

# Ranby Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	122749
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	340208
<b>Inspection dates</b>	30 November –1 December 2009
<b>Reporting inspector</b>	Terry Elston

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Mellish
<b>Headteacher</b>	Clare Mackinder
<b>Date of previous school inspection</b>	1 May 2007
<b>School address</b>	Blyth Road Ranby Nottinghamshire
<b>Telephone number</b>	01777 703736
<b>Fax number</b>	01777 710929
<b>Email address</b>	office@ranby.notts.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited six lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement plan, the tracking of pupils' progress, curricular planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations and information from questionnaires completed by pupils, staff and 59 parents.

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

- how well the school promotes good progress in writing
- the effectiveness of the planning of activities to meet the needs of the different age groups in each class
- the extent to which the school promotes community cohesion.

## Information about the school

This very small school admits a significant minority of its pupils from outside its catchment area. Pupils are taught in three mixed-age classes. The vast majority of pupils come from White British backgrounds, and none speaks English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average, as is the number eligible for free school meals. The proportion of children who join or leave the school partway through their primary school education is higher than normally found. The school has recently gained the Healthy Schools Gold and Activemark awards.

**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

Ranby Church of England Primary is a good school. Pupils do well in all aspects of their development and leave well prepared for the future. The school makes the best of its small size by providing high quality care, guidance and support and an innovative curriculum that successfully meets the needs of the different ages and abilities in the class.

Pupils are rightly proud of their good academic achievements. They make a good start in the Early Years Foundation Stage and standards by the time they leave are above average in reading, mathematics and science, and average in writing. The school has focused on raising standards in writing for some time and, while there are signs of improvement, there is still some way to go.

Pupils really enjoy being part of a small school where they know everyone so well and make such good friends of all ages. They enjoy taking responsibility for their community, and the school council and green committee play an important role in improving the school and helping each other appreciate the need to care for the environment. The strong spiritual ethos of the school is reflected in the way pupils respond well to the many opportunities given to reflect on issues such as the death of a loved one and poverty in developing countries, and even the youngest children have a good understanding of how their actions affect others. They develop an excellent sense of right and wrong and behave impeccably. They have a good level of involvement in the church and local village community, but have too few opportunities to gain a first-hand awareness of the diversity of cultures and faiths in this country or further afield.

Pupils speak highly of their teachers because they are 'kind', 'very helpful' and know them so well. Lessons are full of fun so pupils enjoy learning. Teachers are very good at explaining new work so that all groups of pupils understand. Teaching assistants play an important part in lessons as they work effectively with small groups and support individual pupils who need extra help.

The school has developed an interesting curriculum that uses themes such as 'The Victorians' and 'Jack and the Beanstalk' to capture pupils' imagination. They benefit from some good opportunities to use their literacy skills in these lessons, but often the quality of their writing is not as good as in their English lessons. There is a wide range of popular clubs at lunchtime and after school to enhance the curriculum.

The school is led well by a headteacher committed to raising standards while ensuring that pupils develop as caring, well-rounded citizens. The headteacher is supported well by other staff with management responsibilities, who share her determination to provide equal opportunities for all pupils and banish any form of discrimination. The rigorous

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self-evaluation systems and challenging targets for pupils to aim towards explain why the school has made such good improvement since the previous inspection. It is well set to build on its successes.

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

- Raise standards in writing by ensuring that the quality of pupils' written work is consistently high in all subjects.
  - Improve provision for community cohesion by giving pupils more opportunities to experience different faiths and cultures at first hand.

**Outcomes for individuals and groups of pupils****2**

Lesson observations and the work seen in current pupils' books show that all groups of pupils have positive attitudes to learning and make good progress. Pupils in Key Stages 1 and 2 were seen to be building well on their good start in the Early Years Foundation Stage, although standards in writing lag behind those of other subjects. Sometimes, while pupils have very good ideas for their writing, their work is careless when writing in subjects other than in English. For example, one group wrote accurate, well-presented stories and factual accounts in an English lesson, but in a subsequent religious education produced work that was poorly punctuated and untidy.

Pupils with special educational needs and/or disabilities are supported well and make good progress, particularly in their reading. They grow in confidence and show great pride when they answer questions in class.

Pupils show a real enjoyment of school, and attendance rates are very good. Their excellent awareness of how to live a healthy life is evident in the way they talk with authority of the best foods to eat and devour the healthy options served at lunchtime. They say how safe they feel at school because bullying is rare and, as one said, 'There is always someone to help you if you are upset.' Pupils are well prepared for their future economic well-being because of their good progress, strong sense of teamwork and enthusiastic participation in mini-enterprises that raise funds for the school.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

In typical lessons, pupils learn quickly because the teachers provide tasks that are challenging yet achievable for all groups of pupils. Teachers set high standards for pupils' behaviour and in lessons you can hear a pin drop when they are talking. Teachers are quick to praise pupils for their efforts, and this gives them confidence to tackle even the hardest tasks. Teachers use computers and interactive whiteboards effectively to, for example, illustrate how four eighths is equal to one half, and pupils are highly motivated by this approach. Teachers' expectations of pupils' work are generally high, although they do not always insist on their best writing in subjects such as religious education or topic work.

