

Rampton Primary School

Inspection report

Unique Reference Number	122671
Local Authority	Nottinghamshire
Inspection number	340190
Inspection dates	3–4 February 2010
Reporting inspector	Keith Sadler

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	69
Appropriate authority	The governing body
Chair	Mrs Sian Glaister
Headteacher	Mrs Jane Carlisle (Acting Headteacher)
Date of previous school inspection	9 October 2006
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Introduction

This inspection was carried out by two additional inspectors. Inspectors spent over half of the inspection time observing learning, and viewed 10 lessons taught by six teachers or practitioners. The inspectors held meetings with governors, staff and groups of pupils. Inspectors observed the school's work, and looked at a wide range of documentation, which included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan and also pupils' work. In addition, the responses of 22 parents' and carers' questionnaires were analysed and their comments taken into account.

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

- pupils' progress and learning in science
- the impact of improvements to the quality and range of the curriculum
- the role that teachers play in the school's monitoring and evaluation procedures
- the impact of the school's current priority to strengthen community cohesion.

Information about the school

Rampton is a smaller than average primary school that serves the village and surrounding area. Almost all the pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is below average. Most of these pupils find learning hard. The Early Years Foundation Stage consists of children who attend the Nursery up to five mornings a week, and Reception children who are taught in a mixed-age class with Years 1 and 2 pupils. There are two other mixed-aged classes. There is currently an acting headteacher. The previous headteacher left the school in December 2009, and a newly appointed replacement is due to commence in the summer term. The acting headteacher is the school's assistant headteacher.

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?

2

The school's capacity for sustained improvement

2

Main findings

Rampton continues to provide a good education for its pupils. Pupils are well cared for and there is a very positive atmosphere throughout the school. The caring ethos and the effective impact of provision contribute well to the pupils' good achievement and learning. In the past, attainment was stronger in English and mathematics than in science. This was due to science provision previously being focused too much on pupils' acquisition of facts at the expense of their skills of scientific investigation. This inhibited pupils' achievement. The school has addressed this weakness and there are positive indications of its beneficial impact, with progress and learning in science now being good. Pupils make good progress in all year groups and by the time that they leave school attainment is above average. There is no significant difference in the progress made by boys and girls.

Pupils' personal development is strongly and effectively fostered. This is evident in their outstanding behaviour, highly positive attitudes to school and their excellent relationships with adults and each other. Their appreciation of the need to stay safe is excellent. Pupils have an excellent understanding of the dangers of drugs and of internet safety. They say that they feel very safe in school and can rely on any adult to resolve any problems that they may have. However, attendance is low. The school has adequate arrangements to boost attendance, but constantly falls short of the target for attendance set for it in partnership with the local authority. Too many parents and carers remove their children from the school during term time for family holidays.

Good teaching is characterised by teachers' excellent relationships with pupils and the high expectations that they have of learners' behaviour. As a result, classrooms have a very calm and purposeful atmosphere in which pupils enjoy the good range of challenging activities that are set for them. The curriculum has improved considerably since the previous inspection when it was found to be satisfactory. The curriculum now is very well planned and meets the pupils' learning needs well.

The acting headteacher has maintained the effective levels of leadership and management. Staff morale is high and all the adults work closely together as a team. Good leadership and management are seen in the shared and ongoing commitment to school improvement. This builds well on the strengths found at the last inspection and is raising standards. Self-evaluation is rigorous and accurate and carried out by all staff working together. Staff have effective skills and understanding of where developments will have the impact to give the school a good capacity for further development and improvement. The leadership of the Early Years Foundation Stage is hampered by too little liaison between staff in the Nursery and Reception years. Although children in the Early Years Foundation Stage make good progress because teaching and learning are

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good in both year groups, there is too little coordination of the Early Years Foundation Stage curriculum which means that staff's planning overlaps unnecessarily and this wastes time.

What does the school need to do to improve further?

- – By July 2011, improve rates of attendance to at least average levels by ensuring that parents and carers are clear about the school's policies and procedures and the importance of their children's regular attendance.
- Strengthen the leadership and management of the Early Years Foundation Stage to ensure that there is more continuity in learning between the Nursery and Reception year groups.

