

# Bournmoor Primary School

## Inspection report

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<b>Unique Reference Number</b>	114018
<b>Local authority</b>	Durham
<b>Inspection number</b>	378784
<b>Inspection dates</b>	14–15 November 2011
<b>Reporting inspector</b>	Graeme Clarke

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>	87
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sandra Angus
<b>Headteacher</b>	Sheila Williams
<b>Date of previous school inspection</b>	12 December 2006
<b>School address</b>	Lambourne Close Bournmoor Houghton le Spring DH4 6HF
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## Introduction

This inspection was carried out by two additional inspectors. They observed activities in the school including the work of four teachers during short visits to parts of lessons, extended visits to four lessons and two assemblies. They examined a selection of pupils' written and mathematics work and held meetings with members of the governing body, teachers and a group of pupils. They scrutinised a range of documentation including: the school's child protection and safeguarding documentation, information about the curriculum and notes of meetings. They analysed 32 questionnaires from parents and carers, 37 from pupils in Key Stage 2 and 14 from members of staff.

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

- The extent of progress made by pupils with special educational needs and/or disabilities currently in Key Stage 2.
- The contribution pupils' behaviour makes to learning in lessons.
- Pupils' understanding of what they need to do to improve in relation to National Curriculum levels of attainment.
- The extent of children's progress in the Reception year in all areas of learning.

## Information about the school

This village school is much smaller than the average-sized primary school. A higher proportion of pupils than usual are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is much higher than average. Almost all pupils are White British. Others mainly have a Caribbean heritage and none are learning to speak English as an additional language. The school has gained Healthy Schools status, the Activemark, the Rights Respecting School, International Schools, Clean Air and the Let's Get Cooking awards.

Privately-organised nursery provision for children aged three to four years old on the same site was inspected separately and the report is available on the Ofsted website.

**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?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

Bournmoor is an outstanding primary school. The headteacher provides very clear educational direction to the staff who work with a common purpose to ensure that the exceptionally rich curriculum and excellent care, guidance and support lie at the school's heart and lead to outstanding outcomes. Outstandingly effective partnerships with specialist support services, heritage centres, the church and other faiths greatly augment pupils' learning and development

Following the last inspection, determined action has improved the quality of teaching and raised pupils' attainment. Last year boys and girls made equally good progress and, after improvement in recent years, most left Year 6 with attainments in English and mathematics a little above average. Last year all higher-attaining pupils fulfilled their promise to reach the highest levels. Currently, pupils make best progress in reading and writing as a result of successfully-implemented initiatives to develop literacy skills. Exceptionally diligent arrangements very effectively support pupils with special educational needs and/or disabilities who, in turn, make similarly good progress. Teachers and teaching assistants very successfully promote the school's values and an enjoyment of learning. The quality of teaching is good. Occasionally, teachers' questioning does not involve a wide enough range of pupils and there is not always sufficient time available for individual support. Pupils know the targets they are expected to reach and their next steps towards meeting them.

Pupils thoroughly enjoy school and all are able to participate fully in every facet of school life. Almost all aspects of pupils' personal development, including their spiritual, moral, social and cultural development, are outstanding. Pupils feel entirely safe and are very aware of the school's strategies which effectively minimise any bullying. They are polite and considerate towards their schoolmates and adults and, in lessons and assemblies their exemplary behaviour contributes to good achievement. With an extensive knowledge of the importance of diet and personal hygiene, pupils' enjoyment of physical activities contributes to their health and fitness. The school promotes community cohesion exceptionally well. It is harmonious and fully inclusive. Pupils enthusiastically contribute to school life, their local community and share with pupils in nearby schools and overseas.

In this outstandingly well led and governed school, senior staff and the governing body review the school's work assiduously. School development planning has successfully focused sharply on raising pupils' attainment and improved progress.

The school recognises the need to consolidate the gains they have made. Its capacity for further improvement is good.

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

- Build on initiatives to improve progress, particularly in mathematics to the same extent as in reading and writing, by ensuring that during lessons teachers and assistants sharpen their use of questioning and use of intervention and support to help pupils on to the next steps in their learning.

