

# Nunthorpe Primary School

## Inspection report

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<b>Unique Reference Number</b>	111594
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	378322
<b>Inspection dates</b>	4–5 October 2011
<b>Reporting inspector</b>	Gordon Potter

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Atkin
<b>Headteacher</b>	Alexa O'Gara
<b>Date of previous school inspection</b>	07 June 2007
<b>School address</b>	Guisborough Road Nunthorpe Middlesbrough TS7 0LA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 20 lessons taught by 10 teachers, conducted visits to lessons with the headteacher and deputy headteacher and held meetings with representatives of the governing body, representatives from the local authority, staff, parents and carers, and groups of pupils. They observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised the 77 questionnaires returned by parents and carers as well as questionnaires from pupils and staff.

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

- Whether a stimulating curriculum and good teaching across school enable all groups of pupils to make good progress.
- Whether recent strategies to increase progress and raise attainment are having an impact.
- Whether the new senior leadership team has a clear view of what needs to be done to effect school improvement.

## Information about the school

This is an average-sized primary school. Most pupils are from White British backgrounds, although the school caters for increasing proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well below average. The proportions of pupils with special educational needs and/or disabilities and of those with a statement of special educational needs are below average. The school has achieved Healthy School status, Activemark and Artsmark Gold. The headteacher and deputy headteacher have been in post since September 2011, having previously held leadership roles in the school.

A private charitable organisation provides out-of-school care in the form of an after-school club, which will be inspected separately.

**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. All staff provide good care and support which ensure that pupils are happy, feel safe and show a good awareness of how to stay fit and healthy. Pupils make a strong contribution to the school through the eco-council and the elected school council and they say that 'playground friends' help them play together and behave well. They show outstanding spiritual, moral, social and cultural development and have a mature sense of right and wrong and how to help others. They have a very clear understanding of different faiths and cultures because the school celebrates the growing ethnic and religious diversity of its pupils, as well as raising pupils' awareness of global issues.

Well-judged initiatives ensure that overall good teaching engages pupils and helps all groups to make good progress. The curriculum provides a range of memorable experiences and has a strong emphasis on developing pupils' basic skills in English and mathematics. Excellent procedures to promote reading and many opportunities for pupils to write in subjects across the curriculum have helped raise attainment in English. Attainment in mathematics has risen after a decline in recent years. However, it remains lower than in English. Pupils often work together, solve problems and apply their skills in open-ended and investigative activities in mathematics. However, these activities occasionally lack challenge as information about pupils' abilities is not used well enough to ensure that work in lessons constantly matches the needs of all pupils.

Teachers constantly check pupils' understanding and help pupils recognise how well they are doing, adjusting work accordingly. Marking is consistent across school and tells pupils how well they have done and how to improve. However, teachers do not always allow pupils sufficient opportunities to act upon this advice. While targets are set to help pupils know what they should learn over a number of weeks, they are not specific to individual pupils, do not adopt a step-by-step approach and take too long to achieve.

The school has good arrangements to engage with parents and carers, and, accordingly, parents and carers are highly supportive of the school. Good partnerships with outside agencies encourage creative, enterprise and teamwork skills and there are effective links to support pupils with a range of complex needs. The school's accurate self-evaluation, built on the new leadership team's prior

knowledge of the school, and its success in raising attainment, demonstrate its good capacity to improve. It provides good value for money.

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

- By the summer of 2012, further increase the rates at which pupils make progress and raise pupils' attainment to higher levels, particularly in mathematics, by:
  - ensuring that pupils have clear targets that are specific to themselves and help them improve the level of their work, step-by-step
  - ensuring that pupils have opportunities to act upon advice about how to improve their work
  - ensuring that data are well used so that teachers plan work that is well matched to the needs of individual pupils and offers appropriate pace and challenge.

## Outcomes for individuals and groups of pupils

2
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The extent to which pupils achieve and enjoy their work is good. Pupils are courteous, have good attitudes, form positive relationships and show great keenness to do well in their work. In lessons, they especially enjoy challenging and lively activities, such as information and communication technology (ICT) and problem-solving activities to learn about shapes. They relish being involved in role-play activities to learn about life on a Tudor ship or to explore characters in *Friend or Foe*. Pupils achieve well in science, art, drama and music, and in sport, humanities and French.

