

Frederick Nattrass Primary School

Inspection report

Unique Reference Number	111653
Local Authority	Stockton-on-Tees
Inspection number	356958
Inspection dates	27–28 January 2011
Reporting inspector	Brian Blake HMI

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Mr John Copping
Headteacher	Mrs Caroline Reed
Date of previous school inspection	15 October 2009
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eight part-lessons were seen by inspectors at Key Stages 1 and 2, together with an extended observation in the Early Years Foundation Stage. A total of 10 teachers and support assistants were visited during the inspection. A range of documents was scrutinised and meetings were held with members of the senior leadership team, members of the governing body, nominated staff and a group of pupils. Other informal discussions were held with staff and a significant number of pupils during lessons and around the school. Inspectors also read 85 inspection questionnaires returned by parents and carers, in addition to considering the views of those staff and pupils who completed separate questionnaires.

The inspection team reviewed most aspects of the school's work. Inspectors looked in detail at the following.

- The pupils' levels of attainment at the end of Key Stage 2 and their overall progress, as this was the prime reason for the school's Notice to Improve in its previous inspection.
- Teaching and assessment, as an aid to raising standards and improving pupils' progress.
- The quality of the curriculum.
- The effectiveness of leadership and management because of the many changes that have occurred in the school since the previous inspection.
- The quality of safeguarding, as this was judged by the school to be outstanding.

Information about the school

Frederick Nattrass Primary School is an average-size school. The proportion of pupils known to be eligible for free school meals is over three times the national average. The proportion of pupils with special educational needs and/or disabilities is broadly average, with four pupils that currently have a statement of special educational needs. The vast majority of pupils are of White British heritage. The school has gained the Basic Skills Quality Mark, Activemark, Healthy School Award, the Eco-Schools Bronze Award, and the Creative Partnership 'Change School'.

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

2

Main findings

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 Frederick Nattrass Primary School offers a satisfactory and improving standard of education for its pupils. Although attainment is still too low, it is beginning to improve slowly across all year groups, partly because of an increased focus on improving teaching as an aid to better learning for all pupils. However, the impact of this work is not yet seen sufficiently across the full curriculum. The pupils' rate of progress has improved since the previous inspection, with the result that by the end of the 2010/11 academic year, attainment is likely be around average for the first time in six years. This is a good achievement from all those associated with the school, especially senior leaders and managers who have helped to drive improvement through challenging support. Staff share a sense of common purpose and drive to maintain these improvements, and are well supported by governors and external partners.

With the exception of attainment, the pupils are achieving at least satisfactory or better outcomes in a number of important areas. For example, behaviour, feeling safe, adopting healthy lifestyles and the extent to which they contribute to the wider community are all good.

The quality of teaching shows variation across the school, and between the core subjects of literacy and numeracy and other subjects taught. The emphasis given to improving attainment and teaching in these two core subjects has resulted in the school not giving the same attention to other subjects taught. As a result teaching in these other areas is satisfactory, and the school's curricular provision lacks sufficient robustness in terms of planning, evaluation and monitoring, and regular assessment of pupils' progress.

The school has successfully addressed the areas of concern raised during its previous inspection and has, therefore, shown that it has good capacity to improve further.

Up to 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.

What does the school need to do to improve further?

- Improve attainment in English and mathematics by ensuring a whole-school cross-curricular approach to the teaching of the key skills in literacy and numeracy.
- Improve the quality of teaching across the full curriculum to match the greater consistency of good quality teaching seen in literacy and numeracy lessons by:

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- better planning matched accurately to the needs and prior attainment of the pupils
- regular assessment of pupils' progress as an aid to informing planning
- developing a management strategy that facilitates the regular monitoring of the quality of teaching and its impact on pupils' learning.
- Improve the overall quality of the curriculum by developing and implementing schemes of work for all subjects taught that show clearly the long- , medium- and short-term lesson content.

