

# Tollerton Primary School

## Inspection report

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<b>Unique Reference Number</b>	122683
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	327781
<b>Inspection date</b>	15 May 2009
<b>Reporting inspector</b>	Bob Roberts

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.

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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 (total)	182
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Gael Gamble
<b>Headteacher</b>	Mr Richard Thomas
<b>Date of previous school inspection</b>	23 May 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Burnside Grove Tollerton Nottingham Nottinghamshire NG12 4ET
<b>Telephone number</b>	0115 9372944
<b>Fax number</b>	0115 9375912

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

This is a smaller than average primary school. Most pupils are from a White British background and all pupils speak English as their first language. The percentage of pupils eligible for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is below average. Most of these pupils have moderate learning difficulties. A Foundation class provides Early Years Foundation Stage provision for children aged four to five years. Pupils are taught in single-age classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the arrangements to ensure the safety of pupils.

Arrangements for the safeguarding of pupils are inadequate. Procedures for the vetting of staff who have direct contact with children have not been met. The school's child protection policy does not meet statutory requirements. Action to tackle these weaknesses is now an urgent priority.

The school is well regarded. A substantial number of children attend from the surrounding communities. There is much that is good about the school. Pupils have above average levels of attainment when they join the school. They make good progress and generally reach high standards. Their overall achievement is good. Moreover, their personal development is striking. The very strong provision for music and the arts, coupled with a wide variety of sporting and other opportunities, result in pupils feeling happy at school and developing good levels of confidence and skills. This is reflected in their good attendance and excellent behaviour.

The outstanding curriculum is effective in developing learning and personal development. Pupils enjoy their lessons and the good quality teaching enables them to have a clear idea about how they are progressing and what they need to do to improve. They feel safe and supported by their teachers and understand what it is to be healthy. They make a good contribution to the school and the community.

Leadership and management are inadequate because arrangements for the welfare and safety of children do not meet requirements. A significant number of parents, while well aware of the school's strengths, raised matters of concern in the questionnaires that were part of this inspection, including about the effectiveness of communication, and that their views are not always listened to sufficiently. Satisfactory systems have been established to monitor pupils' progress but these do not sufficiently inform the evaluations of the quality of teaching. The governing body of the school contributes extremely well to aspects of the school's work but there is insufficient collaboration between the headteacher and governors. Since the last inspection there has been an improvement in the quality of teaching and in the achievements of pupils. The school's collective leadership has satisfactory capacity to make the necessary improvements.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children settle well because there are good arrangements to support their induction, and constructive links with parents and with the local playgroup. The Reception class is bright and stimulating, and children are well supervised and cared for. Leadership and management are good. Staff make good use of the assessment information that they get from parents, the playgroup, and their own baseline assessment. They plan a wide range of appealing learning experiences across all areas of learning, making effective use of the outdoor area, for example, to simulate a garden centre. There is a good balance of activities led by adults and those chosen by children. Two teachers share the teaching of the class and they work well as a team. Teaching

is good, and as a result, children make good progress in the Reception year and most often reach a very good level of development by the end. Self-evaluation has identified that further development of the outdoor area is needed, particularly equipment to encourage physical development, as children often come in to Reception with less well developed physical skills. Staff have generally high expectations of children, who integrate with school pupils in assemblies and in the playground. Although children feel safe and secure, their welfare is only satisfactory because the school does not meet the requirements for safeguarding.

### **What the school should do to improve further**

- As a matter of urgency take the necessary steps to ensure the safety of pupils, implementing effective safeguarding and child protection policies and procedures that meet national requirements.
- Ensure that measures to monitor the quality of teaching take sufficient account of the information available on pupils' progress.
- Develop strategies to listen to the voice of parents and to respond more effectively to their views and concerns.

## **Achievement and standards**

### **Grade: 2**

Standards are above average and pupils' achievement is good. Pupils enter the school with above average attainment. They make good progress and the levels of attainment reached at the end of Year 2 are generally above average in reading, writing and mathematics. In 2008 the standards reached by pupils were broadly in line with national averages, but for this particular group of pupils, whose starting points were lower, this still represented good progress. Standards at the end of Year 6 have been consistently above average in recent years in English, mathematics and science. In 2008 standards were very high and represented extremely good progress for these pupils. Both boys and girls made equally good progress and the levels of attainment reached by boys in all three subjects were well ahead of those reached by boys nationally. This is a reflection of the efforts made by the school to ensure that teaching engages and motivates boys effectively. The progress made by pupils with learning difficulties and/or disabilities is good.