The skills and abilities with which pupils enter school are typically in line with those expected for their age. Pupils make good progress to reach levels of attainment which are above average at the end of Year 6, although they are only slightly above in mathematics. Well-targeted initiatives have led to increased progress in English and mathematics, although progress is less rapid in mathematics. Pupils with special educational needs and/or disabilities are very well cared for and supported in their learning and they make good progress because their work offers appropriate challenge and interest.

Pupils care for one another very well, have great respect for each other and for the adults in the school, and say they feel exceptionally safe. They are confident that they know exactly what to do in the event of a concern. Pupils are well aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their enthusiastic involvement in physical education and the high take-up of healthy school meals.

Pupils make a positive contribution to the school community through the eco-council and elected school council which meets regularly and listens to pupils' concerns and ideas. They willingly take on roles, such as librarians and as playground friends, helping everyone to eat healthily, behave well and feel safe. They support a range of charities and participate in competitions with other local schools and in activities with the local churches and in the local community. Above average attendance rates,

strong understanding of the issues related to enterprise and the world of work and confident use of skills in ICT, mean that pupils are well equipped for their future economic well-being.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers make learning fun, make it clear to pupils what they will learn and how they will know if they have succeeded. They employ interactive whiteboard technology well to engage pupils, and to plan effective opportunities for pupils to learn through practical activities, including experiments, games and using role play. Teachers use questions well to ascertain what pupils already know and check that they have made progress. There are very strong relationships and teachers and teaching assistants interact extremely well with pupils to support them in their learning. Occasionally, the pace of learning drops because introductory activities go on too long, teachers offer too much information and pupils are prevented from getting on with tasks or exploring together. While marking is well used to tell pupils how to improve their work, opportunities are missed for pupils to act upon that advice. Targets for improvement are not always specific to individual pupils.

The curriculum contributes to pupils' good progress by offering a range of stimulating activities which are increasingly helping them to see the links between subjects and to develop and apply important skills, including in teamwork and enterprise. For example, work on the Second World War or the Egyptians, or about life in India and Africa, successfully develops imagination, creativity and research skills. Occasionally, work is not well matched to the abilities of individual pupils and does not offer sufficient challenge. There are highly effective procedures to encourage pupils' enthusiasm for reading and there has been an increase in opportunities for pupils to write at length. Well-planned enrichment activities, including visits to residential centres and to museums, visits from religious groups and opportunities to work with artists, writers and sports and dance coaches, help to develop pupils' skills in sport and art and their understanding of environmental issues and other faiths and

<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

cultures. There are many popular extra-curricular clubs which promote learning and enjoyment in sporting, arts and environmental activities, including choir and cooking and looking after the school's hens.

The effective work of all staff ensures that pupils' individual needs are recognised and strategies are put in place to help those pupils who have a range of complex learning, social, emotional and behavioural needs, and their families. Pupils who speak English as an additional language settle quickly into the school and make good progress because of highly effective teaching and sensitive care. Well-established and highly effective practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

*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 new headteacher is determined to drive further improvement in school. In her previous role as deputy headteacher, she was responsible for many of the strategies which have brought about an improvement in school effectiveness. Ably supported by other senior leaders, she has established effective systems for assessing pupils' attainment and monitoring the effectiveness of teaching. While these initiatives have helped to improve teaching and raise attainment, information about pupils' skills and abilities is not, as yet, well enough used to plan work that is well matched to the needs of individual pupils, especially in mathematics. The headteacher's view of shared and collaborative leadership ensures that all staff now contribute to the school's self-evaluation. Staff welcome these opportunities to contribute to decision making and the very detailed school improvement plan, and to advance their own professional development through well-targeted training opportunities. The governing body offers strong support and challenge to the school and monitors its work closely and skilfully maintained continuity in leadership through its appointments in the senior leadership team.

The school's arrangements for safeguarding pupils are good, as all aspects meet government requirements and are rigorously monitored and reviewed to ensure pupils' safety. The success of these arrangements is reflected in how safe pupils feel and in their keen awareness of potential risks to their well-being. The school has effective links with outside agencies to support the pupils' wide-ranging needs and to develop learning opportunities. The school has introduced a range of effective initiatives to involve parents and carers in their children's learning, including supporting learning at home and regular information about their children's progress.

