

# Ollerton Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	122665
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340187
<b>Inspection dates</b>	12–13 October 2009
<b>Reporting inspector</b>	Kenneth Thomas

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	279
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Bracegirdle
<b>Headteacher</b>	Mr Carl Braithwaite
<b>Date of previous school inspection</b>	0 May 2007
<b>School address</b>	Whinney Lane New Ollerton Newark
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons, and held meetings with governors, senior leaders, staff, groups of pupils, parents and a local authority representative. They observed the school's work, and looked at the school's development plan, key policies, arrangements for safeguarding pupils and 24 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of strategies to raise standards and in particular those of boys in English
- the effectiveness of the school's strategies to improve attendance and the attendance of different groups of pupils
- the impact of teaching on pupils' learning and progress
- the effectiveness of the transitional leadership and management arrangements in raising standards in all areas of the school.

## Information about the school

This is an above average size primary school. There are more boys than girls on roll and many more boys than girls in the present Years 2 and 6. In the Early Years Foundation Stage, there are Nursery and Reception classes. Almost half of the pupils are entitled to free school meals, a proportion which is much higher than the national average. The vast majority of pupils are from a White British background. The proportion of pupils with special educational needs and/or disabilities is well above average. The school holds the gold standard for Healthy Schools and has Investors in People status.

Because of the extended absence through illness and subsequent retirement of the headteacher, there have been two acting headteachers since June 2008. The present acting headteacher has been in post since September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

This is a welcoming school and one in which pupils feel safe and valued because staff know the pupils exceptionally well and provide good levels of care. As a result, several aspects of pupils' personal development are good. Relationships throughout the school are good. The large majority of pupils are polite, have positive attitudes towards their learning and enjoy coming to school. They are keen to contribute to the school community and take their responsibilities seriously. This, together with the bright and lively learning environment, contributes to a positive school atmosphere. Monitoring by the acting headteacher and curriculum leaders is thorough. They evaluate the school's work accurately they are able to set the right priorities for improvement. Challenging targets are set and the effective use of performance information to check pupils' progress enables those at risk of underachieving to be identified and additional support provided. This is proving particularly beneficial to pupils with special educational needs and/or learning difficulties, and for vulnerable pupils. Staff are keen to improve and are ambitious for the future. All staff who responded to the staff survey indicated full support for the direction that the school is taking, and morale is high. The school's capacity for sustained improvement is satisfactory.

From very low starting points on entry to the Early Years Foundation Stage, children make good progress, although outcomes remain below average by the time they start in Key Stage 1. Throughout both Key Stages 1 and 2, pupils make satisfactory progress and, although outcomes have been low in English, mathematics and science in the past, attainment is improving strongly, especially in mathematics and science. However, attainment in English, and particularly that of boys, remains low because attainment overall is adversely affected by the frequent absence of a small minority of both boys and girls. Because staff do all they can to encourage regular attendance there was a rapid improvement in the last school year. However, a minority of parents and carers appear resistant to change and as a result attendance remains low overall. Nevertheless progress is rapidly improving because improving attendance is having a positive impact on pupils' achievement. Although less well for boys in writing. Staff have begun to plan tasks that motivate boys to write, and are developing opportunities to stimulate boys' writing in subjects other than English. This is already beginning to have a positive impact.

While teaching is satisfactory overall and sometimes better, senior leaders recognise the need for good or better teaching to be a consistent feature across all year groups if standards are to rise. In many lessons, expectations of what pupils can achieve are not high enough, and not enough use is being made of assessment information to give pupils of all abilities tasks that really stretch them. There are effective systems in place

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to give guidance to pupils though the marking of their written work, but errors are not consistently checked in all subjects. The school engages well with its local community, although staff recognise that pupils do not have a broad enough understanding of the wider national and global community. Governors have provided good support during this period of transition in school leadership.

