

East Rainton Primary School

Inspection report

Unique Reference Number	108794
Local authority	Sunderland
Inspection number	377818
Inspection dates	16–17 November 2011
Reporting inspector	Margaret Armstrong

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	120
Appropriate authority	The governing body
Chair	Janet Meek
Headteacher	Sara Toole
Date of previous school inspection	24 March 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in eight lessons, taught by six different teachers, and held meetings with the governing body, staff and groups of pupils. Inspectors looked in detail at the following: the school development plan and safeguarding policies; the school's data on pupils' progress; and systems for monitoring the quality of teaching. They analysed and scrutinised responses in 55 questionnaires returned by parents and carers. Staff and pupils' questionnaires were also scrutinised by the inspection team.

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

- How well children achieve in the Early Years Foundation Stage.
- The quality of teaching and learning and its effectiveness in accelerating pupils' progress and raising achievement for all pupils, particularly the more-able.
- How effectively leaders and managers monitor, review and evaluate the impact of their actions on outcomes for pupils.

Information about the school

This is smaller than the average size for a primary school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is average. The school has achieved Healthy Schools status and the Intermediate International School award. The school runs its own breakfast and after-school clubs. There has been a high level of staff absence in recent months. An acting deputy headteacher, seconded from another local school, was supporting the school at the time of the inspection.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. The headteacher's success in sharing her ambitious vision for the school is demonstrated by the good team spirit which pervades the school. Strong relationships and good pastoral care result in pupils' good behaviour and enthusiasm for learning. Pupils say they enjoy coming to school and feel safe and secure. Consequently, their attendance is above average. Pupils have a good understanding of how to stay healthy. They participate enthusiastically in sporting activities and talk knowledgeably about their involvement in special events, such as the 'Be a positive citizen!' project. The contribution pupils make to the school and wider community is good. For example, they are proud of the work they have done to improve the school playground. The school's engagement with parents and carers is good and most are appreciative of the work of the school. Parents and carers speak highly of 'the lovely, caring school which is sensitive to pupils' needs'.

Attainment is average by the end of Year 6. It is higher in English than it is in mathematics. Although pupils are confident in basic numeracy, they are less secure in applying their skills to solve problems in a range of contexts. Overall, pupils' progress and achievement is satisfactory. Children start in the nursery with skills levels that are below the expectations for their age. Provision in the Early Years Foundation Stage is effective and children make good progress. However, progress is uneven as pupils move through the school. The unevenness is linked to variability in the quality of teaching. Where teaching is good, teachers set a brisk pace to learning and expectations are high for all pupils. When that is the case, progress accelerates quickly. In less successful lessons, teachers do not always make effective use of information from assessments to plan sufficient challenge for more-able pupils. In those lessons, the pace of learning is slower and the level of engagement less secure, particularly for boys. The use of marking to help pupils improve is inconsistent across the school. The school's curriculum is satisfactory. It has been reviewed recently to provide more interest and increase motivation, an example of leader' success in driving improvement.

Comprehensive self-evaluation by the headteacher, staff and the governing body has focussed the school more sharply on its strengths and areas for improvement. Recent development of subject leaders' skills is enabling them to make a fuller contribution to evaluating the school's work. The monitoring of teaching and learning is carried out regularly, but is not always sufficiently rigorous. As a result, teachers are not always sure how they can improve their practice and ensure pupils achieve

as well as they should. There is a satisfactory capacity for sustained improvement and the school provides satisfactory value for money.

Up to 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- Raise attainment and accelerate progress in mathematics by:
 - ensuring that teachers make better use of assessment information to plan a higher level of challenge for the more-able
 - broadening the range of curriculum opportunities to enable pupils of all abilities to apply their mathematical skills to solve problems.
- Improve consistency in the quality of teaching and learning by:
 - improving the pace of learning to increase pupils' level of engagement, particularly for boys
 - giving pupils clearer indications of how to improve their work through feedback in lessons and marking.
- Strengthen the monitoring and evaluation role of subject leaders by providing them with more training to enable them to be more rigorous when observing lessons and scrutinising pupils' work.

