

# Inspection of a good school: Ramsden Primary School

High Road, Carlton-in-Lindrick, Worksop, Nottinghamshire S81 9DY

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Inspection dates:

20–21 November 2019

## Outcome

Ramsden Primary School continues to be a good school.

However, inspectors have some concerns that standards may be declining, as set out below.

## What is it like to attend this school?

Pupils are keen and friendly. Every wall celebrates pupils' work with photographs and souvenirs of exciting experiences. Pupils have met published authors and talked to local experts. Some have visited the House of Lords to collect an award for the school's work on science and technology. Learning is enticing here. However, curriculum planning is at a more advanced stage in some subjects than in others.

I saw pupils behaving well in lessons and around school. They are kind and respectful to each other. For example, a boy patted the floor to show a girl she was welcome to sit down. Most pupils understand what bullying means and said that it does not often happen at their school. They said that if it did occur, their teachers would be very good at dealing with it.

Pupils work well together. They use new vocabulary with confidence. In Year 3, for example, I heard pupils discussing the difference between vertebrates and invertebrates.

Almost all parents and carers who gave their views are pleased with their child's learning. They all said their child is happy. The large majority said that their child feels safe in school.

## What does the school do well and what does it need to do better?

Leaders have set out what pupils must learn and when they must learn it for most subjects. Teachers follow these plans. They use before and after checks to make sure that pupils are remembering what they have been taught. Planning for some subjects is at a less advanced stage, particularly for subjects that are delivered through a topic-based approach. Pupils encounter stimulating topic questions such as 'What happened to the dodo?' in topic work. Pupils develop and apply their knowledge inside and outside of the classroom. Teachers make good use of the local area to add relevance to pupils' learning.

For example, Year 1 pupils learned about autumn as they gathered leaves. Pupils were encouraged to think for themselves, after which I heard pupils asking questions such as 'Do all leaves fall?'

Pupils achieve very well in English and mathematics. In mathematics, teachers' planning enables pupils to develop a good understanding of mathematical concepts and problem-solving. Leaders are now starting to plan so that the pupils improve their skills in each subject. This is already happening well in science and in mathematics.

Reading is taught well throughout the school. Pupils achieve well in reading. Children in the early years get off to a flying start in phonics. This continues through key stage 1. Pupils use their phonics knowledge to sound out new words. In key stage 2 they continue to develop their love of reading, especially when it involves finding out more. Teachers introduce interesting books and other materials. In Year 5, pupils were analysing a Winston Churchill speech which both developed and challenged their reading comprehension skills.

Pupils continue to learn beyond the classroom. There are lots of clubs and activities to choose from. As one parent said, 'The range of sports activities on offer is a major strength of the school.' Parents work with their children on the 'branching out' homework tasks. Families have built bird feeders, cooked and visited museums together.

Pupils with special educational needs and/or disabilities (SEND) receive good support. Leaders are ambitious for these pupils to do well. They want them to experience the same broad range of subjects as other pupils. Teaching assistants give extra support to these pupils in class. The school environment provides safe spaces where some pupils can go if they are anxious.

Staff in the early years develop positive relationships with the children. They provide engaging activities. The children are curious and independent learners. They respond to their teacher's questions. They relish learning outdoors, where they could be exploring 'The Woods' to discover different creatures, for example. They also write with chalk on the ground outside to practise letter-writing.

Leaders and governors have a clear vision for the school's curriculum. Teachers have worked together to design a memorable learning experience. This work is not yet finished. Leaders are currently amending the curriculum plans to make sure that pupils learn the important subject knowledge they need, through the topic-based curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

The single central record of staff checks is maintained well. New staff are recruited safely. Training is up to date. Staff know about the possible risks that can lead to harm. The designated safeguarding lead ensures that decisive and timely actions are taken to protect children from harm. Staff know pupils well and ensure that the right actions are taken to support their well-being. However, the quality of leaders' record-keeping, and

governors' oversight of this, do not currently reflect the true effectiveness of the school's safeguarding arrangements. Leaders have recently introduced a new system in addressing this priority.

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

### **(Information for the school and appropriate authority)**

- Leaders, including governors, should review their processes for monitoring the detail of safeguarding record-keeping. They must ensure that their record-keeping fully reflects the positive culture of safeguarding that exists within the school. Leaders have recently acted to ensure that this single aspect of safeguarding is strengthened.
- Leaders have commenced a review of the school's curriculum. They recognise that planning for all subjects in the curriculum is not yet complete. Leaders should continue to develop their curriculum plans so that they consistently set out the knowledge and skills to be covered for each subject in all year groups.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Ramsden Primary School to be good on 2–3 February 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, ['disadvantaged pupils'](#) refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	122627
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10110131
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mr John Unwin
<b>Headteacher</b>	Mr Christopher Wilson
<b>Website</b>	<a href="http://www.ramsdenschool.com">www.ramsdenschool.com</a>
<b>Date of previous inspection</b>	2–3 February 2016

## Information about this school

- There have been no significant changes since the previous inspection.

## Information about this inspection

- During this inspection, I met with the headteacher and other senior leaders, subject leaders, teachers, pupils and governors. I considered the views of parents, pupils and staff.
- I looked closely at reading, mathematics and science. I carried out discussions with subject leaders about their aims and curriculum planning, visited lessons, looked at pupils' work and discussed each subject with pupils and teachers. Several pupils were heard reading. I visited the school library and looked at the school's book-banding system.
- I met with the school's designated leader for safeguarding to evaluate the school's policies, procedures and record keeping. This included a review of the school's single central register and records of staff recruitment and training.

## **Inspection team**

Jo Ward, lead inspector

Ofsted Inspector

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