

# Byerley Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	114189
<b>Local authority</b>	Durham
<b>Inspection number</b>	378812
<b>Inspection dates</b>	15–16 September 2011
<b>Reporting inspector</b>	Linda Buller

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>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Banks
<b>Headteacher</b>	Alison Gargan
<b>Date of previous school inspection</b>	17 March 2009
<b>School address</b>	Greenfield Way Newton Aycliffe DL5 7LE
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## Introduction

This inspection was carried out by three additional inspectors. They observed 12 lessons and eight teachers. They held discussions with groups of pupils, parents and carers, members of the governing body and staff. Inspectors observed the school's work and looked at policies, development planning, data related to the tracking of pupils' progress, senior leaders' monitoring of teaching and learning, safeguarding documents, minutes of the governing body meetings and pupils' work. Information from 166 questionnaires from parents and carers, together with those from pupils and staff was analysed.

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

- Pupils' achievement particularly in mathematics and writing at Key Stages 1 and 2 to determine whether teaching is consistently good.
- How successful the school has been in adjusting curriculum provision in order to drive improvement in outcomes for pupils, particularly those of more-able pupils.
- How successful the redistribution of the roles and responsibilities of leaders and managers at all levels has been in driving improvement in the quality of teaching.

## Information about the school

The school is an average-sized primary school. Most pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds is below average and very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well below average. The proportion of pupils known to be eligible for free school meals is below the national average. Since the time of the last inspection, the school has undergone a number of staffing changes, including the retirement of a number of long-serving staff. The school has the Eco Silver Status, International School, Basic Skills, Artsmark Silver and Activemark awards.

**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

This is a good school. Pupils are very happy and thrive in a friendly purposeful community. Actions taken by leaders and managers have brought about significant improvements, particularly in pupils' attainment and progress so that their overall achievement is outstanding. Attainment is high; by the time they leave the school, Year 6 pupils consistently reach standards that are significantly above average in national tests. Underpinning these improvements is an outstanding partnership with parents and carers and the careful analysis of the school's data from tests and assessments. This accurately informs all aspects of self-evaluation and drives school improvement planning. There is good capacity to improve further.

The quality of teaching is good overall. It is improving with examples of outstanding practice in each key stage. Outstanding lessons move at a fast pace, pupils work hard to meet the teachers' high expectations eagerly answering probing questions and making outstanding progress. In a few classes, teaching remains satisfactory. Too much time is taken up by teachers' explanations. This limits opportunities for independent learning and for pupils to put new knowledge into practice. Assessment of pupils' individual ability is accurate and used well to group pupils according to ability and to provide appropriate additional support for pupils when needed. However, teachers' evaluation of pupils' learning during lessons is not consistently leading to the provision of appropriate levels of challenge for all pupils. Careful consideration has been given to providing pupils with a curriculum which captures their interest and motivates them to learn. This is a key reason why the gap is closing rapidly between the standards pupils attain in reading and those in writing and mathematics. Practical, fun activities enliven pupils' learning; for instance, Year 6 pupils enthusiastically rose to the challenge of using their number knowledge and calculation skills to beat the 'Countdown Clock'.

Since the previous inspection, there has been a concerted effort by the headteacher and the governing body to ensure that staff have a shared vision and commitment to gaining the best possible outcomes for pupils. Training and mentoring have been effective in improving the quality of teaching. Nonetheless, there is some variation across the school. Regular monitoring has in the main ensured that agreed policies and procedures are fully adhered to and are resulting in rising standards. At times, monitoring activities are too general and do not focus sharply on those areas of teaching and learning which have been identified as needing most improvement. As a result, the quality of teaching is not consistently good.