## Outcomes for individuals and groups of pupils

1

Pupils participate wholeheartedly in lessons where they listen courteously, discuss enthusiastically and speak confidently. They are motivated to work hard, respond keenly to questions and cogently offer good answers, such as when they have to explain the reasons for their reply. Pupils work responsibly and industriously both in small groups and individually. They take care, particularly in their writing, to lay out their work legibly and neatly.

Both boys and girls build on skills and abilities that are, for most, notably lower than those typically expected for their age when they begin the Reception year. Pupils make good progress as they move through the school. They consolidate their reading, writing and mathematics at the end of Year 2. In both English and mathematics, attainment at the end of Year 6 rose over the past three years to a little above average in both subjects and the school exceeded its challenging targets.

Pupils are very well-informed about all aspects of bullying and convincingly say that bullying is not an issue. Their exemplary conduct reflects the way they put the school's *Rights Respecting* agenda into practice. The award of Healthy Schools status and the Activemark reflects pupils' excellent understanding of ways to look after their well-being. Sustained above-average attendance and no persistent absence, coupled with confidence, an aptitude for team-working and a good ability to apply literacy, numeracy and computer skills prepare pupils well for the next stage in their education. Pupils' enjoyment of learning, good achievement and personal development that is outstanding in most respects, represent outstanding outcomes.

### *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>	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
<b>The extent to which pupils feel safe</b>	<b>1</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>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop 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?

Good teaching throughout motivates pupils and inspires good learning. Teachers and teaching assistants provide thoroughly planned activities that are carefully suited to pupils' skills and abilities. The best teaching is characterised by stimulating introductory work that engages pupils' interest and fosters their full involvement. Skilfully-pitched questions evoke enthusiastic responses and allow the teachers to gauge pupils' understanding. Coupled with effective intervention and support, such teaching consolidates pupils' learning and promotes good progress as seen when older pupils were developing writing skills to contrast characters in the Michael Morpurgo story *Waiting for Anya*. Occasionally, the pace of learning slows when questioning only involves a minority of pupils or class activities are over-long and insufficient time is available for individual support. Teachers mark pupils' work diligently, always praise their accomplishments, share useful pointers for improvement and note progress towards their targets.

The school's outstanding curriculum successfully takes a thematic approach. Carefully-sequenced activities extend pupils' knowledge and understanding and allow them to apply their skills very effectively. All pupils have access to an exceptionally rich range of physical and culturally-related opportunities in and out of school. Outstanding partnerships, such as those with schools in France and Sri Lanka enhance pupils' experience. They provide memorable opportunities for pupils to learn about different cultures through contact with children from different communities. Close links with local specialist secondary schools and partnerships with faith centres and local museums greatly enrich pupils' understanding of the arts and make a vital contribution to their outstanding spiritual, moral, social and cultural development.

In this welcoming school, pupils thrive because all adults work with a collective purpose to nurture their development and learning. Of particular note is the way the school helps pupils with social and emotional difficulties develop confidence and relate well with others as a precursor to improving their academic progress. Staff use their extensive knowledge of pupils' capabilities to give excellent tailored support. This, coupled with a close eye being kept on their development, makes a key contribution to fostering the good progress of those pupils with special educational needs and/or disabilities or at risk of falling behind. Productive relationships with families and rigorous procedures have sustained above-average attendance and prevented persistent absence.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Outstanding leadership and management very successfully promote the caring ethos, harmony and very positive climate for learning evident throughout the school. Effective training and development has tackled issues of teaching raised at the last inspection and improved pupils' outcomes. Governance is outstanding. A most effective combination of discussion of informative reports and visits to see the school at work, leads the governing body to an effective review and broadly accurate evaluation. The governing body and staff ensure up-to-date procedures combine to assure all aspects of safeguarding pupils' welfare. Through activities carefully built into the curriculum, pupils have a very strong understanding of how to keep themselves safe, such as on the road, in school and when using the Internet.

The school is highly successful in preventing discrimination so that all pupils truly enjoy equality of opportunity and play a full part in school life. Boys and girls, higher-attaining pupils and those with special educational needs and/or disabilities all achieve well. A fruitful partnership with parents and carers assures a high level of confidence in the school and notably supports them in helping their children's learning at home. Following a comprehensive review of provision, outstanding arrangements widen pupils' understanding of community cohesion extensively. The International School award reflects partnerships that enhance pupils' awareness of life overseas. Work with the local community and church, links with centres for other religious faiths and partnership with a multicultural school in a nearby town provide invaluable opportunities for pupils to learn about the diversity of life and culture locally and elsewhere in the United Kingdom.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Most children start in the Reception class with skills and abilities, particularly in communication and language and in calculating, below those typical for their age.