Outcomes for individuals and groups of pupils

2

Progress is good because pupils are interested in their work in lessons and enjoy learning. When teaching is excellent, as it is on occasion particularly in the upper junior class, progress is outstanding. Pupils quickly engage in activities and try to do their best. Children enter the school with skills and abilities that are similar to those found nationally, and they make good progress in all year groups. By the time that they leave Year 6, attainment is above average and occasionally, as in the 2009 test results, is exceptionally high. Current Year 5 and Year 6 pupils are on course to meet their challenging targets. Many Year 5 pupils are already reaching the expected standard for pupils at the end of Year 6 in both English and mathematics. For example, in an outstanding mathematics lesson, Year 5 and 6 pupils thoroughly enjoyed working in pairs and in small groups to position shapes on graphs with both an x and y axis that had positive and negative values. The pupils relished this tricky challenge and succeeded to translate the shapes successfully because they used their reasoning and calculation skills well and listened to their classmates' contributions when devising solutions. Pupils progress well in their personal development. Spiritual, moral, social and cultural development is good and pupils demonstrate mature and responsible attitudes. Their social skills are particularly well developed and older pupils ensure that younger ones are helped to feel happy and safe. Pupils are rightly proud of the things that they do to contribute to the school community. For example, school councillors helped to develop questions to ask at interviews for the new headteacher. Pupils are keen to support charities and devise various ways of raising money for their own chosen good causes. They respond positively to the promotion of health issues and have a good understanding of what constitutes a healthy lifestyle.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers plan lessons well to meet the varying learning needs of the mixed-aged classes. Work is usually, though not always, set at a level which takes learning forward well for each individual. The close partnership between teachers and teaching assistants effectively ensures that pupils are given good levels of small-group or individual support to engage them well in their learning. Teachers and support staff use a good range of intervention programmes and work closely with pupils' families to promote pupils' emotional well-being when their circumstances make them vulnerable. Those that have learning difficulties and/or disabilities are supported well and this ensures that these pupils progress well. Teachers' good questioning skills make a strong contribution to the good-quality assessments that are made of the rate of pupils' learning. The consistent use of learning objectives ensures that pupils are clear about what they are to learn. In addition, teachers provide the criteria by which pupils can test for themselves whether their learning achieves the lesson's objectives. On-going targets in the pupils' books ensure that they also understand what is needed to enable them to reach higher standards in their work.

The curriculum is well-planned. In English, a strong and effective emphasis is given to the systematic development of writing skills. The many opportunities that pupils have to discuss their ideas help to enhance the quality of their written work. In addition, particular attention is given to the development of pupils' skills in interpreting texts, and this helps them to progress well in reading. Improved curricular provision is secured by teachers now planning interesting topics which link pupils' learning across a range of subjects. These take into account the interests of the pupils, together with the wide

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range of worthwhile learning opportunities which are provided. For example, work on the Second World War has involved a visit linked with learning about evacuees, the creation of interesting writing and sensitively drawn interpretations of the period by Henry Moore. The curriculum for ICT has improved considerably and is now of good quality provision is hampered by having computers that are not always reliable for use in the classrooms.

Although many aspects of care and support are outstanding, too little attention has been paid to supporting pupils' poor attendance. The school is assiduous in following up any unforeseen pupil absences and encourages good attendance, but the overall impact on improving attendance is weak.

These are the grades for the quality of provision

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

How effective are leadership and management?

Many parents and carers commented on the good quality of school leadership and management. They welcomed the significant improvements since the last inspection. Parents and carers also commented on how well the acting headteacher is ensuring that the school runs smoothly prior to the imminent change in headship. Leadership is effective and all staff are empowered to contribute to school development. Teachers are involved in evaluating provision and its impact on attainment. Their close involvement gives staff a good understanding of the school's strengths and priorities for development, for example in the current review of its provision for science. Collection and analysis of information on pupils' attainment are used well to decide which areas require improvement. Governors take an active role in ensuring that they know how well the school is doing and have many practical links to help them to understand its work though not all these actions are, as yet, embedded.

