

Ayresome Primary School

Inspection report

Unique Reference Number	133659
Local Authority	Middlesbrough
Inspection number	360556
Inspection dates	11–12 May 2011
Reporting inspector	David Shearsmith

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	615
Appropriate authority	The governing body
Chair	Mrs Margaret Toase
Headteacher	Mr Trevor Hutchinson
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed 18 teachers and 28 lessons, and held meetings with members of the governing body, staff and groups of pupils. The team also looked at documents and policies including those relating to the safeguarding of pupils. They also looked at all the information the school had collected about pupils' progress and the school's records of its monitoring of the quality of teaching. They observed the school's work and analysed 294 questionnaires from parents and carers, 252 from pupils and 51 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What has been the impact of strategies to improve attendance?
- What is the impact of improvements in the Early Years Foundation Stage?
- How good is the quality of teaching and learning at Key Stage 2?
- What is the impact of the school's review of the curriculum?
- How well does the school use data and target setting to sustain good progress particularly at Key Stage 2?

Information about the school

Ayresome is a much larger than the average primary school. The proportion of pupils known to be eligible for free school meals is much higher than average. The proportion of pupils from minority ethnic groups, is much higher than average as is the proportion of those who speak English as an additional language and those at an early stage of learning English. There are 21 different languages spoken in the school. The proportion of pupils with special educational needs and/or disabilities, including those who have a statement of special educational needs is lower than average. A much higher than average number of pupils, enter or leave, during the school year and part-way through their primary education. The school holds a number of awards, including Healthy Schools status and the Activemark.

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

Ayresome Primary School is a good school that serves its multi-cultural community well. The majority of pupils and their families are very positive about all aspects of the school's provision.

The school has a number of outstanding features. These include the care, guidance and support it provides for pupils, including provision for safeguarding pupils. The school is an extremely inclusive community because all pupils have an outstanding opportunity to be successful through well-targeted interventions. Pupils from a diverse range of cultures get on well with each other and behaviour is good.

Partnerships with local religious groups and pupils' spiritual, moral, social and cultural development support pupils' learning and personal development exceptionally well. Pupils know how to stay safe in a range of contexts and know how to keep themselves healthy. Although pupils enjoy school, their attendance is no better than broadly average. However, the school has good strategies in place to promote regular attendance and these are having a positive effect.

Since the previous inspection, there have been many improvements, including the progress pupils make and the standards that they attain. From a very low starting point on entry to the school, pupils make good progress and pupils' attainment in English and mathematics by the end of Year 6 is broadly average. The school is effective in ensuring that the many pupils who arrive at varying times during their primary education, often with low levels of English, make good and sometimes exceptional progress.

The standard of teaching has improved and is good overall. Teachers provide stimulating and varied activities that engage pupils' interest well. Work is marked effectively and pupils know their targets and how to improve. Pupils really enjoy their learning and say it is 'fun'. The curriculum is good and meets pupils' needs well. There are, however, insufficient opportunities to use information and communication technology (ICT) in lessons and links between subjects are not developed sufficiently well to develop pupils' skills in a range of contexts. Outstanding care, guidance and support are integral to the work of the school. Staff provide extremely effective support to eliminate barriers to learning for potentially vulnerable pupils and those who arrive with little or no English. Arrangements for transition ensure that pupils' continued good progress is sustained. The Early Years Foundation Stage has improved since the last inspection with enhanced provision and leadership. However, there is still insufficient challenge in outdoor learning.

The headteacher and leadership team have effectively promoted a sense of common purpose amongst all staff, so that they have a very clear understanding of what the school aims to achieve. Thorough, accurate self-evaluation that identifies clear areas for improvement has made a significant difference in improving the school's performance.

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Along with recent improvements to pupils' attainment and progress and to teaching and the curriculum, this shows that the school's capacity to improve further is good.

What does the school need to do to improve further?