Outcomes for individuals and groups of pupils

3

Most pupils enjoy learning and are active participants, who are keen to succeed. In lessons, they listen carefully, work hard and make satisfactory progress. Positive relationships ensure that pupils behave well, are friendly and helpful to one another and respectful to adults. Although most pupils show good attitudes to learning, their progress is variable as they move through the school. Attainment is broadly average, but improving by the end of Year 6 and achievement is satisfactory. Pupils are more confident in English than in mathematics, where pupils are not always secure in handling numbers to solve problems. Although there is no significant difference in the progress of different groups, more-able pupils do not always progress as quickly as they should. The skilled work of support staff enables pupils with special educational needs and/or disabilities and other pupils who are potentially vulnerable due to their circumstances to progress equally as well as others.

Pupils feel safe in school and know who to turn to if they have a problem. They talk enthusiastically about the interesting experiences the school offers them. They enjoy the wide range of physical activities provided thoroughly and recognise this helps them keep healthy and positively engaged. They are proud of the contributions they make to the school. The school council, for example, has played a key role in helping to plan a 'Friendship Stop'. Pupils' spiritual, moral, social and cultural development is good. Pupils understand fully the school's expectations, which underpin the positive ethos of respect and consideration for others. They are sensitive to the needs of others, have a strong sense of right and wrong and are tolerant of differences. Their

good attendance and the satisfactory progress they make in developing their basic skills, prepare pupils satisfactorily for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching and learning are satisfactory. However, teaching is too variable in quality to promote consistently good progress. Where teaching is good, teachers set high expectations for every pupil, the pace is brisk and teachers use perceptive questioning to extend pupils' thinking. Intended learning outcomes are made clear and this helps pupils to know precisely what they need to do to be successful and to improve their learning. In less successful lessons, the work is not planned sufficiently and the pace of learning is slow. Teaching lacks challenge and questions fail to extend the thinking of more-able pupils. Where that is the case, the level of pupils' engagement, particularly for boys, is less secure. There are examples of informative marking, with indicators for improvement that help pupils progress and to meet their targets, although this is not consistent across subjects or year groups.

The curriculum is satisfactory. It has been developed recently to enhance pupils' motivation to learn. The curriculum is matched adequately to pupils' needs and interests, but it does not always cater for the needs of more-able pupils. In addition, the curriculum does not provide pupils with sufficient opportunities to practise and develop their numeracy skills in problem-solving activities. An increasing variety of activities is arranged to add interest to the school day. For example, involvement in events, such as 'Culture Day,' has provided the pupils with opportunities to focus on special themes which interest them. Pupils benefit from a good range of opportunities outside the school day. They talked excitedly about their enjoyment of residential visits and their involvement in sporting events. New partnerships between other local schools are supporting the school in developing the curriculum. As a result, pupils benefit from specialist support in areas, such as music, gymnastics and information and communication technology.

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

The well-targeted care and support for pupils enable them work and play in a safe and secure environment. Rigorous monitoring of attendance has enabled the school to improve attendance and eliminate persistent absences. Parents and carers are kept informed of their children's well-being and they receive good-quality information about academic progress and their children's targets for improvement. The strongly caring ethos of the school and teachers' good knowledge of pupils, ensure that concerns are addressed quickly. Close working with external agencies means that support for pupils whose circumstances make them potentially vulnerable is rapid and effective, involving a breadth of specialist expertise. Transition at all stages is a very positive experience and ensures pupils settle quickly into new surroundings.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's success in sharing her ambition for the school is demonstrated by the commitment all staff have to improving outcomes for pupils. She has maintained a focus on raising attainment despite exceptionally high levels of staff absence. Leaders analyse data carefully and set challenging targets for improvement. That is enabling them to spot underachievement earlier and target support effectively. As a result, attainment is rising quickly. However, the monitoring of teaching and learning lacks some rigour and teachers are not always given sufficient guidance on how they can improve their practice. Consequently, teaching quality is variable and pupils' progress is uneven. Equality of opportunity is satisfactory. The school does not tolerate harassment in any form and ensures the school is an orderly community. To ensure full equality in learning, the school is tackling the needs of all pupils, especially the more-able.

