

Tollerton Primary School

Inspection report

Unique Reference Number	122683
Local Authority	Nottinghamshire
Inspection number	343778
Inspection dates	24–25 May 2010
Reporting inspector	Melvyn Blackband

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	178
Appropriate authority	The governing body
Chair	Mrs Kate Foale
Headteacher	Mr Andrew Board
Date of previous school inspection	15 May 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 lessons and eight teachers. Meetings were held with groups of pupils, governors, staff and a representative of the local authority. Inspectors observed the school's work, and looked at documents relating to the school's planning and monitoring procedures. The inspectors also scrutinised 80 parents' and carers' questionnaires, 105 pupil questionnaires and 12 staff questionnaires.

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

- the pupils' achievement to confirm the school's view of high levels of progress and attainment
- the standard of assessment to ascertain how well leaders use this information to monitor the quality of teaching and learning
- how the standards of safeguarding and the effectiveness of communication with parents and carers have improved since the last inspection
- the quality of outcomes in the pupils' personal development

Information about 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. A very small percentage of pupils are known to be eligible for free school meals or to have special educational needs and/or disabilities. In the previous inspection, the school was judged inadequate and given a notice to improve. An acting headteacher took over in July 2009 and his position was made permanent in April 2010. There have been changes within the governing body.

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?

1

The school's capacity for sustained improvement

2

Main findings

This is now an outstanding school because the outcomes for pupils are very good. They reach high standards in their work by the end of Year 6 and they make good progress throughout their time in the school, including the Early Years Foundation Stage. Their excellent achievement is supported by their outstanding progress in important aspects of their personal development. The school has made significant improvements in the three issues identified in the previous inspection, when it was given a notice to improve. The procedures for safeguarding pupils are now good. Communication with parents and carers is outstanding. Almost all parents and carers, who returned a questionnaire, confirmed that the school keeps them well informed about their children's progress. Procedures for monitoring teaching and the tracking of pupils' progress are now secure and effective. Therefore, in accordance with section 13 (5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

The school has an excellent curriculum which is very well adapted to the abilities of each pupil. Besides the appropriate emphasis on basic skills, the school teaches much of the curriculum in topic-based activities. These are very well constructed and the pupils report that they find the topics most interesting. There are many extra opportunities for the pupils to enhance their learning through the wide range of sporting and cultural activities. This adds substantially to the pupils' enjoyment. It sustains their excellent attitudes towards school and learning, confirmed by their outstanding behaviour and attendance.

Teaching is good and on occasion is outstanding. The teachers and pupils share very good relationships. Teachers' expectations of their pupils are very high; they provide well-paced interesting lessons and they use assessment of the pupils' work effectively to help the pupils understand how well they are doing and how to make their work better. The very high standards of care and support for the pupils add to their confidence. They feel safe and happy and the school is a calm welcoming place. The pupils are enthusiastic learners.

Leadership and management are good. The headteacher has 'steadied the ship' and the morale of all staff is high. He has shown outstanding leadership in driving up standards and in ensuring that the issues at the previous inspection have been clearly addressed and the provision substantially improved. He has been well-supported by his leadership team. The governing body works effectively to ensure the school meets its statutory responsibilities, although the school's promotion of community cohesion does not focus enough on the wide range of cultures and beliefs present in the United Kingdom today. The school monitors its work well and development planning has established a clear

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focus on priorities to improve the school further. As a result of the good leadership and management and the school's increasingly rigorous evaluation of its own performance, there is a good capacity to sustain improvement.

What does the school need to do to improve further?

- Improve the school's promotion of community cohesion by providing more opportunities for pupils to gain an understanding of cultural diversity within the context of United Kingdom society today.

