes and work which regularly link learning across subjects. The Foundation Stage curriculum achieves a good balance between teacher-led and child-led activities. Here, the recent addition of 'Talking Tables' deliberately teaches speaking and listening in a focused way. However, in the school as a whole a piecemeal approach is taken to developing these key skills. Much is done to broaden pupils' horizons through a wealth of trips and visitors to school. Very good links with the local secondary school, for example, give pupils a choice of learning French, German or Spanish.

## **Care, guidance and support**

### **Grade: 2**

Pupils feel safe, secure and valued because of very good pastoral support. Staff know pupils very well and go the extra mile in building up their self-esteem and confidence. Pupils genuinely feel that they have a voice that is listened to and respected. Very good links have been established with outside support agencies. These, together with the school's own support mechanisms, mean that help is readily and swiftly on hand for pupils experiencing learning, behavioural or emotional difficulties. Child protection and risk assessment procedures are robust and assiduously followed. Safeguarding arrangements are securely in place. Pupils are gaining an increasing awareness of personal targets but this is much stronger in numeracy than literacy. However, pupils have yet to play an active role in reviewing and setting their own improvement goals. In contrast, the way goals for vulnerable pupils are presented and made known to them are models of very good practice.

## **Leadership and management**

### **Grade: 2**

Passionate and ambitious leadership by the headteacher, backed by an effective leadership team and governing body, has achieved a lot in a short space of time. Consultation has underpinned change so that there is a palpable sense of team spirit and optimism. Parents express every confidence in the school. An intimate understanding of the context of the school and of its strengths and weaknesses and high expectations have driven change. This has been pursued with rigour and a good sense of priority. Substantial improvements to the building, resources and the curriculum have led to positive attitudes among pupils and good behaviour. Roles, responsibilities and policy guidelines have been clarified so that all know what is expected of them. An effective team approach to subject monitoring suits the interwoven curriculum, ensuring that leaders do not lose track of progress in their subjects. Systems for tracking pupils' progress give an overview of performance but, with the exception of pupils with learning

difficulties, are not refined enough to track the progress of all groups. Systems reveal when individual pupils, such as potentially higher attaining pupils, are not progressing quickly enough but the school relies on informal discussion rather than carefully planned and monitored actions to boost the progress of these.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## 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>
--------------------------------------------------------------------------------------------------------------	-----------------------

### 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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	NA

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

12 May 2007

Dear Children

Inspection of Ollerton Community Primary School, New Ollerton, NG22 9TH

Thank you very much for being so friendly and welcoming when we visited your school recently. We all enjoyed our time with you and would like to share with you what we thought.

Your school has been through a lot of changes, all of which have been for the better. You go to a school that improves every day. You play your part in this well. You behave well, work hard and get on with each other. You were quick to tell us how much better the school has become and that this has helped make school life enjoyable. There is certainly a lot for you to do in and out of lessons. There seems to be something new happening most days.

Much of the improvement is down to your headteacher. She has had some really good ideas for improving your school. She could not have done all she has alone though and she is helped by a good team of teachers, other staff, and governors.

We talked a lot with the headteacher and staff about ways to make the school better still and would like you to help with these whenever you can. We think that more could be done to provide more challenging work for those of you who find work too easy, especially in Key Stage 2. We have asked the school to make sure they know who you are and to think about the best ways to teach you and to give you work that makes you think. We have also asked the school to think about ways to teach speaking and listening to you all. We did notice that some of you are very reluctant to talk in class and would encourage all of you to join with lessons as much as you can. Lastly, we saw how much you like to take on responsibility. For example, you are good at looking after each other. We have asked the school to make sure that more of you know your targets. You can help by trying to understand and remember your targets and trying hard to reach them.

Once again thank you for being so welcoming and good luck in the future.

John Brennan

Lead Inspector