

Archibald Primary School

Inspection report

Unique Reference Number	111625
Local authority	Middlesbrough
Inspection number	373153
Inspection dates	14–15 September 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	310
Appropriate authority	The governing body
Chair	Fr Glyn Holland
Headteacher	Anita Jefferies
Date of previous school inspection	12 October 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Eighteen part lessons were observed, which involved a total of 16 teachers. A range of documents was scrutinised and meetings held with members of the senior leadership team, the Chair of the Governing Body, and nominated staff. Informal discussions were held with other staff and a significant number of pupils during lessons and around the school. Inspectors also read 24 questionnaires returned by parents and carers, in addition to considering the views of those pupils and staff who completed separate questionnaires.

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

- The pupils' attainment when they started at the school and their overall progress during their time there.
- The school's support for pupils' spiritual, moral, social and cultural development, especially through links with external groups.
- The impact of teaching on pupils' progress and their enjoyment in attending school.
- The cohesiveness and coherence of leadership and management at all levels.

Information about the school

Archibald Primary School is larger than the average-sized primary 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 above average, although the number with a statement of special educational needs is well-below average. The vast majority of pupils are of White British heritage. The school has gained a number of national and local awards, the most significant of which are the Basic Skills Quality Mark, BECTA ICT Mark, Healthy Schools status, Leading Parent Partnership award, and the Financial Management Standard in Schools award.

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

1

Main findings

Archibald Primary School is a good and improving school. Almost all areas of its work are good, with a number that are outstanding. For example, the very high standard of care, guidance and support ensures that all pupils can work in a safe and secure environment. The overall effectiveness of the Early Years Foundation Stage is good. The provision enables the children to get off to a good start in their education and the school remains keen to build upon its existing strong links with parents and carers as an aid to the furthering the children's ongoing development. All staff, but particularly the senior leaders and managers, including the governing body, know the pupils' needs very well and have identified clear strategies to help them improve their basic skills in literacy and numeracy and also their physical, emotional and social needs. The result of that work is that pupils are making good overall progress from very low starting points in the Nursery.

Good quality teaching, which emphasises learning through strong and trusting relationships, are helping pupils to develop greater personal confidence and self-esteem. However, staff are not complacent and they realise that more needs to be done to maintain and improve further upon all aspects of the pupils' education. Outstanding partnership links contribute much to the learning within the school. Parents and carers are happy with the provision, with an increasing number now getting more involved in decision-making activities.

The school is led well and all senior leaders and managers know and take seriously their professional responsibilities for all aspects of school life that will help raise attainment and improve the overall quality of provision. The result of that is the active promotion of all that the pupils and the school are able to achieve. That is a trend that dates back to the previous inspection, which is why the school has outstanding capacity to sustain improvement.

What does the school need to do to improve further?

- Improve the overall quality of the Early Years Foundation Stage by:
 - developing further the quality of provision as an aid to the children achieving higher standards in all their areas of learning
 - encouraging even better links with parents and carers to support fully the learning needs of the children.

Outcomes for individuals and groups of pupils

2

Children start in the Nursery with skills levels and personal attributes that are well below those expected for their age. Although attainment is below average by the end of the Early Years Foundation Stage and Key Stage 1, the pupils make good progress overall and achieve well up to the end of Year 6, when the majority reach average standards. During their time at the school, the pupils are developing their confidence and personal skills to engage enthusiastically and willingly in learning activities that make a significant contribution to their good progress. Where some pupils fail to make the progress expected, especially those with identified special educational needs and/or disabilities, the school provides a range of well-planned intervention activities to help these pupils achieve closer to their abilities. Accordingly, those pupils also make good overall progress. However, the staff and governing body are aware that some aspects of English and mathematics need to improve even further if all pupils are to achieve standards that prepare fully them for the next stage of their education. Pupils' achievements relate directly to their extremely high levels of feeling safe and secure in school and the good behaviour they show in lessons. The very clear and consistently applied 'five golden rules' of behaviour are clearly understood by all staff and pupils, which helps create a calm and focused learning environment.

Pupils' contribution to school is extremely impressive and includes a very active school council which has helped organise theatre and lunchtime activities. Further activities are provided during a 'theme week' and through an enrichment programme that runs throughout each week of the academic year. Attendance is average and appropriate actions are being taken to help improve it further. However, despite the joint efforts of the school and local authority, there is still a very small number of pupils whose regular attendance is a cause for concern. Senior leaders and managers have positively promoted different aspects of personal well-being that can impact upon the lives of the pupils. There is a regular programme of physical education and sport activities, which is helping more pupils to become physically active. Greater awareness of the consequences of eating unhealthy foods and being overweight are also given high prominence. The school's curricular provision and its work with outside groups ensure that pupils develop empathy with and understanding of their own and other communities. As a result, the pupils are developing their appreciation of other the different characteristics of other cultures and faiths.

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	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1

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

The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good-quality teaching, underpinned by a focus on knowing, understanding and using a range of basic literacy and numeracy skills makes a significant contribution to pupils' overall progress and attitudes to learning. Teachers' planning is thorough and lessons are delivered carefully to ensure that all pupils are engaged as fully as possible in a range of suitable learning activities. Excellent relationships encourage a positive and productive class environment, within which all pupils' views and contributions are valued and celebrated. Teachers take care to mark pupils' workbooks carefully to provide helpful and supportive comments that aid learning. The collection and use of information about pupils' progress is good across the school and includes the regular collection of attainment data for all subjects. Additional adult support for those with identified learning needs is good, complementing well the provision in the main lesson.