Outcomes for individuals and groups of pupils

3

The pupils start their statutory schooling with broadly average levels of attainment. Although pupils' attainment at the end of Key Stage 2 is low, it is improving slowly because of the focused attention given to teaching and learning since the previous inspection. The pupils' progress is satisfactory overall, but is better in English and mathematics than in the other subjects taught. The progress of pupils with special educational needs and/or disabilities matches well with other pupils in the school and is satisfactory overall. Overall, therefore, achievement is satisfactory. Pupils are acquiring new knowledge and developing and consolidating their understanding of key literacy and numeracy skills. The vast majority of the pupils are enthusiastic learners and they sit and listen carefully in lessons, and are able to work in a variety of different settings; from individual to pair or group work. The overwhelming majority of pupils enjoy school, and they are willing participants in class 'question and answer' sessions. This positive attitude to school has clearly helped the school to maintain its average attendance levels.

Pupils say that they feel safe, which was confirmed by inspectors when they spoke with pupils, and when reading the questionnaire responses (90% agreed). Pupils' behaviour is good and characterised by good levels of attention and participation in a variety of different lesson activities. The extent to which pupils adopt healthy lifestyles is good overall. The school makes satisfactory provision for the pupils to engage in regular exercise through programmed physical education, and together with a range of out-of-school activities is helping the pupils to achieve a level of personal physical activity. The school sensibly and actively promotes healthy eating among the pupils.

The pupils' contribution to the school and wider community is good overall. The focus on learning and acquiring key skills in literacy and numeracy is helping to ensure that the pupils are satisfactorily prepared for the next stage of their education. This also makes a positive contribution to the pupils' future economic well-being.

Pupils' spiritual, moral, social and cultural development is good. The school is successfully helping the pupils to appreciate the value of their own contribution in school, and is successful in helping them to work well with each other in different learning environments. Pupils know the difference between right and wrong. The school is developing an effective range of learning opportunities for the pupils to appreciate and develop a great understanding of different cultures, including different world faiths.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and use of assessment is satisfactory overall, although there is some variation across the subject range. In the core subjects of literacy and numeracy, teaching is generally of a good or better quality. Lessons are well planned, with a range of suitable learning activities that match the needs of the pupils. The pace of the learning is at least satisfactory, often good but is characterised by a lot of teacher direction, with limits the opportunities for more independent learning, especially for the higher-attaining pupils. However, pupils know what they are expected to learn and, as a result, their interest levels are good and they concentrate well for the duration of their lesson. In lessons other than literacy and numeracy, teaching is satisfactory, with planning not sufficiently challenging, or clear enough about what the teacher expects the pupils to learn in terms of increased knowledge, skills and understanding. Furthermore, there is no system in place for teachers to set targets in line with the pupils' known capabilities, and no assessment data are collected to help inform teachers about pupils' ongoing progress.

The curriculum provides a range of suitable learning activities that meets satisfactorily the needs of the pupils. Although there has been an understandable emphasis on the two core areas of literacy and numeracy since the previous inspection, a number of the other subjects taught have not benefited from a similar focused attention on improving teaching and raising standards. As a result curricular planning is less secure in ensuring continuity and progression of pupils' learning.

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The effectiveness of the care, guidance and support provided by the school is good. There are well-established systems for supporting the pupils, with school-based initiatives such as the nurture group making a positive contribution to helping those pupils who are at risk of disrupting their own and others' learning. Pupils feel confident that there is always an adult to whom they can turn, if the need arises, and they readily appreciate the way in which staff care for them in and out of lessons.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effectiveness of leadership and management is good and has improved since the previous inspection because of a strengthening of the senior leadership team and a redefining of roles for those newly-appointed staff with responsibilities for literacy, numeracy and the Early Years Foundation Stage. Senior leaders and managers, including the governors, share a common sense of purpose and future direction for the school, which focuses on maintaining improvements in pupils' attainment and improving the quality of teaching. Senior managers know the strengths and areas for development, and priorities and actions taken over the past year have been broadly successful. The governing body has undergone some changes to its membership since the previous inspection, and its link with the senior leadership team is now strong and is appropriately balanced in terms of challenge and support. In all respects, the governing body discharges its statutory responsibilities well. Overall action planning is of a satisfactory quality, but weakens at subject level. Almost all subject action plans lack sufficient detail in relation to clear priorities for future improvements, specific and measurable targets, accurate costs, and milestones that would allow senior managers and governors to accurately assess the impact of the plans. However, the school has made very good use of its available resources since the previous inspection, by focusing specific actions on identified areas for improvement. The improvements made are a direct result of this work and, therefore, has ensured that the school has achieved good value for money in its financial spending.