### **What does the school need to do to improve further?**

- With a particular focus on the attainment of boys, raise standards in English by:
  - increasing opportunities for writing in all subjects
  - ensuring that teachers plan learning tasks using resources that inspire boys to write
  - ensuring that there is a clear focus on the monitoring of boys' progress in writing in all subjects.
- Improve attendance by reminding parents and carers of children with irregular attendance of their legal responsibilities.
- Improve teaching and learning by:
  - raising expectations of what pupils can achieve and ensuring that in planning lessons, assessment information is used to plan learning tasks which are appropriately challenging for all groups of pupils
  - ensuring that in the marking of pupils' work, spelling and grammatical errors are corrected in all subjects.
- Improve the curriculum by providing pupils with more planned opportunities to appreciate the nature of cultural diversity and the customs and beliefs of others.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### **Outcomes for individuals and groups of pupils**

**3**

Because the transition from the Early Years Foundation Stage to a more formal curriculum in Year 1 is well managed, there is a smooth continuation of the good progress made in the earlier years. As a result, attainment in reading, writing and mathematics at the end of Year 2 is rising. However, while the attainment of girls has risen and is now approaching average, the attainment of boys remains low. Attainment at the end of Year 6 is also beginning to rise but it remains low when averaged across all pupils in the year group, particularly in English. Broadly speaking, this means that although girls and boys achieve satisfactorily when standards on entry are taken into account, girls are making better progress than boys. This is because boys' writing is a particular weakness across all year groups and a significant factor in the generally lower rates of progress they make. The school is addressing this underachievement by providing a variety of learning activities specifically aimed at boys. However, there has been insufficient time for these initiatives to demonstrate their impact in terms of

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improvement. Pupils with special educational needs and/or disabilities and particularly vulnerable pupils make satisfactory and sometimes better progress relative to their starting points because they are well supported.

Pupils say that, although there have been occasional instances of bullying, these have been dealt with effectively by staff. They have a good awareness of how to stay safe and healthy, and speak enthusiastically of their responsibilities, including being on the school council or being a peer mediator in the playground. While pupils' spiritual, moral and social development is good, their cultural development is more limited because they have too few opportunities to develop an appreciation of the range of cultures that make up British society. Pupils demonstrate the ability to apply their basic skills in real life contexts. Improvements seen in the development of pupils' basic skills, together with their good social development, rapid improvement in attendance and punctuality at the start of the day, provides a satisfactory base for their future economic well-being.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Whilst teaching is satisfactory overall, there are some good aspects throughout the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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school. For example, good relationships characterise all teaching and these form the basis of class management. Teaching assistants work effectively to support pupils in lessons and, in the best lessons, good use is made of interactive whiteboards to stimulate interest and reinforce learning. In some lessons, assessment information is used well to guide the planning of learning tasks. In these lessons, practical activities that are well matched to pupils' attainment levels capture their interest. Good progress is made because brisk teaching makes the pace of learning rapid. However, in other lessons, the work planned is not pitched at the correct level and progress slows because the learning tasks do not offer enough challenge. Pupils' books show good practice in the marking and assessment of their work in English, mathematics and science. However, there is inconsistency over the correction of spelling and grammatical errors in the marking of pupils' work in other subjects.

The curriculum gives appropriate attention to the teaching of literacy and numeracy while providing pupils with a range of enriching experiences. It is enhanced by a programme of visitors to the school and visits out of school. Residential visits, for example, to Walesby and Robin Hoods' Bay, broaden pupils' experiences and contribute much to their good social development. Pupils' spiritual development is enhanced by the strong musical dimension to the curriculum. Experiences such as these also help to deepen pupils' knowledge of their own cultural heritage. However, activities which promote an understanding of other cultures are more limited. The commitment to the care, support and guidance of all pupils is at the heart of the school's philosophy. Pastoral care is a strength of this nurturing family community. Parents commented favourably on the sensitive care that is given to all groups of pupils, and especially those who may be particularly vulnerable.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

During the period of temporary school leadership, the acting headteachers, with strong support from curriculum coordinators, have ensured that there has been a clear focus on school improvement. Accurate self-evaluation has ensured that school leaders have a realistic view of the school's strengths and areas to be developed. The school improvement plan is centred appropriately on the importance of raising standards and inspection evidence indicates that these are beginning to rise. However, staff and governors recognise that more needs to be done, particularly with regard to boys'

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writing, if standards are to rise more rapidly. Governors support the school well and help to give it a positive profile in the local community. They ensure that safeguarding requirements are met and have played an important role in ensuring continuity in school leadership since the last inspection.