Outcomes for individuals and groups of pupils**1**

Year 6 pupils' attainment is high and for the last few years has been consistently and significantly above national averages. There is no evidence of differences in the attainment of different groups. Pupils throughout the school achieve well and make good progress. Children in the Early Years Foundation Stage enter the school with above average attainment scores and by the time the pupils leave in Year 6 the overwhelming majority reach higher Level 5 National Curriculum grades in English, mathematics and science. The small number of pupils who have special educational needs and/or disabilities make equally good progress. The school sets exceptionally challenging targets for pupils and has very high expectations of their success in meeting them. Pupils enjoy their work because of this challenge. For instance, Year 2 pupils responded well to learning about quarter and half turns and then greatly enjoyed programming robots to follow a complex series of manoeuvres. Year 3 pupils were fascinated to use a variety of linguistic clues to solve and then set riddles in a well-planned literacy lesson. The school provides a calm and well-ordered environment where the pupils feel safe and really enjoy their learning. Their behaviour and attendance are exemplary and they demonstrate excellent attitudes towards their work. They feel very well cared for by staff. The pupils feel strongly that the school encourages them to maintain a healthy lifestyle. This is achieved through their work in personal, health and social education and through the many opportunities to take part in a wide variety of physical activities including dance, team games and regular residential experiences. Pupils respond well to their opportunities to exercise responsibility in school such as when older pupils look after younger ones at lunchtime. They make a good contribution to the local community through their contribution to the village magazine and their musical performances at the Tollerton Village Fair. They are very well prepared for the transition to secondary school. The pupils leave the school as confident, interested learners with exceptional habits of good attendance and with high attainment in basic skills. Their spiritual, moral, social and cultural development is good. They respect the feelings of others. They are always curious to learn new things and they show willingness to reflect deeply on what they have learned. One parent commented, 'My son has been so happy... Tollerton School has embraced his enthusiasm and curiosity for life'. Their social development is excellent. Pupils work happily in small teams and older pupils particularly are strikingly articulate and sensible in expressing their views. Their knowledge of local culture is good

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but this does not always extend to the wider community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
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	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is good throughout the school. Teachers plan their lessons well by identifying focused outcomes for each ability group of pupils. They have good subject knowledge. As a result, they ask perceptive questions which check pupils' understanding and which challenge them to think more deeply about their work. In the best lessons, a brisk pace is maintained and this enthuses the pupils. In a few lessons, teachers spend too long on explanation and description of the activities to be tackled and this can take away some of the pupils' interest. The pupils are well used to working in small groups and with partners. In an outstanding lesson observed, the Year 6 pupils collaborated very successfully to create a series of poetic images about the sea and a storm. The results were often startling in their originality and the pupils were justifiably proud of their efforts. In the course of the lesson, the teacher securely reinforced their understanding of literary terms such as simile, metaphor and personification. Relationships are very good. Teachers and pupils share a love of learning. Teachers

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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assess pupils' work thoroughly and regularly and they make good use of the information to discuss progress with each pupil. The pupils gradually develop a clear understanding of how to improve their work and, as they get older, they are able to assess their own progress towards their challenging targets.

The curriculum is outstanding because it is so closely linked to the needs and abilities of each pupil. Regular and rigorous tracking of the pupils' performance enables teachers to adapt learning to ensure the fastest pace possible. The pupils develop very high standards in basic skills. They are motivated by the very well designed topics they study such as World War II. Besides the many artefacts of the era, they were able, in this topic, to talk to veterans of the time when their grandfathers and grandmothers came to school. Teachers set up a 'village hall' and held a tea dance. Parents and carers were involved in taking in pupils who were 'evacuated' to 'strangers' houses for a day. One of the strengths of the curriculum is in the way parents and carers are involved in the pupils' learning. There is an exceptionally wide programme of activities to enhance the pupils' enjoyment and social skills. There are opportunities to take part in the choir, band, dance, recorder group, poetry and film clubs, for example, as well as many sporting teams. About 40 pupils receive musical tuition in violin, brass, woodwind and guitar.

The pupils are very well cared for and supported to make good progress in basic skills. Safeguarding standards are now secure and robustly monitored. Parents and carers report high levels of satisfaction with the standards of safety within, as one parent commented, 'a warm and caring environment'. Parents and carers take a great interest in their children's learning, helped by the effective and greatly improved communication from school. The pupils report that they feel very happy and safe at school. Should they have any problems they feel confident that they would be listened to. In the completed questionnaires, the overwhelming majority of pupils said they would talk to a trusted adult at school. Some pupils use the 'worry box' in their classroom to express confidential concerns.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has driven the considerable improvement in the issues identified at the last inspection. The school's overriding priority has been to improve the safeguarding of the pupils and this has been secured. A parent wrote, 'There has been a lot of