Links with parents and carers are good, and are confirmed by those parents and carers who responded to the inspection questionnaire. The school treats all pupils fairly and equally, and is aware of its duties to promote equality and extend the opportunities for all its pupils to achieve the best of which they are capable. Safeguarding arrangements are good and staff take all reasonable actions to ensure that the children are safe and secure when in school. The school links well with external partners, and is helping the pupils to appreciate different cultures and groups outside of school, in the local area and beyond. Overall, therefore, community cohesion is good.

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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	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The overall effectiveness of the Early Years Foundation Stage is outstanding.

The children generally start in Nursery with skills and personal attributes that are below the levels expected for their age. However, good or better quality teaching, together with focused learning activities, enable the overwhelming majority to make excellent progress and achieve the standards expected by the time they start Year 1. Planning for indoor and outside activities is good and provides the children with good access to all six areas of learning. Ongoing assessment of the children's learning is robust and accurate. Parents and carers are very happy with the Early Years Foundation Stage provision, and the overwhelming majority feel that their children are progressing well. The overall quality of leadership and management is outstanding. The Early Years Foundation Stage manager has a clear vision for developments, and this is delivered in the practice seen. All statutory welfare regulations are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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Views of parents and carers

The response rate of 44% is average for a school of this type and size. Of those parents and carers who did respond to the inspection questionnaire, the overwhelming majority are positive about the school's provision for their children. A very small number took the opportunity to write some additional comments. There was no particular pattern or consensus agreement to these, but two parents expressed concern about the provision for physical education and one other about the information received about their child's progress at school. This latter point also arose in the questionnaire response rate, where 11% disagreed that the school kept them well informed about their children's progress. Inspectors found no significant issues in this area, but senior leaders and managers were made aware of the comments and questionnaire findings. The concern about provision for physical education was addressed as part of inspectors' review of the curriculum. Although the school is committed to promoting opportunities for the pupils to be physically active, inspectors found weaknesses in some aspects of the curriculum, which have been reported more fully in the relevant sections of this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frederick Natrass 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 192 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	58	33	39	2	2	0	0
The school keeps my child safe	54	64	30	35	1	1	0	0
My school informs me about my child's progress	41	48	32	38	6	7	3	4
My child is making enough progress at this school	45	53	34	40	3	4	0	0
The teaching is good at this school	53	62	32	38	0	0	0	0
The school helps me to support my child's learning	43	51	37	44	4	5	1	1
The school helps my child to have a healthy lifestyle	38	45	42	49	4	5	1	1
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)	40	47	42	49	2	2	0	0
The school meets my child's particular needs	42	49	39	46	2	2	1	1
The school deals effectively with unacceptable behaviour	37	44	42	49	3	4	1	1
The school takes account of my suggestions and concerns	34	40	43	51	3	4	1	1
The school is led and managed effectively	35	41	46	54	2	2	2	2
Overall, I am happy with my child's experience at this school	48	56	34	40	2	2	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



31 January 2011

Dear Pupils,

Inspection of Frederick Nattrass Primary School, Stockton-on-Tees, TS20 1BZ

On behalf of the inspection team, I should like to express our thanks for the welcome that you gave to us. The inspectors noted how much you enjoy attending school and how well behaved you are. Well done to all of you. I am writing to tell you what we found out.

- Frederick Nattrass Primary School provides you with a satisfactory and improving standard of education.
- Although levels of attainment in English and mathematics are still low, they are improving and, overall, you make satisfactory progress in your learning.
- In the Early Years Foundation Stage, the children make good progress because of the outstanding provision.
- Your behaviour is good, you understand the difference between right and wrong and your attendance is average.
- The staff look after you well and, as a result, you feel extremely safe in school.
- Your headteacher and other senior staff, including governors, know what they want to do to make your school even better.

Despite the many good features of the school, inspectors are asking that it works even harder to improve the following.

- Improve your attainment in English and mathematics further by working on literacy and numeracy skills in all lessons.
- Improve the quality of teaching in the non-core subjects and check that it is always good or better.
- Improve the curriculum by ensuring that there are good quality schemes of work for all subjects.

You have an important part to play in helping the school to get better, not least by continuing to work hard and attending regularly. I wish you all the best for the future.

Yours sincerely

Mr Brian Blake

Her Majesty's Inspector

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