

# Ranskill Primary School

## Inspection report

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<b>Unique Reference Number</b>	122686
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	354339
<b>Inspection dates</b>	13–14 May 2010
<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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Spencer
<b>Headteacher</b>	Wendy Adamson
<b>Date of previous school inspection</b>	25 June 2007
<b>School address</b>	Cherry Tree Walk Ranskill Retford
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed

- all the five teachers and visited nine lessons. They 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, curriculum planning documents, examples of the ways the school promotes community cohesion, evidence of lesson observations and information from questionnaires completed by pupils, staff and 67 parents and carers.

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

- the effectiveness of measures to raise standards in writing in Key Stage 2
- the extent to which the school promotes community cohesion
- the provision of play opportunities in the Early Years Foundation Stage.

## Information about the school

This is a much smaller than average school. The overwhelming majority of pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. The school is part of a soft federation of seven small schools. The school has been awarded Activemark. Ranskill Nursery is managed by a private organisation on the school's site and is inspected separately.

**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

The provision is satisfactory. Pupils enjoy school, treat others with respect and behave well. They like the fact that in such a small school they make friends easily and know everyone. They make satisfactory progress in their academic work. In Key Stage 1, pupils' attainment is average in reading and mathematics. It is above average in writing because pupils have lots of good opportunities to write in a range of subjects. At Key Stage 2, attainment by the end of Year 6 is a little above average in reading, mathematics and science, and average in writing. Throughout Key Stage 2, attainment in writing lags behind that in other subjects. Some pupils do not receive the support they need quickly enough. Pupils do not always take as much care with their writing in subjects such as history, geography and science as they do in literacy lessons, and they have too few opportunities to write at length.

Pupils speak highly of their teachers, particularly the way they make learning fun and treat them with respect. Teachers manage behaviour well, and one pupil's views were typical of many when he described them as 'strict but fair'. In the majority of lessons, expectations of pupils' work are high, although sometimes teachers in Key Stage 2 ask too little of pupils' written work and its quality suffers.

The school has done much recently to make the curriculum more interesting, and pupils enjoy the broad themes such as 'our amazing bodies' that encourage them to develop their skills in a range of subjects. The curriculum makes good use of links with the church and local community to add extra meaning to topics and develop pupils' awareness of what it means to be a good citizen. However, it provides too few opportunities for them, either in lessons or through links with contrasting schools and organisations, to gain a real understanding of how other people in the world live and worship. The curriculum in the Early Years Foundation Stage has a strong focus on literacy and numeracy, and children make good progress in these skills. There are, however, too few opportunities for them to play, either inside or outside, to fully develop their creativity and independence. There is also a lack of challenging play equipment to help them learn how to take calculated risks.

Parents and carers appreciate the good care, support and guidance that ensure that their children feel safe and know how to take care of themselves. They particularly value the recent emphasis on healthy living that gives their children such good guidance on how to take care of their bodies and eat nutritious food. One parent commented that her child, 'now nags me all the time about healthy food and even requests more fruit and vegetables at home'. The large majority of parents and carers feel well-informed about their children's progress, and always feel welcome in school.

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The headteacher juggles the many responsibilities of leader, teacher and even temporary mid-day supervisor. She provides clear direction and supports staff enthusiastically in their professional development. With satisfactory systems for self-evaluation, the school has made steady improvement since the last inspection, and this shows the school's capacity to improve further. The leaders' tracking of pupils' progress has improved and governors are beginning to make better use of data to hold the school to account.