Children settle in quickly and enjoy learning. They make good progress through this Key Stage and develop the basic building blocks in all areas of learning. At the end of Reception most are at the levels expected for their age. Children make the best progress in aspects of their personal development and in reading and calculating, but less rapid progress in writing.

Children learn well from a good balance of activities directed by adults and those they initiate for themselves and make good use of the well-resourced indoor and extensive outdoor facilities. They become engrossed in activities, learning through play with each other or individually. Adults promote learning in many ways although, on occasions, incidental support is not sufficiently timely to exploit opportunities as they arise. Direct teaching is sharply focused with themes chosen carefully to strengthen literacy and mathematical skills and extend knowledge and understanding of the world, for example when children explored electric circuits, connecting the wires to bulbs and batteries deftly and predicted what would happen.

Successful caring and working relationships prevail throughout this well-led and managed facility and lead in turn to good outcomes. Children's welfare and development is uppermost in all that is done. Staff record children's progress daily and collate observations diligently to record children's progress and adapt plans for future learning. From the outset when children join Reception, staff forge good links with parents and carers so they are well-informed about their child's progress and know what to do to foster their learning at home.

*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**

An average proportion of parents and carers returned questionnaires. Most were entirely supportive and there is very little disagreement. All agree that their children are taught well and that the school helps them support their child's learning. The greatest disagreement, though still much lower than usual, is about the way the school meets their children's particular needs and the effectiveness of the school's management. The inspection found care, guidance and support, and the leadership and management of the school, to be outstanding. A majority of parents and carers who wrote comments was very positive and appreciative of the support their children receive. The inspection findings concur entirely with these views. Others expressed a variety of concerns: about communication and relationships. The inspection found that communication between home and school is extensive such as through newsletters and an informative website and that the school is caring and welcoming with excellent positive relationships prevailing throughout.

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

Ofsted invited all the registered parents and carers of pupils registered at Bournmoor 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 inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 87 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	56	12	38	1	3	1	3
The school keeps my child safe	20	63	11	34	1	3	0	0
The school informs me about my child's progress	18	56	11	34	2	6	0	0
My child is making enough progress at this school	14	44	16	50	2	6	0	0
The teaching is good at this school	14	44	18	56	0	0	0	0
The school helps me to support my child's learning	17	53	14	44	0	0	0	0
The school helps my child to have a healthy lifestyle	21	66	10	31	1	3	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)	11	34	17	53	2	6	0	0
The school meets my child's particular needs	14	44	14	44	4	13	0	0
The school deals effectively with unacceptable behaviour	12	38	16	50	2	6	1	3
The school takes account of my suggestions and concerns	14	44	16	50	1	3	0	0
The school is led and managed effectively	13	41	13	41	5	16	0	0
Overall, I am happy with my child's experience at this school	15	47	15	47	2	6	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 is 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 up 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.**



16 November 2011

Dear Pupils,

**Inspection of Bournmoor Primary School, Houghton le Spring, DH4 6HF**

I really enjoyed our visit to inspect your school this week. Thank you for helping me when I came to see you in lessons and assemblies and when I met and talked with you. I was impressed to see how you feel very safe in school and how well-behaved you are. You are always polite and very helpful. I was pleased too to see how well you know about keeping yourselves fit and healthy, and how willingly you contribute to school life in ways to help others.

Your school gives you an outstanding education. You have a very rich range of opportunities to learn in all subjects and to find out about how other people live. All the adults in the school look after you exceptionally well. I was pleased to see how successfully the school helps you all to take part in school life. I was also very pleased to see how much you like to take part in lessons and how hard you work. I saw that the results in assessments in Year 6 improved in recent years. You are presently making good progress, especially in reading and writing. I have asked the school to see if they can help more of you do well, especially in mathematics, to lift your results to higher levels in future.

You have many opportunities at Bournmoor Primary to learn about life. You can all help by continuing to work hard, especially in reading, writing and mathematics. I hope that you all do extremely well in the future.

Yours sincerely,

Graeme Clarke  
Lead Inspector

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