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improvement. The school feels a more stable and safe environment'. There are clear priorities identified for further improvement. The school has developed good monitoring and evaluation strategies which regularly review the progress of each pupil. This ensures that every pupil gets a 'good deal' in terms of equal access to learning opportunities and to the broad and balanced curriculum. Teaching standards are monitored effectively. Recently appointed subject leaders for literacy and numeracy are beginning to have an impact on standards within their area. There are now outstanding partnerships with parents and carers which enable them to communicate effectively with school staff and which encourage them to play a valuable part in their child's learning. The governing body provides a good level of support and challenge to the school.

The school's work to promote community cohesion is satisfactory. While the school and its pupils have a good understanding of its local community context, and of the school itself, 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 within British society.

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	1
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	1

Early Years Foundation Stage

The children leave the provision having made good progress. Their attainment at this point is above national expectations. This gives them a good start when they join the main school. Their attitudes to learning and their behaviour are very good. The Reception classroom is a happy place. The children enjoy their activities. Teaching standards are good. The childrens' learning is well planned and effectively pitched to

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their understanding. Assessment of their work is thorough but on a very few occasions not used clearly enough to direct their future learning. The children work on challenging activities to promote their skills in reading and number. For example, children were observed adding and subtracting single digit numbers. This helps their skill in counting, which most children do methodically and accurately.

Links with parents and carers are close and effective. Parents and carers feel secure that their children are safe and well looked after. The very experienced Early Years teacher provides good leadership and management in her effective management of the childrens' learning and in ensuring their good progress.

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	2

Views of parents and carers

Almost all parents and carers are very satisfied with each aspect of the school's provision. A parent spoke for many in commenting, 'We are very happy with the school's performance and our children are learning in a caring and exciting environment'. Parents and carers now feel that the school is safe and that communication between school and parents and carers has greatly improved. A very small percentage of parents and carers feel that their children are not making enough progress or that the school does not help them support their children's learning. Inspection evidence leads inspectors to judge that pupils are doing as well as they can and that systems to involve parents and carers in their children's learning are very good indeed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Tollerton 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	57	71	22	28	1	1	0	0
The school keeps my child safe	50	63	30	38	0	0	0	0
The school informs me about my child's progress	28	35	49	61	2	3	0	0
My child is making enough progress at this school	31	39	43	54	4	5	0	0
The teaching is good at this school	37	46	41	51	1	1	0	0
The school helps me to support my child's learning	35	44	39	49	6	8	0	0
The school helps my child to have a healthy lifestyle	40	50	39	49	1	1	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)	35	44	41	51	0	0	0	0
The school meets my child's particular needs	36	45	35	44	5	6	0	0
The school deals effectively with unacceptable behaviour	31	39	47	59	1	1	0	0
The school takes account of my suggestions and concerns	33	41	42	53	1	1	0	0
The school is led and managed effectively	54	68	26	33	0	0	0	0
Overall, I am happy with my child's experience at this school	49	61	30	38	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



26 May 2010

Dear Pupils,

Inspection of Tollerton Primary School, Tollerton, NG12 4ET

Not long ago we came to the school to see how you were getting on and whether we could suggest anything to make the school better. You made us very welcome and we enjoyed talking to you in your classrooms and in a meeting. Well done! We could see that you all really enjoy school. We were with you for two days. That was long enough for us to realise that you go to an outstanding school.

Here is a list of some of the things we particularly liked about your school:

- you work hard and make good progress in your learning and in your personal development
- your behaviour and attendance are excellent. Congratulations!
- the many different people at the school look after you very well
- you do many interesting activities which you like and which means you want to learn better and faster
- all the adults work hard to give you as much help as possible and they are good at making sure the work they ask you to do is suitable for each of you
- your headteacher runs the school very well.

We think the school could improve even further by:

- providing you with more opportunities to learn about the customs and beliefs of a wide range of people in the United Kingdom.

All of you can help too by continuing to work hard and supporting each other.

Please thank your parents and carers for the helpful comments they made on the questionnaires.

Yours sincerely

Melvyn Blackband

Lead inspector

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