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

- Raise attainment in writing at Key Stage 2 by:
  - giving pupils more opportunities to write at length
  - encouraging them to take greater care with their presentation and to check the accuracy of their work in all subjects
  - providing swift and effective support for pupils who are falling behind.
- Improve provision in the Early Years Foundation Stage by:
  - giving children more opportunities to play, both inside and outside
  - providing more challenging play equipment in the play area.
- Develop the provision for community cohesion by:
  - ensuring that the curriculum provides sufficient opportunities to learn about how other people in the world live and worship
  - forming links with organisations that represent contrasting cultures.
- 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**

Over recent years, attainment at Key Stage 1 has been broadly average in reading, writing and mathematics. In 2009, the highlight was in writing where more able pupils did particularly well in attaining the higher levels. The school has focused on providing more exciting opportunities for pupils in Key Stage 1 to write at length in all subjects, and some of their excellent work on Florence Nightingale shows the value of this initiative. At Key Stage 2, attainment has been generally a little above average but dipped in 2009, particularly in English. Writing was the main weakness, with very few pupils attaining the higher levels. While the school has started to introduce initiatives to develop pupils' writing stamina and improve the accuracy of their work, it remains the weakest subject throughout Key Stage 2. In contrast, many pupils read fluently and for pleasure. Pupils with special educational needs and/or disabilities make satisfactory progress. They are supported effectively in class, and do particularly well in their reading.

Pupils try hard to succeed and show a pride in their work. Most attend regularly,

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although a significant minority miss school when their parents and carers take them on holiday in term time. They work well with 'talking partners' and listen carefully to other's views. They enjoy exercise and their good achievements have been recognised by the Activemark award. Pupils feel safe and free from bullying or any form of racism. They are proud of their community, and take responsibility readily. They think deeply about issues such as poverty and the hardships faced by people as a result of natural disasters, and are quick to help anyone who is upset. Pupils have a basic knowledge of different cultures, but lack first-hand experiences or links that would give them a deeper awareness of the lives of other people in the world.

*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>	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>2</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In the majority of lessons, teachers make learning fun by giving pupils plenty of practical activities and challenging them to work things out for themselves. For example, pupils worked frantically in one lesson when the teacher asked them to investigate the relationship between the lengths of parts of the body. They discussed the best ways to work, and made excellent progress as they estimated, measured and then recorded

<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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their findings on graphs. Where learning is slower, the teacher talks for too long, or provides work that is too easy for some pupils and they lose interest. The teaching of reading skills is consistently good, and pupils learn quickly how to tackle new words and use books and the internet to research their work. Teaching assistants play an important part in supporting pupils who need help in group work, but are not always used well enough when the teacher is teaching the whole class. The teachers keep detailed assessment records of pupils' progress, and their marking shows the pupils clearly what they need to do to improve their work.

The curriculum is planned well, with interesting topics and good opportunities for pupils to discover for themselves through reading books, using computers and applying their number skills in many subjects. Opportunities for written work in Key Stage 2, however, are less evident, and help to account for pupils' lower attainment in writing than in other subjects. The extensive personal, social and health education provision is a key factor in pupils' good personal development. The school provides a good range of extra-curricular clubs, but some soon close because of lack of numbers.

Parents say how much they appreciate the good care, support and guidance offered to their children. Pupils whose circumstances make them vulnerable are well supported and benefit from a wide range of agencies to meet their particular needs. The school has extensive systems to discourage unnecessary absences, but these have not proven effective with all parents.

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher shows a good commitment to school improvement, and leads the way in ensuring equal opportunities for all pupils and tackling any form of racism or discrimination. This has helped create a happy school where pupils feel secure and always consider the feelings of others. The assessment systems have been improved recently, and show the leaders clearly where pupils need to do better. The systems to evaluate the quality of teaching and learning are comprehensive, but have yet to achieve the headteacher's goal of establishing consistently good lessons throughout the school. Other staff with management responsibilities, many of whom work part-time, provide satisfactory support and share the headteacher's vision for the future. The school rightly has the promotion of community cohesion as a priority. While the pupils have good links with the local community and learn about different faiths and cultures,

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the links with contrasting schools and organisations in the United Kingdom and beyond are only just being developed.

The school benefits from useful links with others in the area that provide good opportunities to share expertise and training for staff. The good partnership with parents and carers, and regular questionnaires to canvas their views, mean that most feel well informed about the school's work and their children's progress.

