

# Ranskill Primary School

## Inspection report

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<b>Unique Reference Number</b>	122686
<b>Local Authority</b>	NOTTINGHAMSHIRE
<b>Inspection number</b>	314367
<b>Inspection dates</b>	25–26 June 2007
<b>Reporting inspector</b>	John Foster

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	81
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Michael Spencer
<b>Headteacher</b>	Mrs Wendy Adamson
<b>Date of previous school inspection</b>	12 January 2004
<b>School address</b>	Cherry Tree Walk Ranskill Retford Nottinghamshire DN22 8LH
<b>Telephone number</b>	01777818468
<b>Fax number</b>	01777818468

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

The school is much smaller than average and serves the villages of Ranskill, Torworth, Scrooby and Barnby Moor. Almost all pupils are from White British backgrounds and have English as their first language. When they start school most children have attainment levels which are broadly in line with those expected for their age. The percentage of pupils eligible for free school meals and those with learning difficulties and disabilities are below national averages. There are no pupils with a statement of special educational need.

## 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 that gives good value for money which is how the school views itself. The school's systems for evaluating its performance are good. The headteacher leads well and staff and governors give her full support. Subject leadership is good overall. Governance is satisfactory. The governors visit the school regularly and monitor teaching and learning through lesson observations. However, they are not involved well enough in planning the school's future. The headteacher and staff devise the school improvement plan and the governors' involvement is only towards the end of the process. The plan is for the current year with no clear guidelines to identify where the school is to move in the future. The school has made good progress in addressing the issues raised at the previous inspection and is well placed to improve further. The school has excellent links with other schools to promote pupils' development, particularly through the local Small Schools' Federation, and also with the receiving secondary school and the local community.

Pupils achieve well and attain above average standards. This has been the case during the past five years, though there was a dip in achievement and standards at Year 6 in 2006. The current Year 6 achieve well and attain above average standards. The National Curriculum assessments for pupils in Year 2 have shown that pupils in Key Stage 1 consistently achieve well and also attain above average standards.

From the time that they start in Reception children are taught well and this enables them to maintain good progress throughout the school. Teachers plan exciting activities, ensuring that learning is enjoyable. The good relationships between pupils and teachers give pupils confidence so that they are not afraid to ask for help and advice.

The school provides good levels of care. Pupils are safe and secure with all systems well established to maintain their safety. The good relationships that exist mean that, should pupils have a problem, they will readily approach one of the adults in school for help, knowing that they will be listened to. Academic guidance is satisfactory. Whilst the older pupils know which National Curriculum level they are working at and what they need to do to improve, they are not given individual targets for improvement. The school has efficient systems for tracking the pupils' progress but the data gained is not yet used well enough to set individual targets.

The school provides a good curriculum. Statutory requirements are met and the curriculum is enhanced very well by a wide range of visits and visitors and the activities the staff provide for pupils beyond the school day. For example, they organise sporting activities, many through the local Small Schools' Federation, and music and gardening clubs. Small groups of pupils are taught to play the violin.

Pupils' personal development and well-being are outstanding. Their behaviour is excellent and they react very well to the high expectations placed on them by the staff. The school council undertakes many tasks and organises a wide range of activities within the school. The school encourages them to live healthy lifestyles and they are given regular opportunities to engage in physical activities. Pupils are very well involved in the community, both within school and through involvement with village activities.

### What the school should do to improve further

- Consolidate the procedures for tracking pupils' progress and use the information gained to set individual targets for the pupils.

- Further develop the governing body's involvement in monitoring the school's performance and in planning the school's future in the longer term.