Governance is satisfactory. The governing body provides good support, but it is not yet using the information it holds regarding identified weaknesses to question and challenge the rate of improvement fully. Safeguarding arrangements are good, with clear policies and secure risk assessments. Staff are checked thoroughly for their suitability to work with children. Good partnerships with parents, carers and specialist agencies, ensure that pupils are well supported. The school's promotion of community cohesion is good. Planning ensures close links with the local community and actions are in place to extend pupils' awareness of different cultures in the United Kingdom and the wider world.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle well when they first start in the nursery and adapt quickly to the daily routines. That is because adults are attentive, listen to the children and create conditions in which children feel welcomed, safe and secure. As a result, children make good progress from their starting points and achieve well. The large majority reach the level expected at the start of Year 1, although this does vary from year to year, depending on children’s ability and readiness to learn. Parents and carers are pleased with the progress their children make. Induction arrangements are good and parents and carers appreciate the Learning Journals, which ensure there is effective dialogue between home and school. Children with special educational needs and/or disabilities are fully integrated and benefit from high-quality support. Teaching and learning are good. Activities, both indoors and outdoors, are interesting and motivate children, helping them to enjoy their learning. Relationships are very positive, so pupils interact well with each other and with the dedicated staff. Leadership and management are good and there are appropriate plans in place to develop provision further. Arrangements to meet the health, safety and welfare of the children meet requirements.

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

Most parents and carers who returned the questionnaires expressed positive views about the school. They feel their children are safe and cared for well throughout the school. Parents and carers are supportive of the leaders and managers, and feel their children are well prepared for future learning. A small number expressed concern regarding the progress their children make and the way the school deals with unacceptable behaviour. Inspectors judge that the school works effectively to support individuals to conduct themselves well and that behaviour is good. However, they endorse the view that the progress pupils make is uneven as they move through the school, although it is satisfactory overall. Inspection evidence found that pupils are satisfactorily prepared for the future. Inspectors endorsed parents' and carers' views about the school's effective care for their children and found other aspects of provision to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Rainton 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 **55** completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	67	18	33	0	0	0	0
The school keeps my child safe	33	60	18	33	3	5	1	2
The school informs me about my child's progress	20	36	30	55	4	7	0	0
My child is making enough progress at this school	25	45	25	45	1	2	0	0
The teaching is good at this school	30	55	21	38	1	2	0	0
The school helps me to support my child's learning	30	55	20	36	3	5	1	2
The school helps my child to have a healthy lifestyle	28	51	22	40	1	2	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)	16	29	30	55	2	4	0	0
The school meets my child's particular needs	25	45	29	53	1	2	0	0
The school deals effectively with unacceptable behaviour	18	33	25	45	5	9	1	2
The school takes account of my suggestions and concerns	21	38	25	45	1	2	0	0
The school is led and managed effectively	21	38	29	53	2	4	0	0
Overall, I am happy with my child's experience at this school	32	58	21	38	0	0	1	2

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.



18 November 2011

Dear Pupils

Inspection of East Rainton Primary School, Houghton le spring, DH5 9RA

Thank you very much for making the inspection teams recent visit to your school so enjoyable. We were made to feel very welcome and you looked after us very well. We enjoyed talking to you and especially liked the way in which you cared for each other and your school. We know the adults in school make sure you are well looked after and we know you feel safe in school. You should be proud because you are polite, respectful and your behaviour is good. You have a good understanding of how to live a healthy lifestyle and you make a strong contribution to your school and local community. We were particularly interested in the way you take responsibility as members of the school council and organise fund-raising.

You go to a satisfactory school. That means that it does some things well, but other things could be better. We found that some of your lessons make you think and work hard, but they were not all like this. That means that some of you do not always make as much progress as you should. So that you can improve further, we have asked the school to:

- ensure all teaching is exciting, with teachers matching tasks to your needs in classes, particularly for the faster learners and the boys
- make sure teachers' marking helps you to improve your work
- provide you with more opportunities to develop your numeracy skills in problem-solving activities
- check more carefully in lessons how well you are doing.

You can continue to help by coming to school regularly, working as hard as you can and by helping each other in and around school. Thank you again for welcoming us to your school. We wish you every success in the future.

Yours sincerely,

Margaret Armstrong
Lead Inspector (on behalf of the inspection team)

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