The governing body shows a good commitment to supporting and challenging the leaders, and is developing its expertise in analysing pupils' performance. Governors have a clear view of the school's strengths and weaknesses, even though not all have the time to visit the school and evaluate the provision first-hand. They monitor safeguarding procedures rigorously, and systems are robust.

*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>3</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>
<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>3</b>

## Early Years Foundation Stage

Children make satisfactory progress and, by the end of the Reception Year, nearly all attain the levels typical of their ages. Their personal development is satisfactory, but not all develop their independence well and some find it hard to share with others. They do well in early reading, writing and number skills and enjoy activities such as searching for shapes around the school and performing actions to accompany a story read by the teacher. They feel safe at school because all adults know them very well and take good care of them. Children soon learn the rules for good behaviour and the need to consider the needs of others in the class.

Much of the teaching focuses on developing children's basic language and number skills



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as a whole group. While this leads to good progress, it provides too few opportunities for pupils to explore topics and find things out for themselves. Sometimes, they have to sit for too long and become restless. The less able children benefit from good support and do well. The staff assess children's progress carefully, and use the information well to plan further work.

The curriculum provides an interesting range of topics, and children have great fun making 'magic potions' and planting 'seeds' following a story read to them. The outdoor area is not used well enough, and is lacking in equipment to challenge and inspire children. The leaders evaluate the provision effectively, but action to provide more play opportunities and make better use of the outdoor area has been slow.

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

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

**Views of parents and carers**

A high proportion of parents and carers returned the pre-inspection questionnaire. The large majority are pleased with the provision and feel that their children make good progress. They believe the teaching is mostly good, although a few think it could challenge their children more. They appreciate the way all staff care for their children so well and teach them how to live healthy lives. These views also reflect inspectors' findings. A small minority express concerns about the information provided for them about their children's progress, but inspectors found that this is satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Ranskill 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 106 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	51	32	48	1	1	0	0
The school keeps my child safe	36	54	27	40	4	6	0	0
The school informs me about my child's progress	27	40	27	40	8	12	1	1
My child is making enough progress at this school	26	39	34	51	5	7	0	0
The teaching is good at this school	29	43	30	45	4	6	0	0
The school helps me to support my child's learning	25	37	32	48	7	10	0	0
The school helps my child to have a healthy lifestyle	28	42	35	52	3	4	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)	21	31	34	51	5	7	0	0
The school meets my child's particular needs	26	39	34	51	4	6	0	0
The school deals effectively with unacceptable behaviour	26	39	30	45	7	10	0	0
The school takes account of my suggestions and concerns	23	34	34	51	7	10	2	3
The school is led and managed effectively	25	37	32	48	8	12	0	0
Overall, I am happy with my child's experience at this school	29	43	31	46	5	7	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](http://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"><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.**



17 May 2010

Dear Pupils

Inspection of Ranskill Primary School, Retford, DN22 8LH

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons, play so happily in your beautiful grounds and sing so well in assembly. The many of you who were kind enough to speak to us showed how proud you are of your school. Your school is satisfactory. This means that some things are good, but others could be better.

What we found out about your school

You like school and make satisfactory progress, but those of you in Key Stage 2 could do better in writing.

Your behaviour is good and you help make the school a happy place.

Most of you attend regularly, although some have too much time off.

You have a good knowledge of how to keep safe and live healthy lives.

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

Your headteacher and other leaders help to run the school smoothly.

You have an interesting range of activities provided for you, and you enjoy the clubs at lunchtime and after school that teach you important skills in things like gardening and sport

Your teachers plan interesting work, and help you when you find things difficult.

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

What we would like the school to do now:

- help you older ones improve your writing - you can help by doing your very best writing in all subjects, and taking extra with your presentation
- give the youngest children more time for play and use the outside area
- teach you more about how other people in the world live and worship.

Good luck for the future and try to come to school every day.

Yours sincerely

Terry Elston

Lead inspector

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