Procedures to protect and safeguard pupils are good and ensure their health and safety and that of the staff. Regular training for staff in child protection issues ensures that they are alert to emerging needs. The school works in close partnership with the parents and carers, seen in the number of them who are involved in running after-school clubs and helping in the classrooms. The promotion of equal opportunities and tackling discrimination are at the heart of the school's work and close attention is given to ensuring that all groups of pupils are equally successful.

Urgent attention is being given to enhancing community cohesion, which is a major priority for the school at present. A careful analysis of community needs has been

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conducted, resulting in a comprehensive action plan to extend the good local arrangements more widely. The action plan details a series of additional steps to be taken over specific time periods. The changes are appropriately designed to broaden pupils' appreciation of diversity and awareness of human rights.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children make good progress in both the Nursery and Reception years. By the time they enter Year 1, most children attain the expected learning goals with a minority significantly exceeding them. Teaching and learning are good in both year groups and the children's welfare is rightly at the heart of teaching and learning. Children settle very quickly into the good routines in the Nursery. Their rapid adjustment to school is aided by home visits carried out by the practitioners and good quality induction procedures. As a result, children feel safe, behave exceptionally well and understand the need for rules and routines. Activities are well planned for both indoor and outdoor learning, but because there is no nominated leader for the Early Years Foundation Stage, there is unnecessary duplication between the good quality planning that exists, discretely, in each year group. There have been significant improvements in the outdoor learning resources since the previous inspection. These resources are of high quality and contribute well to children's progress in all areas of learning. Suitable attention is paid to providing a good balance between adult- directed and child-initiated activities. In both classrooms, staff ensure that the environment is stimulating and that it encourages good learning.

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These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Parents and carers are unanimously positive about Rampton. They express very high levels of satisfaction in response to all the questions raised in the questionnaire. The single negative concern by any parent or carer was raised because the school does not currently have a substantive headteacher. Inspection findings show that the leadership and management of the acting headteacher are good and the school's provision continues to be of good quality. The findings of this inspection reflect parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rampton 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 69 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	73	6	27	0	0	0	0
The school keeps my child safe	19	86	3	14	0	0	0	0
The school informs me about my child's progress	13	59	9	41	0	0	0	0
My child is making enough progress at this school	13	59	8	36	0	0	0	0
The teaching is good at this school	14	64	8	36	0	0	0	0
The school helps me to support my child's learning	13	59	8	36	0	0	0	0
The school helps my child to have a healthy lifestyle	12	55	8	36	0	0	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)	12	55	9	41	0	0	0	0
The school meets my child's particular needs	14	64	7	32	0	0	0	0
The school deals effectively with unacceptable behaviour	14	64	8	36	0	0	0	0
The school takes account of my suggestions and concerns	14	64	7	32	0	0	0	0
The school is led and managed effectively	15	68	5	23	1	5	0	0
Overall, I am happy with my child's experience at this school	16	73	5	23	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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



Thursday 4 February 2010

Dear Pupils

Inspection of Rampton Primary School, Retford, DN22 0JB

I really enjoyed meeting you and listening to what you had to say about your school. I enjoyed listening to all your positive comments about your school and I was particularly impressed by the way that the older pupils take care of younger ones.

Yours is a good school and this letter is to tell you what we found when we visited.

I can understand why both you and your parents and carers told me that you enjoy school and learning, because all the adults look after you well and make sure that you are happy and safe and enjoy your time at school.

Your headteacher is doing a good job and, together with the staff, she makes sure that your school runs smoothly and well.

You work hard, behave outstandingly well, and your teachers make sure that you make good progress by making lessons interesting. Teachers also give you a good range of things to learn and do.

You have an excellent understanding of how to stay safe.

Even in a good school like yours, there are things which could be improved. I have asked your governors and headteacher to do two things. First, that those of you who do not attend well enough should do so to make sure you benefit from the good education your school gives you. Attendance in general is much worse than that in most schools. I have also recommended that leadership of the Nursery and Reception classes links the two years better together.

You can really help towards the first item by making sure that you attend school regularly. I hope that you will all keep on working hard and continue to enjoy your time at school.

Yours sincerely

Keith Sadler

Lead Inspector

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