The school has done much to improve the curriculum since the last inspection, and it meets the needs of all groups of pupils well. The good, detailed, planning for each different ability set ensures that all pupils work at tasks matched well to their ages or abilities. The many extra-curricular clubs are popular, and help pupils develop their skills in sporting and creative activities. The very well organised personal, social and health education curriculum helps pupils learn about personal safety and the dangers of activities such as smoking and misuse of drugs.

Parents say how much they appreciate the exceptional care, support and guidance offered to their children by all staff. A typical comment was, 'It's like them being part of a large happy family.' Pupils whose circumstances make them vulnerable benefit from sensitive support and flourish as a result. The systems for ensuring good behaviour are applied consistently so that all pupils know the rules. Pupils are prepared very well for the next stages of their education by comprehensive links with other schools. The school

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works very closely with parents and outside specialists to provide effective support for pupils with learning and emotional difficulties, which is why some parents choose this school for their children.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher has helped create a very strong sense of teamwork among staff so that expectations of pupils' work and behaviour are consistently high throughout the school. The leaders analyse individual pupils' performance rigorously and use the improvement plan effectively to help rectify any weaknesses, thus ensuring that all pupils are challenged to do well, regardless of their ability or background. They evaluate the quality of teaching and learning regularly and give teachers clear guidance on how to improve their work. Safeguarding is taken seriously, and all systems are robust. The school benefits from effective partnerships with the church, other schools and local organisations that do much to enhance provision for pupils' spiritual development, sport, music and literacy. In order to promote community cohesion, the school makes effective use of visits and visitors from representatives of different faiths and cultures who give pupils some awareness of how other people in the world live and worship. It is developing links with other, contrasting, schools in the United Kingdom and overseas, but these are at an early stage and pupils have as yet reaped little benefit. The governing body supports the school well. It plays an important role in evaluating the provision and is not afraid to hold the leaders to account.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## Early Years Foundation Stage

Parents feel strongly that the comprehensive induction procedures help their children settle quickly into school and thoroughly enjoy their time in Reception. Good teaching, with a strong emphasis on developing children's language, writing, numeracy and social skills, ensures that they achieve well in all areas of learning. Children choose happily from the range of activities on offer, enjoying spelling games on the interactive whiteboards and hiring costumes from the fancy dress shop following their numeracy lesson. Staff observe children's learning and development carefully, and make detailed assessments of their achievements. The curriculum is planned well so that the young children learn from the older ones in the class and still have time to play and explore for themselves. They enjoy the excellent outside area, but are not always given sufficient opportunities to use it.

Children's personal, social and emotional development is good. Although some lack confidence and seek adult support, the sensitive encouragement and guidance they receive help them to become happy and independent learners. Children behave well and learn to play with and help each other. The provision is led and managed well, and staff work very well as a team.

*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	2
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

Parents' very positive views are reflected in the high questionnaire return rate, and they feel that the school gives children a good start to their education. They are particularly appreciative of the way all staff know, and care for, their children so well. They value the good teaching, and the way staff make them feel welcome in school. They appreciate the strong leadership and management and the way pupils learn how to



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behave well and respect authority. Parents' views reflect the inspection findings.

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

Ofsted invited all the registered parents and carers of pupils registered at Ranby Church of England 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 59 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	49	28	47	1	2	0	0
The school keeps my child safe	46	78	12	20	1	2	0	0
The school informs me about my child's progress	25	42	31	53	1	2	0	0
My child is making enough progress at this school	24	41	28	47	3	5	0	0
The teaching is good at this school	27	46	29	49	1	2	0	0
The school helps me to support my child's learning	24	41	31	53	3	5	1	2
The school helps my child to have a healthy lifestyle	30	51	28	47	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)	16	27	33	56	4	7	0	0
The school meets my child's particular needs	21	36	32	54	3	5	0	0
The school deals effectively with unacceptable behaviour	25	42	28	47	2	3	1	2
The school takes account of my suggestions and concerns	27	46	26	44	3	5	1	2
The school is led and managed effectively	34	58	22	37	2	3	1	2
Overall, I am happy with my child's experience at this school	33	56	23	39	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.**



2 December 2009

Dear Pupils

Inspection of Ranby Church of England Primary School, Ranby, DN22 8HZ

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work really hard in lessons, get on so well with each other and play happily outside. I especially enjoyed having lunch with you because you told me so much about what you liked about school. You think yours is a good school, and you are right.

What we found out about your school:

You make good progress because you work hard and listen carefully to the teacher.

Your behaviour is exceptional. You are a credit to your school.

You take responsibility well, and the school council and Eco Committee do a lot to make your school even better.

You know a lot about how to live healthy lives and stay safe.

You think carefully about people in the world who are not as fortunate as you.

The leaders know how to improve your school and help it run smoothly.

The activities provided for you are interesting, and you enjoy the many clubs at lunchtime and after school that teach you important skills in things like music, dance and sport.

Your good teachers make learning enjoyable and help you when you find things difficult.

All staff at the school take excellent care of you and keep you safe.

What we would like your school to do now:

Help you make faster progress in writing. You can help by always doing your best writing in every subject, not just in English.

Give you more opportunities to learn about how other people in this country and overseas live and worship.

Good luck for the future.

Yours sincerely

Terry Elston

Lead inspector

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