The school's curriculum reflects both statutory requirements and the needs and interests of the pupils. Curriculum planning, which helps pupils to make progress in their learning, is thorough and, although there is a focus on literacy and numeracy, other subjects get a suitable time allocation. The well-planned enrichment programme adds variety to pupils' learning and provides them with many different activities which interest and enthuse. As a result, the overwhelming majority of pupils indicate that they enjoy their lessons.

There is excellent support provided by the school to both pupils and their families. Pupils feel well cared for and supported in their learning and they feel that teachers are approachable, which makes them feel very safe and appreciated for their contributions to school life.

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 overall quality of leadership and management of the school makes a significant contribution to the very high staff morale and sense of self-worth shown by all adults and pupils within the school. Senior leaders and managers know the school's strengths and areas for future development exceptionally well. School planning for improvements is very thorough and provides a clear view of the ambition and drive for future changes and further improvements; especially, the school's ongoing major

priority of raising attainment by helping pupils to improve their basic literacy and numeracy skills. The range of strategies used to monitor teaching and learning is clearly focused, which enables senior leaders and managers to know how best they can help all staff improve their classroom practice as an aid to raising attainment.

Governance of the school is good and financial accountability is robust. The governing body is involved effectively in scrutinising and challenging the work of the school, which helps to bring about a greater focus on tackling known issues within realistic and reasonable timescales. The school is compliant with statutory safeguarding regulations and all adults who work in the school understand and apply rules fairly and consistently in order to help keep the pupils safe.

There are excellent relationships with external partners, many of whom provide additional specialist support for the school as a whole, or for targeted individual pupils. The quality of the links is making a very positive contribution to the pupils' personal, social, emotional and intellectual well-being. The links with parents and carers are also very effective, but senior leaders and managers are aware that work is needed to maintain and improve this aspect further. The school recognises the importance of promoting all aspects of equality and has tackled prejudice and discrimination successfully through positive actions that are helping the pupils to appreciate their own and others' differences. As a result, the school presents itself as a very cohesive community and the good links with other religious, ethnic and cultural groups from other parts of the UK and abroad are helping the pupils to appreciate life outside of their own school and home environment.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	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

The Early Years Foundation Stage provides the children with a good start to their education. The children start in the Nursery with skills and personal attributes that are well below those expected for their age, especially in some key literacy and numeracy skills, and also in personal, social and emotional development. Although attainment is below average when the children reach the start of Year 1, they make good progress overall, especially in developing their personal and social skills because staff have high expectations of their behaviour and help them to learn to

share and work together. Activities are well planned and children’s progress is recorded thoroughly. That means that the teachers can target learning activities that specifically meet the needs of the children. The Early Years Foundation Stage is well managed and staff share a sense of common purpose to improve further upon the current provision. The parents and carers are very happy with the quality of their children’s education, although the extent to which they work in partnership with the school is limited at this time.

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 in the Early Years Foundation Stage	2

Views of parents and carers

The response rate was eight per cent, which is well below that normally seen in primary school inspections. Of those parents and carers who returned the inspection questionnaire, the overwhelming majority were positive about the school’s provision for their children. A very small number took the opportunity to write some additional comments, but there was no particular pattern to these. All of the findings were shared with senior leaders and managers, including the Chair of the Governing Body.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Archibald 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 310 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	67	8	33	0	0	0	0
The school keeps my child safe	17	71	7	29	0	0	0	0
The school informs me about my child's progress	14	58	9	38	1	4	0	0
My child is making enough progress at this school	16	67	7	29	0	0	0	0
The teaching is good at this school	18	75	6	25	0	0	0	0
The school helps me to support my child's learning	14	58	8	33	1	4	0	0
The school helps my child to have a healthy lifestyle	12	50	11	46	0	0	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)	19	79	4	17	0	0	0	0
The school meets my child's particular needs	16	67	8	33	0	0	0	0
The school deals effectively with unacceptable behaviour	13	54	9	38	1	4	0	0
The school takes account of my suggestions and concerns	13	54	11	46	0	0	0	0
The school is led and managed effectively	16	67	7	29	1	4	0	0
Overall, I am happy with my child's experience at this school	14	58	10	42	0	0	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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.



16 September 2011

Dear Pupils

Inspection of Archibald Primary School, Middlesbrough, TS5 4DY

I should like to thank you for the very warm welcome you gave to me and the other inspectors when we visited your school. We appreciated the way you were willing to talk and share your views about attending Archibald Primary School. The inspectors sensed the pride and the joy you feel by attending the school.

We hope that both you and your parents or carers enjoy reading the following, in which we summarise our main findings from the inspection.

- Archibald Primary School provides a good and improving standard of education.
- The school has many outstanding features, which are helping you to feel safe and make good progress in your learning.
- Although the majority of you reach the standards we expect by the end of Year 6, some of you still have a lot of work to do to reach these levels.
- The staff are very aware of your personal and learning needs and they plan your lessons to make them as interesting as possible.
- All staff know clearly what the school is trying to achieve and are working with the governing body to help all of you achieve the very best that you can.
- The school has excellent links with parents and carers, including in the Early Years Foundation Stage. However, the inspectors feel that the links could be even better if more parents and carers got involved in the work of the school.

We hope that you continue to enjoy attending school and that you achieve all that you wish for yourselves.

Yours sincerely,

Mr Brian Blake
Her Majesty's Inspector
(On behalf of the inspection team)

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