

Edna G Olds Primary and Nursery School

Inspection report

Unique Reference Number	122423
Local Authority	City of Nottingham
Inspection number	327723
Inspection dates	9–10 July 2009
Reporting inspector	Glynn Storer

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	200
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Dr Brian Horler
Headteacher	Ms Dora Wood
Date of previous school inspection	27 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Street Lenton Nottingham Nottinghamshire NG7 1SJ

Age group	3–11
Inspection dates	9–10 July 2009
Inspection number	327723

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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. It has grown considerably in size during the last year as a result of taking in pupils from other local schools that have been closed. The school serves the Lenton district of Nottingham, where many families experience social and economic hardship. Three quarters of the pupils are from minority ethnic backgrounds and over a half speak a language other than English in the home. The largest single group has Pakistani heritage and speaks mainly Urdu and/or Punjabi. An above average proportion of pupils have learning difficulties and/or disabilities. These include several pupils with emotional and behavioural difficulties or autistic spectrum disorders. Since its last inspection, there has been a high turnover of staff, including senior leaders. Pupil turnover is also very high; only about a third of children who enter nursery complete their whole primary education there. The school is currently being led by an acting headteacher and an acting deputy headteacher who are 'on loan' from another school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Edna G Olds Primary School provides a satisfactory education for its pupils. Since its last inspection, turbulence and uncertainty over staffing have had a negative impact on teaching and on pupils' learning, which, in turn, contributed to a drop in standards. However, the school's interim leadership team have, with strong support from governors and in effective partnership with the local authority, restored staff morale and halted the decline in pupils' achievements. The school has regained the confidence of most parents. One said; 'With all that's happened recently, the school has coped very well. Thanks to the teachers for keeping everything together. They've been fantastic.'

Children get off to a flying start in Nursery and Reception. Standards are rising in Key Stage 1 because children are well prepared for their on-going learning when they come into Year 1 and initiatives to raise standards, particularly in literacy, are already paying dividends. Standards in Year 2 and Year 6 remain below average overall but there has been a marked increase in the numbers of pupils attaining the expected standard for their age. However, relative few attain higher levels; this is particularly the case at the end of Year 6 and in writing, which is the weakest of the core subjects. Nevertheless, almost all pupils achieve satisfactorily in relation to their starting points and capabilities and many of those who complete all of their primary education in this school make good progress.

Teaching and the curriculum are satisfactory. Examples of good teaching throughout the school form a firm foundation on which the school is building quality in the classroom. However, inconsistencies in the way teachers use assessment information to match tasks to pupils' needs or to provide them with advice on how to improve continue to limit their progress, particularly for the most able pupils. The curriculum promotes the acquisition of basic skills satisfactorily and provides an increasing number of activities that encourage healthy lifestyles and enjoyment in learning.

Effective pastoral care and sound procedures for guidance and for securing pupils' welfare result in satisfactory levels of personal development and well-being. Improving pupils' behaviour and reducing exclusions have been one of the schools' most important achievements recently. Success in these areas has been pivotal in creating conditions under which satisfactory learning can take place. The school has begun to chip away at historic absenteeism and attendance rates have improved this term but remain unacceptably low. Pupils receive satisfactory guidance on their work but many do not fully understand the targets that staff set for them. Staff promote spiritual, moral, social and cultural development effectively and so levels of harmony and integration are good.