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

### **Grade: 2**

The school provides a supportive and stimulating environment and consequently much of the spiritual, moral, social and cultural development is good. Social awareness is well-developed. Pupils know right from wrong and older pupils show a genuine commitment to helping and supporting the younger ones. Cultural development is a particular strength, reinforced through school assemblies where music, both performed and listened to, is prominent. The many drama productions involving all pupils enable them to develop confidence and self-esteem. Attendance is good and pupils behave exceptionally well, both in class and around the school. Pupils enjoy their lessons and show good attitudes to learning. There are good links with the local community. The school council is an active body that pupils feel is taken seriously. Following a visit to the Council chamber at County Hall in February this year, the school is to be the first in the county to host a citizenship ceremony, an opportunity being well used to develop an understanding of citizenship. Pupils respond well to encouragement to live healthy lifestyles. A very high proportion of pupils take part in the wide range of sporting opportunities available. They feel

safe and secure, and cared for by their teachers, although reservations were expressed about the response and attitudes of lunchtime staff. In a variety of ways, not least their basic skills and confidence, pupils are being well prepared for the next stage of their lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Inspectors agree with the school's evaluation that the quality of teaching and learning is good overall. Relationships between teachers and pupils are good. Teachers plan lessons to meet differing needs and pupils enjoy the tasks that stem from the topic-based curriculum. Teachers use an imaginative range of resources to stimulate interest, such as in the use of music, poetry and art to lead to creative writing. Classroom walls are filled with attractive displays of work based on these topics. In the best lessons seen, pupils worked very well supporting each other in groups. Teachers have enthusiasm for their work, which creates, in the best lessons, a sense of collective enjoyment and purpose. Good use is made of modern computer technology by teachers to stimulate learning. Following an issue identified at the last inspection, pupils are now regularly involved in assessing their own work, giving them a greater sense of responsibility and ownership.

### **Curriculum and other activities**

#### **Grade: 1**

The outstanding curriculum meets statutory requirements and the needs of pupils well. A well-established topic-based approach allows plenty of room for creativity and investigation, which have an extremely positive impact on pupils' learning. Teachers plan links between subjects well to secure better understanding and skills development. There is good provision for literacy and numeracy. The curriculum is monitored effectively and pupils enjoy a stimulating range of learning experiences. The real and exceptional strengths of the curriculum lie in the emphasis on the arts and the good range of extra-curricular activities. There is a regular programme of whole school concerts and productions involving every child in the school. Besides good opportunities to take part in activities after school there is an unusually wide programme of residential trips. Pupils who need extra help benefit from booster classes and extra support.

### **Care, guidance and support**

#### **Grade: 4**

Arrangements for the safeguarding of pupils are inadequate. Statutory requirements for safeguarding are not met in a number of respects. While pupils feel that teachers respond well to their concerns, they do not express the same confidence in the school's lunchtime supervisors. A substantial minority of parents expressed concerns about various aspects of the school's work including the effectiveness of communication and supply of information. Although satisfactory responses could be provided to many of the concerns, it is clear that communications with parents are poor. In terms of their academic guidance, pupils are provided with individual targets. They show a good understanding of the purpose of these and find them helpful in the good progress that they make.

## Leadership and management

### Grade: 4

The leadership and management of the school are inadequate because arrangements to ensure the safety of pupils are not in place. At the last inspection the inadequacy of child protection training was raised as an issue for the school to address; the child protection policy still does not meet requirements. On this occasion arrangements for the recruitment and vetting of staff do not meet statutory requirements either. There are other shortcomings in the care, guidance and support that pupils receive and in the policies and procedures to ensure their safety and welfare.

Progress has been made since the last inspection in some respects. Systems to assess and track the progress that pupils are making are now established. The quality of teaching is monitored regularly, although links between this process and the information on pupils' progress are not sufficiently strong. Caring staff do provide many opportunities to support pupils' good personal development. With the exception of the safeguarding arrangements, the school's self-evaluation is accurate. The school improvement plan provides an effective strategic direction. Good consideration has been given to the requirement to promote community cohesion and the school is already developing pupils' sense of community effectively at different levels. Governors at the school work extremely hard to support the school. They are heavily involved in strategic planning and have paid specific attention to health, safety and welfare requirements. However, they were not, despite their best endeavours, made sufficiently aware of the inadequacy of safeguarding arrangements and the current arrangements for monitoring the work of the school were not sufficient to ensure that they could meet their statutory duties.

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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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well being?	3
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?	3
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
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	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	4

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
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	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	No
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

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

18 May 2009

Dear Pupils

Inspection of Tollerton Primary School, Burnside Grove, Tollerton NG12 4ET

As you know your school was inspected recently and this letter is to tell you about the results of that inspection. I would also like to say how much I enjoyed meeting you and talking to you.

There are many good things about Tollerton Primary School. It provides you with a happy atmosphere in which you feel safe. You get on very well together and the school provides many opportunities for you to develop well as individuals. The school is very much part of the village. Sports and arts activities are strong features of the school and many of the staff give up their time to provide you with these. Teachers at the school are committed to doing their best for you. The interesting topics of the curriculum and the good teaching mean that you enjoy coming to school. I met pupils from Years 5 and 6 who told me that most of you enjoy your lessons. The good attendance and the excellent behaviour of pupils are also evidence that in many ways this is a good school. Apart from developing well as individuals, you are making good progress at school and achieving well.

There are, however, some important aspects of the school's work that need to be improved. Most importantly, the school is not doing everything it should do to ensure your welfare. Inspectors will be returning to the school to see if this has been put right. There are two other things we have identified for improvement. When thinking about how to improve the work of teachers the school needs to make sure that the progress you make in class is taken into account, and the school should develop better ways of listening and talking to parents.

I know the school is capable of making these improvements quickly. I hope that you will all continue to make your own contributions to the school as you are doing at the moment.

With best wishes

Bob Roberts

Lead inspector