Staff work hard to maintain positive and supportive relationships with parents and carers. However, despite the best efforts of staff, a minority do not support the school by ensuring that their children are in regular attendance. As a result, attendance levels are low in comparison with the national average. The school is fully inclusive in the way it promotes equality, for example by ensuring all pupils are looked after and encouraged. The school's work to promote community cohesion is satisfactory. Although the school has a strong understanding of its immediate community context, not enough opportunities are provided for pupils to gain a meaningful insight into what life is like for others from different religious and cultural backgrounds.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children join the Nursery with knowledge and skills that are very low in relation to those expected for their age. From these starting points, children make good progress, particularly in their personal, social and emotional development and in communication, language and literacy. As a result, the majority of children meet the early learning goals in each of the areas of learning by the time they enter Year 1. This is because good leadership of the Early Years Foundation Stage is improving provision and having a positive impact on children's progress. Nevertheless, taken overall, children's knowledge



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and skills remain below expectations when they enter Year 1, especially in sounding letters to support their reading and writing. Behaviour is good and children work and play well together because routines have been quickly established and children have helped to write the class rules.

Adults provide good role models for children, who become increasingly enthusiastic about learning as their confidence grows. Good partnerships with parents support this growth in children's confidence. Effective systems for tracking children's progress are well supported by the regular collection and evaluation of examples of children's work. Good use is made of the indoor and outdoor areas to provide a range of stimulating activities that are well matched to children's needs and development. There is also a good balance between activities that children choose for themselves and those directed by adults. Safeguarding is given a high priority and is effective.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Only around 10% of parents completed the questionnaire. Parents express positive views of the school. One parent expressed concern about communication but this view was not supported by other parents who responded to the questionnaire. The inspection found that the school makes strenuous efforts to communicate and engage with parents and carers. Several parents wrote comments on the questionnaires about how well the school cares for their children, particularly those with special educational needs and/or disabilities.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ollerton Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The Inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 279 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	67	4	22	1	6	0	0
The school keeps my child safe	16	89	2	11	0	0	0	0
The school informs me about my child's progress	14	78	4	22	0	0	0	0
My child is making enough progress at this school	12	67	4	22	1	6	0	0
The teaching is good at this school	13	72	2	11	1	6	0	0
The school helps me to support my child's learning	11	61	6	33	0	0	1	6
The school helps my child to have a healthy lifestyle	11	61	4	22	1	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	61	5	28	0	0	0	0
The school meets my child's particular needs	10	56	8	44	0	0	0	0
The school deals effectively with unacceptable behaviour	10	56	6	33	1	6	0	0
The school takes account of my suggestions and concerns	11	61	6	33	0	0	1	6
The school is led and managed effectively	10	56	6	33	0	0	0	0
Overall, I am happy with my child's experience at this school	12	50	12	50	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



14 October 2009

Dear Pupils

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

Thank you for the help you gave us with the recent inspection of your school and for the friendly way you received us. We spoke to many of you and you were really helpful. We particularly enjoyed listening to your singing in assembly. I am writing to tell you the main things we found out about your school.

Children in the Nursery and Reception are given a good start to their school lives and make good progress. Most of you enjoy school, listen carefully to what your teachers have to say and are willing to work hard in your lessons. We have asked your teachers to make sure that in all of your lessons you are really stretched so that you make the best possible progress. We have also asked that when teachers mark your written work that any errors are corrected.

Although you are making the progress you ought to, the standards you reach by the end of Year 6 could be higher. Your headteacher, staff and governors are all determined to help you to do as well as you can. To help this we have asked that a big effort is made to raise standards in English. We would particularly like to see the boys improve their writing and we have suggested some ways in which the boys could be helped with this. For some of you, progress is slow because you miss too much school. We have asked the school to remind your parents how important it is to attend regularly.

You understand the importance of being healthy. Most of you eat sensibly and take part in physical activities regularly. You learn to work and play well together and help each other. Adults at school look after you well, so that you are safe and happy. We have also asked the school to provide you with more opportunities to learn about the customs and beliefs of a wider range of people.

We think that everyone at Ollerton can work together to do these things and that you will want to play your part by working hard.

With best wishes.

Yours faithfully

Dr Kenneth Thomas

Lead Inspector

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