Governors and interim leaders are doing a good job. They have re-established high expectations and hold all staff accountable for what the school achieves. Targets for raising attainment are challenging but have not been in place for long enough to impact on outcomes by the end of Year 6. Where other staff have taken a lead, for example in Early Years Foundation Stage, there is clear evidence of improvement. Recently appointed subject leaders and managers of provision, such as that for pupils with learning difficulties, are also getting to grips with the task. Their work already contributes to sound school self-evaluation and gives a satisfactory capacity for on-going improvement. However, the governors have yet to rebuild a permanent senior management team and this limits the effectiveness of leadership and management overall.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Good leadership and management have led to improvements to provision in the Nursery and Reception. Provision for children's welfare is good. They settle well because there are supportive routines and good links with parents. Much of the school's good work on promoting community cohesion begins here. Staff place a priority on children's personal, social and emotional development and this results in good behaviour and much interest in learning. Planning provides a good range of indoor and outdoor activities for children to choose and takes full account their interests. Staff are an effective team and have a clear understanding of how children learn. Regular observations and assessments give staff an in-depth understanding of children's needs. They plan 'next steps' on an individual basis, which ensures that children of all abilities make good progress and for some, progress is outstanding. The phase leader is actively strengthening this provision. Developing communication skills and children's understanding of letters and sounds is paying dividends and this good work is being extended into Year 1. Children's learning and development are good. Those who find learning difficult or who speak English as an additional language receive effective support. This ensures that they are fully involved and make good progress, both socially and academically. However, because most children have low starting points on entry, many transfer to Year 1 at levels below those expected for their age.

What the school should do to improve further

- Raise standards by the end of Year 6, especially in writing, by ensuring that teachers use assessment information effectively to match activities to pupils' prior attainments and to challenge the more able.
- Improve attendance by stressing the benefits of regular, punctual attendance to all and by making a concerted effort to reduce persistent absenteeism.
- Ensure that pupils understand their personal targets and that teachers' marking gives clear advice on how to attain them.
- Rebuild a permanent senior leadership team that supports staff effectively in the drive to raise standards and quality.

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

In Year 2, the gap between pupils' current scores and the national average has closed, because the proportion of pupils attaining the expected level for their age has risen considerably. Boys and girls did better this year than in 2008 but boys' scores showed marked improvement. In Year 6, standards have improved but are below average overall. In mathematics, the proportion of pupils attaining the expected level almost doubled this year and the proportion attaining higher level 5 rose by 50%, making standards in mathematics marginally above average. However, standards in English and science remain below the national average, with writing the weakest strand. Year 6 results are adversely affected by an exceptionally high turnover of pupils. Of the pupils who received all of their primary education in this school, all but one attained or exceeded nationally expected standards in core subjects. Almost all of the current Year 6, including those

who find learning difficult and those with different ethnic backgrounds, have made at least satisfactory progress.

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory. Pupils' spiritual, moral, social and cultural development is good and reflects in the courtesy with which most pupils treat each other, the enthusiasm they show for activities and the respect they show to the staff. Spiritual and cultural development are strong and result in harmony amongst pupils from different ethnic backgrounds. Pupils say that they feel safe. They have confidence that any worries they have are dealt with quickly. Behaviour is satisfactory overall. Most pupils behave well, although some still exhibit boisterous behaviour, which is occasionally challenging or rude. Pupils gain in confidence and, through their caring and perceptive understanding of the needs of others, contribute satisfactorily to their own community. Their enjoyment of school is the foundation of improving behaviour and achievement, and they gain a satisfactory range of skills to help them succeed in the future. However, overall attendance rates remain too low.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are improving as the school's staffing stabilises. Outcomes for pupils indicate that, over time, teaching and learning are satisfactory. There is evidence of effective teaching throughout the school. Good teaching was characterised by challenging activities that engage pupils' interest and bring out the best in them. In these lessons, teachers have high expectations and manage pupils' behaviour and responses effectively. Good question and answer sessions extend thinking and communication skills and teachers reinforce pupils' learning well as lessons draw to a close. Lessons were less successful when the pace of learning slowed or pupils' behaviour faltered. The match of activities to pupils' abilities, such as for the more able pupils, was not always sharp enough to promote the best progress. A more widespread weakness is the quality of teachers marking as much marking is perfunctory and gives pupils too little indication of how to improve.