- Improve outdoor learning for children in the Early Years Foundation Stage by ensuring that the outdoor provision provides more challenging child-initiated learning.
- Improve the school's curriculum by:
 - giving pupils more opportunities to use information and communication technology (ICT) in all lessons to promote their use of basic skills.
 - giving more opportunities to link subjects together to develop pupils' ability to transfer and use their basic skills.

Outcomes for individuals and groups of pupils

2

From starting points in the Nursery, which are typically well below those expected, pupils achieve well. Progress is good for all groups of pupils. Those who have special educational needs and/or disabilities and those who speak English as an additional language make good progress because of well-targetted intervention. Pupils thoroughly enjoy their lessons. They told inspectors this was because their teachers help them to understand what they need to learn. This was seen to very good effect in lessons where pupils were motivated and on task because their needs were being well met through effective planning and assessment.

Although significant numbers of pupils start at the school at different times during the school year, well-thought out strategies ensure that there is no disruption to the learning of others. The school makes good use of two specialist intervention rooms. These rooms allow staff to use creative resources and strategies to work with small groups and individuals to provide support for both learning and emotional needs, including the one-to-one support for pupils who enter the school with little or no understanding of English.

Pupils feel safe and secure in school and understand issues around keeping safe. Effective strategies have been used to improve attendance and this is now broadly average. Pupils understand well what it means to have a healthy lifestyle and the benefits of taking on responsibilities through, for example, the work of the school council to suggest or carry out improvements. There are opportunities for pupils of all ages to take on responsibility, including being playground leaders. Pupils' spiritual, moral, social and cultural development is outstanding because of the school's strong commitment to personal development. A quiet area is dedicated to developing pupils' understanding of different faiths. Pupils celebrate each others' cultures particularly well and pupils work and play together well in this harmonious community.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	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	1

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?

Teachers are knowledgeable and create a calm and well-ordered learning environment. Lessons proceed at a good pace with a wide range of activities. There are good relationships between teachers and their pupils. A range of support staff provide competent and confident intervention and support that enables pupils with special educational needs and/or disabilities and those who speak English as an additional language to have full access to lessons and activities. Teachers' marking is very helpful, making clear the next steps pupils need to take in their learning.

The school is in the process of reviewing its curriculum and, although it is well adapted to meet the needs of different groups of pupils, there are insufficient links between subjects to ensure that it contributes enough to developing their basic skills in context. The curriculum is enriched by many visitors and visits, contributing very effectively to pupils' personal and social development. The school has invested heavily in some aspects of ICT, though it is not used well in lessons to promote pupils' basic skills and as a tool for learning.

One of the key strengths of the school is the way in which it looks after pupils as individuals, particularly those who are potentially vulnerable. Those pupils who join the school beyond the normal starting points are quickly integrated into the life of the school so that they make similar progress as others. There are many examples of significant successes in the way in which the school helps pupils overcome their difficulties and

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barriers to learning, so that they achieve well. This is exemplified by the many successes of pupils who enter the school speaking little or no English. Parents and carers appreciate the support given to their children, including the provision of a well-run breakfast club. Links with the neighbouring secondary schools are strong, enabling pupils to make a smooth transition and quickly settle into their new schools.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, in a strong partnership with the deputy headteacher, has developed a common vision and purpose amongst the staff. All adults are dedicated to enabling pupils to achieve their best in all aspects of school life. The school's self-evaluation is accurate with challenging targets set to drive up standards. For example, the recent focus on improvement in English throughout the school has had a significant impact on raising pupils' attainment. Currently, all groups of pupils make good progress, reflecting outstanding equality of opportunity for all. Leaders at all levels play a significant part in monitoring and evaluating the work in their areas. The governing body knows the school well and what it needs to do to improve. It is effective in helping to shape the direction of the school. Safeguarding procedures are outstanding, with clear policies and secure risk assessment systems in place. The school is particularly effective in its procedures and practices for ensuring the safety and well-being of potentially vulnerable pupils, including excellent liaison with parents and carers. Community cohesion is strong and a strength of the school. Pupils have a good understanding of different ethnicities and cultures, and different social aspects of the local, United Kingdom and international communities through links with a number of different schools across the country. The school has extremely effective partnerships that have contributed to the school's recent improvements. Partnerships have had a marked effect on raising not only standards, but also pupils' self-esteem.