There is a clear commitment to promoting equal opportunities and to ensuring that discrimination against any group is avoided at all times. The school is proud of its inclusive nature and makes a good contribution to community cohesion. The sense of

community in the school is extremely strong and there are good links with the local community. Pupils have a highly developed understanding of the United Kingdom as a diverse, multicultural society, of other faiths and cultures, and of life in other countries.

*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>2</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>	2
<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

Effective and enjoyable interventions, by all adults, are skilfully directed to develop skills in counting, speaking and listening and linking sounds and letters, and help children to make good progress from their starting points. While cohorts vary, their skills and abilities are now typically above average as they enter Year 1. Children particularly enjoy creative activities, construction, painting and role play. There is a clear commitment to outdoor learning and children enjoy exercising on their climbing frame and exploring together. They clearly understand how a magnifying glass works and enjoy examining fingerprints in their police station.

Children develop independence and a good understanding of how to stay healthy, through accessing healthy snacks and drinks. Staff ensure that requirements regarding children's safety are rigorously met. They encourage children to share, to take turns and to behave well. The Early Years Foundation Stage leader has a very clear understanding of how children learn and uses this knowledge to plan work, which stimulates their enthusiasm in all areas of learning. She skilfully supports the Nursery class teacher, who is new to the role, so that work is well planned and based on observations of children's learning. Activities are specifically linked to learning goals. Clear information posted at each activity centre makes it clear to children what they are to do and this helps to develop early reading and writing skills. Highly positive partnerships with parents and carers enable children to settle quickly into the Early Years Foundation Stage classes and effective arrangements exist for transition into Year 1. The learning records, in particular, help parents and carers to understand how well their children are progressing.



*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

Approximately two-fifths of parents and carers responded to the questionnaire, which is more than typical nationally. The respondents strongly support the school and its leaders and how they meet their children’s needs, ensuring their children enjoy school and are healthy and safe. The inspection findings reflect these very positive views.

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

Ofsted invited all the registered parents and carers of pupils registered at Nunthorpe 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 77 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	68	24	31	0	0	0	0
The school keeps my child safe	50	65	27	35	0	0	0	0
The school informs me about my child's progress	39	51	34	44	4	5	0	0
My child is making enough progress at this school	38	49	36	47	3	4	0	0
The teaching is good at this school	51	66	25	32	0	0	0	0
The school helps me to support my child's learning	46	60	25	32	4	5	0	0
The school helps my child to have a healthy lifestyle	40	52	34	44	1	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)	45	58	27	35	1	1	0	0
The school meets my child's particular needs	44	57	29	38	3	4	0	0
The school deals effectively with unacceptable behaviour	36	47	35	45	4	5	0	0
The school takes account of my suggestions and concerns	35	45	32	42	5	6	0	0
The school is led and managed effectively	40	52	34	44	3	4	0	0
Overall, I am happy with my child's experience at this school	46	60	30	39	1	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.**



6 October 2011

Dear Pupils

### **Inspection of Nunthorpe Primary School, Middlesbrough, TS7 0LA**

On behalf of the inspection team, thank you for making us so welcome when we inspected your school.

You go to a good school and your teachers know how to make it even better. The team was impressed by the work of the eco-council and school council. We also admired your outstanding awareness and understanding of how people of different faiths and cultures can live happily together and how you can help others. Your behaviour, politeness and the great care and respect you have for one another are admirable. Your teachers take good care of you and try hard to make your lessons fun and help you to work hard. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and clubs. Your parents and carers like the school very much. Your teachers have agreed with me that they should do the following things to help your school to improve even more:

- help you reach higher standards at the end of Year 6, particularly in mathematics, by making sure that all the information that teachers have about how well you are doing is used to plan work that is at the right level of challenge for all of you
- make sure that you have clear targets to help you to improve your work
- make sure that you have opportunities to act upon the advice your teachers give you when they mark your work.

You can help by continuing to do your best. We wish you every success in the future.

Yours sincerely

Gordon Potter  
Lead inspector

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