Curriculum and other activities

Grade: 3

Most activities build satisfactorily on pupils' previous learning. However, the school rightly plans to review the curriculum in the new school year; staff will concentrate on building links between subjects to reinforce basic skills. Topics are generally well planned and matched to pupils' interests, but they are not always varied adequately for their abilities. Educational visits to local places of interest, such as the gurdwara, promote positive attitudes to learning. Pupils' learning is relevant because it draws strongly on the local area and its people as a resource. This approach successfully underpins the school's efforts to promote community cohesion because it gives pupils clear insights into the community and their place in it. The curriculum promotes healthy lifestyles effectively. The school ensures that pupils receive the full entitlement for physical education, offering a range of sports and activities such as swimming, martial arts, soccer and street dance. The accommodation has been particularly well designed to enable pupils to enjoy challenging physical activities and different types of play. Pupils learn about

the importance of a healthy diet and discover the pleasure of growing vegetables in the school garden.

Care, guidance and support

Grade: 3

The school has reinforced its systems for redressing challenging behaviour and this has improved the quality of learning for all pupils. A renewed emphasis on the importance of regular and punctual attendance is beginning to combat historically low attendance rates, although much still remains to be done. Nevertheless, other elements of pastoral care are having excellent outcomes. The school has gone to great lengths to meet the widely differing needs of its pupils and to offer a truly inclusive environment, where all pupils have equal chances to succeed. This has reduced the number of exclusions, which had risen steeply in the past, and ensures that pupils with complex learning needs have equality of opportunity to make the progress that they should. There are secure child protection procedures and regular risk assessments ensure that pupils work and play in a safe environment. Staff make sure that pupils know how to keep themselves safe at school and beyond. Pupils have targets for improving their work. However, the guidance that they receive is not always sufficient for them to understand how to reach their potential.

Leadership and management

Grade: 3

The governing body has taken bold and decisive action to restore stability and to ensure that the school maintains a satisfactory capacity for further improvement. Satisfactory leadership and management owe much to the effective lead provided by the acting headteacher and her able deputy, as well as to the efforts of those middle leaders who have remained with the school throughout a period of high staff turnover and uncertainty over senior leadership. They have launched a raft of initiatives, including satisfactory targets for raising attainment, and to increase teachers' effectiveness. However, most of these have not been in place for long enough to impact fully on the work of the school. Leaders have ensured that community cohesion remains at the heart of the school's work. They have actively sought ways to improve it and worked closely with the local authority, outside agencies and neighbours. Consequently, the school is back on 'an even keel', standards are beginning to rise and it once more provides satisfactory value for money.

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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	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

13 July 2009

Dear Pupils

Inspection of Edna G Olds Primary School, Lenton, Nottingham NG7 1SJ

You may remember that I visited your school a little while ago, along with my colleague, Mr Anthony. Thank you all for making us so welcome and for taking time to talk to us and to answer our questions. We thought that your singing assembly was great and I certainly had fun in Nursery and Reception.

I thought that you would like to hear what we found out about your school.

There are many good things happening in your school.

- Children in Nursery and Reception get off to a good start and most pupils throughout school make the progress that they should.
- Your behaviour and your attitudes to learning are getting better.
- Staff make sure that everybody is included and has the opportunity to succeed.
- You get on well with one another, even though many of you come from very different backgrounds.
- Your teachers and other adults take good care of you, especially when you have problems.
- The acting headteacher, the staff, governors and pupils have worked hard to put your school back on the road to improvement.

To help things get even better, we have suggested that your teachers should use the assessments that they make to plan activities that help everybody to make progress. This is especially important for those of you who could reach the higher levels. We have asked teachers to give you clearer advice on how to improve your work. You can help here by trying really hard to follow the advice that they give when they mark your work. We noticed that some pupils are away from school too often, so we have asked the school to do everything it can to make sure that everybody comes to school every single day unless they are ill. Finally, we have asked the governors to find permanent leaders, so that your school can continue to get better in the future.

I hope that you will all continue to work hard and enjoy your time at Edna G Olds Primary School.

Yours sincerely

Glynn Storer

Lead inspector