## **Achievement and standards**

### **Grade: 2**

Children get off to a good start in the Foundation Stage and do well in relation to their starting points. Pupils make very good progress at Key Stage 1 and their attainment is above average by the end of Year 2. The 2006 results show particular strengths in writing where half of the pupils attained the higher level 3. The results of the national tests over recent years indicate that pupils in Key Stage 2 made better than average progress. There was a dip in results in 2006, largely because this particular group had changed significantly, with more than half of the cohort joining the school during Key Stage 2. Analysis of the work of the current Year 6 shows that they are achieving well and are attaining above average standards.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Their spiritual, moral, social and cultural development is outstanding. They have exceptional social skills, relating to and supporting each other very well. Pupils' spiritual development is outstanding. They are given many opportunities for reflection and the curriculum is organised well to enable this to happen. Pupils enjoy school life enormously, their behaviour is exemplary and attendance is consistently high. Excellent relationships help the pupils to learn in order to please their teachers. The school promotes healthy lifestyles very well so that pupils know how to keep fit and healthy. Pupils are encouraged to eat fruit and have been involved in working with the catering staff to develop their understanding of healthy diets. The school council provides a very good lead for the school and is fully involved in developing activities for other pupils. Community involvement is excellent within the school and in the village beyond, such as when they organise a village fair and invite the villagers to their celebrations for Easter and Christmas. Pupils are well prepared for their future through the good progress they make in their work and the excellent social skills they develop.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Teachers' good planning enables pupils to make good progress. Pupils are encouraged to express their thoughts through the effective use of questions and this helps them to learn well. They are given work that challenges them well. The teachers work well with the support staff in supporting pupils' learning. Whilst teachers expect much of the pupils, occasionally they give too much information to them and the pupils are not encouraged to think for themselves sufficiently. Marking of pupils' work is good overall but at times they are given limited information about how they can improve their work. The few pupils with learning difficulties and disabilities make equally good progress to other groups of pupils.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum based on very practical activities. In the Reception/Year 1 class, for example, in a science lesson pupils carefully dissected owl pellets. They talked knowledgeably about what they had done and explained how they had displayed their findings to show what they had learned. Statutory requirements are met enabling the pupils to receive a broad education. The curriculum is enhanced well through a good range of activities extending beyond the normal school day. The school provides many opportunities for pupils to learn through many different experiences. A prime example of the effective use of visits to places of interest to promote learning is when pupils in Year 6 travelled to London by train to meet the local Member of Parliament at the House of Commons and then visited Downing Street. The school recognises the need to develop the curriculum further and appropriate plans are in place to use links between subjects to make learning even more relevant to pupils.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for, they say that they feel safe in school and that they are able to approach any member of staff should they experience a problem. Arrangements for child protection, safeguarding and promoting pupils' health and safety meet requirements. The school seeks pupils' views through the school council and this group of pupils are confident in managing their own affairs. The few pupils with learning difficulties and disabilities are identified early and given good support to help them to develop. Whilst pupils, particularly the older ones, know their National Curriculum levels and what they need to do to reach the next level, they are not given individual targets to enable them to make even more progress in learning.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good overall. The headteacher leads the school in a positive manner and is well supported by the staff and governors. Overall, subject leadership is good and while teachers know what is happening in their particular area of responsibility, the arrangements for monitoring some subjects are relatively informal and lack the rigour used in English and mathematics. The school improvement plan has been developed largely by the headteacher through consultation with the staff. The plan is for the current year and does not indicate how the school will develop in the longer-term. Governance is satisfactory. Governors visit the school regularly and each takes an interest in a specific subject but they are not well enough involved in formulating plans for the school's future. The school uses its available resources well.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	1
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	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	1
How well learners enjoy their education	1
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	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<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	3
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**

27 June 2007

Dear Children

Inspection of Ranskill Primary School, Ranskill, Retford, Nottinghamshire. DN22 8LH

As you know, I came into school recently to see how you were getting on with your work. I would like to thank you for the welcome you gave me and for the ways in which you helped me to do my work. This letter is to let you know what I found out about your school.

Yours is a good school. Mrs Adamson, the staff and the governors care for you greatly and work hard to provide you with a good education. You are taught well and this helps you to make good progress in your work. I was very impressed with your excellent behaviour and with the ways you work together in school and also to support village activities. You told me that you feel safe in school and that if you have a problem there is always an adult for you to talk to. You told me that you enjoy coming to school and that you are encouraged to work hard and do your best. The staff make learning enjoyable for you and give you many opportunities to meet children and adults from other schools similar to yours.

In order to make the school even better, I have asked Mrs Adamson, the staff and the governors to do the following.

- Work with you to give you individual targets to help you to make even better progress.
- Make sure that the governors are more involved in helping to plan the school's future.

With all best wishes.

Yours sincerely

John Foster

Lead Inspector