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

- Extend existing outstanding practice so that all teaching is good or better by:
  - redressing the balance between the time given to explanations by the teacher and the time allocated for pupils' independent learning
  - teachers consistently evaluating the learning taking place during lessons so that they can provide appropriate additional challenge
  - setting success criteria which are adjusted to reflect the differing tasks and abilities of pupils within the each class
  - sharply focussing the monitoring activities undertaken by leaders and managers on the areas which have been identified as needing improvement.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Pupils are enthusiastic learners. Their positive attitudes towards learning and their good behaviour have a positive impact on their achievement. They thrive on the opportunities to be involved in open-ended challenges and enjoy the good use made of new technologies. They are proud of Byerley Park and describe it as 'their dream school'. They usually display high levels of concentration which occasionally lapse when pupils are not fully involved in active learning during activities led by teachers. Pupils' current work confirms that they are making good progress from their average starting points on entry to the school. Attainment in the current Year 6 is continuing the upward trend of high performance. Pupils with special educational needs and/or disabilities make the same good progress as their peers, often reaching the expected attainment for their age by the time they leave the school in Year 6. As a result, pupils' achievement over time is outstanding.

Pupils feel safe, secure and valued. They have a good appreciation of what it means to live a healthy life. They enjoy physical education lessons and many take part in the good variety of after-school sports and exercise clubs provided at the school. Pupils contribute well to their school community, being involved for example, in caring for the youngest children and helping the school to make decisions through the School Council. Discussions with pupils highlighted a commitment to promote similarities and celebrate diversity. Above-average basic skills, above average attendance and sensible, caring attitudes to learning and each other, prepare pupils well for the next stage of their education.

### *These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
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
<b>The extent to which pupils feel safe</b>	<b>2</b>

<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

<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>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The quality of teaching is good overall. Teachers have good classroom management skills and their knowledge and understanding of the subjects taught are good. The use of teachers' specialist expertise in subjects such as mathematics and French enhances pupils' learning. Teachers' lesson planning is conscientious and carefully shows how different groups are to be catered for. Although clear success criteria are consistently shared with pupils, they are not adjusted to reflect pupils' differing ability or the different level of the tasks being set. As a result, some pupils, particularly the most able, are not provided with the expectation or guidance needed to ensure they are sufficiently challenged to make the best possible progress.

The good curriculum provides pupils with many opportunities to extend their learning experiences through a wide range of visits and visitors to the school. Teachers make appropriate links between different subjects of the curriculum and this is contributing to the year-on-year improvement in pupils' attainment. Occasionally, the desire to incorporate opportunities to extend pupils' writing skills means that the focus for the learning in foundation subjects such as design and technology is confused, pupils are not clear about what they are required to learn and progress slows.

The good quality of care, guidance and support ensures that pupils feel safe, work and play together very harmoniously and have strong moral values. Secure links with outside agencies ensure additional help is available for pupils who may need it. The support for pupils moving classes and on to secondary school is praised by pupils, all of whom felt well-prepared for any changes.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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's thorough analysis of the school's performance and the clear direction for development that she and the senior leadership team have set are effective in raising standards and providing an atmosphere where achievement is valued and celebrated. The governing body is fully involved in strategic planning. Its members are organised and trained extremely well, and use their individual expertise to support the school. Relative weaknesses in writing and mathematics have in the

main been successfully tackled although there are still fewer pupils reaching the higher levels for their age in mathematics than in English. Middle managers have a strong sense of accountability in their areas of responsibility and a good grasp of pupils' outcomes, but most are at any early stage in developing the monitoring skills necessary to drive further improvement. The school takes effective action to promote equality of opportunity. Pupils' progress is tracked with rigour and, as a result, the performance of individuals and groups is more widely understood than at the time of the last inspection. The headteacher holds regular meetings with all teachers to check the progress of pupils in their classes and to make sure no-one falls behind. As a result, all pupils who left Year 6 in 2011 had made at least the progress expected for pupils of their age since entering Key Stage 2.