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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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
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

Children enter the Nursery with skills and knowledge well below what is expected, particularly in communication and language and literacy. Many speak little or no English on entry. Excellent welfare arrangements and relationships with parents and carers, along with good trusting relationships with staff, ensure children feel safe and secure and settle quickly. Children make good progress during their time in the Early Years Foundation Stage, and attainment has risen to just below what is expected by the time that they enter Year 1. Children's communication skills are enhanced well through specialist support and intervention.

The indoor learning environment is spacious, well resourced and provides stimulating activities for the children to plan their own learning as well as receiving well-focused support from adults. Outdoor provision complements this well, however, sometimes there is insufficient challenge to ensure children's learning is maximised, particularly in terms of activities initiated by children, outside. Staff provide a variety of engaging and creative activities which sustain children's interest. This helps to develop self-esteem and ensures children enjoy their learning. The new leader has a very good understanding of what needs to be done and a strong commitment to improving and refining provision so that it offers the very best opportunities for children to learn. The use of data to identify areas for development has been developed well, particularly in planning for the next steps children need to take in their learning and is having a positive impact on children's progress.

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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 half of the parents and carers returned their questionnaires. They were overwhelmingly positive about all aspects of the school's work. For example, most felt their children are safe and enjoy school. This enjoyment of learning was very evident to the inspectors. A very small minority of parents and carers did not agree that the school informed them of their children's progress, or helped them to support their children's learning. The inspectors felt that on the evidence found, these were aspects that the school did extremely well. Some parents and carers also felt that bullying was not dealt with effectively and evidence showed that the school is very effective in dealing with pupils' personal development.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ayresome 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 294 completed questionnaires by the end of the on-site inspection. In total, there are 615 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	134	46	149	51	9	3	0	0
The school keeps my child safe	133	45	153	52	6	2	0	0
My school informs me about my child's progress	82	28	175	60	27	9	5	2
My child is making enough progress at this school	78	27	192	65	18	6	1	0
The teaching is good at this school	96	33	178	61	12	4	1	0
The school helps me to support my child's learning	78	27	164	56	37	13	4	1
The school helps my child to have a healthy lifestyle	78	27	193	66	18	6	2	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)	70	24	188	64	17	6	1	0
The school meets my child's particular needs	62	21	201	68	18	6	1	0
The school deals effectively with unacceptable behaviour	69	23	189	64	19	6	8	3
The school takes account of my suggestions and concerns	72	24	164	56	20	7	8	3
The school is led and managed effectively	72	24	188	64	12	4	5	2
Overall, I am happy with my child's experience at this school	110	37	164	56	12	4	4	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



13 May 2011

Dear Pupils

Inspection of Ayresome Primary School, Middlesbrough TS1 4NT

Thank you for welcoming us so warmly when we visited your school recently. We enjoyed talking to you and seeing how well you learn in class. You told us that you find your lessons fun and your questionnaires told us that you enjoy school very much and feel very safe there.

Yours is a good school. You are a very happy school community and the school works very well to involve your parents and carers in as many activities as possible. The adults in your school care about you very much and look after you very well.

Your headteacher, teachers and the governing body work hard to keep improving your school. We have given them some things to work on to help them to achieve this.

- Improve outdoor learning for the children in the Early Years Foundation Stage by giving them activities that are more challenging for them to do on their own outside.

Improve the school's curriculum by:

- giving you more opportunities to use ICT in all your lessons.
- giving you more opportunities to link subjects together so they are more interesting and improve your basic skills.

We would like to wish you all the best for the future and hope that you continue to enjoy your time in school.

Yours sincerely

David Shearsmith

Lead inspector

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