Effective safeguarding procedures ensure that pupils feel safe and secure. Systems are firmly in place and policy and procedures strictly adhered to. The school involves parents and carers outstandingly well in their children's learning. Parents and carers appreciate the opportunities provided to discuss their children's progress and respond exceptionally well to the school's request for support, for example, in hearing their children read. This contributes significantly to pupils' attainment. The school operates effectively as a cohesive community. It is well-regarded within its local community. A good range of first-hand experiences add valuable new dimensions to pupils' learning and prepare them well for life in a socially and culturally diverse society.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Just as in the rest of the school, children's attainment and progress in the Early Years Foundation Stage has improved since the last inspection. Good induction procedures, that fully involve parents and carers, ensure that children happily enter the school and settle exceptionally quickly. In only their second week in school, children demonstrated a very good understanding of routines as a result of staff sensitively setting high expectations. Children show a very good understanding of the needs of others and how to contribute to their own safety. They independently access the healthy snack and discuss with a maturity beyond their years, the need for hygiene such as washing their hands.

Teaching and learning are good in the Early Years Foundation Stage. Children enter the Reception class with broadly average skills for their age. They make good progress in all areas of their learning, but especially in reading, writing and calculation which are often the weaker elements of their attainment when they begin school. Good use is made of the improved outdoor area with a good balance between those activities led by adults and those chosen by the children themselves. Good leadership ensures that children’s progress is carefully observed and recorded, which enables staff to plan interesting tasks which in the main are well-matched to children's needs and interests. Occasionally, assessments of children’s ability are cautious and this can slow the speed with which children are challenged to take the next steps in their learning.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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

A high proportion of parents and carers responded to the inspection questionnaire. The overwhelming response was positive, with 100% saying that the school keeps their children safe and prepares them well for the future. Inspection evidence supports the positive views expressed by parents and carers. A small minority of parents and carers raised concern regarding how the school deals with unacceptable behaviour and how the school deals with their suggestions and concerns. Inspection evidence indicates that pupils behave well both in lessons and around the school. The school was able to point to several examples of how the suggestions of parents and carers have been successfully acted upon, for example, with regard to the timing of consultation evenings.



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

Ofsted invited all the registered parents and carers of pupils registered at Byerley Park 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 166 completed questionnaires by the end of the on-site inspection. In total, there are 215 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	112	67	52	31	2	1	0	0
The school keeps my child safe	123	74	42	25	0	0	0	0
The school informs me about my child's progress	95	57	63	38	4	2	0	0
My child is making enough progress at this school	91	55	66	40	4	2	1	1
The teaching is good at this school	103	62	57	34	1	1	0	0
The school helps me to support my child's learning	85	51	68	41	6	4	2	1
The school helps my child to have a healthy lifestyle	95	57	65	39	2	1	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)	92	55	61	37	0	0	0	0
The school meets my child's particular needs	104	63	53	32	5	3	0	0
The school deals effectively with unacceptable behaviour	88	53	63	38	8	5	1	1
The school takes account of my suggestions and concerns	82	49	66	40	10	6	0	0
The school is led and managed effectively	103	62	56	34	4	2	0	0
Overall, I am happy with my child's experience at this school	117	70	44	27	2	1	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](http://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"><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 pupils' 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.**



20 September 2011

Dear Pupils

**Inspection of Byerley Park Primary School, Newton Aycliffe, DL5 7LE**

Thank you very much for the welcome you gave to me and my colleagues when we visited the school for its recent inspection. We enjoyed talking with you and seeing all that you do. We were particularly impressed with the pride you show in your school and the way you all get on with each other.

Our inspection has judged that you go to a good school. Your parents and carers have an outstanding partnership with the school and help to make sure that you reach high standards by the time you leave the school in Year 6. The people who lead and manage your school have worked very hard to improve what the school provides for you. The good and sometimes outstanding teaching you receive enables you to make good progress. There are still, however, a few classes where the teaching you receive is satisfactory. One of the reasons for this is that teachers spend too much time talking to you and this does not leave enough time for you to do your work. It was good to see that in all of your lessons teachers provide you with information about how you can be successful in your learning. We did notice however, that this is the same for all of you, even when some of you are given different work to complete. We have asked the school to keep a careful check on your lessons to make sure that the teaching you receive continues to improve so that you are all challenged to do as well as you can.

You can all play your part by continuing to be enthusiastic about what you are learning.

I wish you every success for the future.

Yours sincerely

Linda Buller  
Lead inspector

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