

Errington Primary School

Inspection report

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| Unique Reference Number | 111655 |
| Local authority | Redcar and Cleveland |
| Inspection number | 378331 |
| Inspection dates | 26–27 March 2012 |
| Lead inspector | Graeme Clarke |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 239 |
| Appropriate authority | The governing body |
| Chair | Tina Richardson |
| Headteacher | Christine Stinson |
| Date of previous school inspection | 13 November 2008 |
| School address | Windy Hill Lane Marske-By-Sea Redcar TS11 7BL |
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Introduction

Inspection team

Graeme Clarke
Kevin Dodd

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 11 teachers and, as well as short visits to lessons, they made extended visits to 13 lessons of which one was a joint observation with the headteacher. Inspectors listened to a sample of pupils reading, they joined an assembly, held meetings with parents and carers, a group of pupils, members of the governing body and staff. They examined a selection of pupils' written and mathematics work and scrutinised a range of the school's documentation about arrangements for child protection and safeguarding; the curriculum; reviews of pupils' progress and development planning. Although there were no responses to the online questionnaire (Parent View) the inspectors analysed 88 written questionnaires returned by parents and carers.

Information about the school

Errington is an average-size primary school. Almost all pupils have a White British heritage and others come from mixed Asian origins. The proportion of pupils known to be eligible for free school meals is lower than the national average although the number is rising. The school has a resourced unit for Key Stage 2 pupils with statements of special educational needs because of their learning difficulties and, in turn, the proportion of disabled pupils or those with special educational needs is much higher than usually found in primary schools. The school has the Basic Skills Quality Mark; the Active Sportsmark; the Charter for Action - Bullying; an accredited travel plan; the Eco School award and Healthy School status.

A Sure Start facility with childcare provision for young children is attached to the school premises and was inspected separately. 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 | 3 |
| Achievement of pupils | 3 |
| Quality of teaching | 3 |
| Behaviour and safety of pupils | 3 |
| Leadership and management | 3 |

Key Findings

- This is a satisfactory and improving school. Senior leaders and the governing body are moving the school forward. Staff work effectively to promote a caring ethos which prevails throughout. The school is not judged to be good because of inconsistencies in the quality of teaching and pupils' satisfactory progress.
- Achievement is satisfactory. Children's skills and abilities have declined year-on-year to be now well below those typically seen when beginning Nursery class. Last year children made outstanding progress in the Early Years Foundation Stage. Pupils consistently make satisfactory progress in Key Stage 1. Reading standards fell at the end of Year 6 in 2011. Year 6 pupils presently make satisfactory progress and a higher proportion now attain levels in reading, writing and mathematics expected for their age. Disabled pupils or those with special educational needs achieve well.
- Teaching is satisfactory. Some is very effective, such as when teachers harness pupils' enthusiasm and use information about pupils' abilities to tailor activities that successfully develop their knowledge and skills. At other times, questioning that does not test pupils' understanding sufficiently, a slow pace or undemanding work limits learning.
- Behaviour is satisfactory. Pupils conduct themselves considerately. Bullying is minimal and dealt with effectively. Almost all parents and carers are satisfied with behaviour in the school. Pupils wholeheartedly participate in the best lessons but in others they sit passively with only a minority offering to contribute.
- Leadership and management are satisfactory. Senior leaders review teaching and analyse pupils' performance. Determined work by leaders to improve the teaching of reading has ensured that the 2011 dip has been halted. They have raised standards in reading, writing and mathematics this year but recognise there is more to do, particularly to firm up the improvements made. Development planning identifies key priorities but is not sufficiently precise to help leaders measure the impact of their actions.

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?

- Consolidate work to improve progress and raise attainment for all pupils by:
 - raising the quality of teaching to the level of the best in the school through exploiting the skills and sharing the successful approaches that some teachers use
 - drawing upon information about pupils' performance to tailor lesson activities more closely to their abilities and to specify support for individual pupils needing particular help
 - consistently sharing clear learning intentions with pupils and reviewing their progress to consolidate their understanding and plan the next steps they should take to reach higher levels.

- Enhance the value of school development plans by identifying the most important actions to take and clear criteria for success to enable their impact to be measured easily.

Main Report

Achievement of pupils

All parents and carers believe their children are making good progress and almost all agree that the school meets their children's particular needs. Inspection evidence does not concur entirely with these views because it points to satisfactory achievement overall but good achievement by disabled pupils or those with special educational needs, especially by those supported within the resourced unit.

In lessons seen, pupils settle quickly and enjoy learning. Children in the Early Years Foundation Stage happily take part in a range of activities whether led by adults or, particularly in nursery, those they initiate themselves. In other lessons, pupils show self-confidence when speaking, often giving cogent explanations of their reasoning, and usually listen attentively to others in discussion. Older pupils have a good grasp of language for communication, for example, using punctuation, adjectives, similes and metaphors to good effect. Pupils clearly make good progress in developing handwriting skills. They read with fluency and earnestly use reading skills to decode unfamiliar words. They have a good comprehension of the stories they read. Pupils calculate accurately although their mathematical work is not presented with sufficient detail or care to avoid making mistakes.

When children joined the Early Years Foundation Stage several years ago, their skills and abilities were broadly typical for their age. Following a year-on-year decline, children joining now have skills and abilities well below those expected, notably in their speech, language and social development. After a pattern of generally satisfactory progress by the end of Reception Year, last year most children made outstanding progress to reach expected levels in all areas of learning.

By the end of Key Stage 1, attainment in reading, writing and mathematics is consistently average. Taking their starting points into account, pupils' progress is satisfactory. Until last year, pupils made satisfactory progress in Key Stage 2 and left at the end of Year 6 with average attainment. In 2011, reading standards fell to well below average, even when taking the higher than usual number of disabled pupils and those with complex special educational needs into account. Although the proportion of pupils gaining Level 4 or higher met national floor standards for combined attainment in English and mathematics, too few pupils made sufficient progress in reading to meet the floor standard for progress in English.

Improved reading standards reflect the large majority of pupils presently in Year 6 who have made at least satisfactory progress to reach levels of attainment expected for their age in reading, writing and mathematics. Progress has improved in writing and mathematics, too. The school is well on track to meet all floor standards in Year 6 assessments at the end of this year.

Last year, most disabled pupils and those with special educational needs did better than their counterparts nationally overall. Those in the resourced unit did not attain as highly and overall their progress was satisfactory. Currently, disabled pupils and those with special educational needs, working within the resourced unit, learn well and make good progress.

Quality of teaching

Teaching is satisfactory overall which is a view shared by all parents and carers. Teaching quality is not consistent throughout the school.

At its best, effective teaching motivates and inspires pupils who are exceptionally enthusiastic to take part. Activities are carefully tailored to pupils' abilities and appeal to their interests. Fast-paced intriguing tasks engage pupils' attention and lead to a high level of industry. Pupils in Year 4 were determined to create opening paragraphs that grab the reader's attention and, with skilfully-pitched questions to analyse their work, the teacher evoked exceptionally enthusiastic responses and encouraged pupils to review their learning in relation to her expectations shared at the outset. Curriculum planning is capitalising on the Olympic Games. Pupils in Year 5, fascinated by studying Ancient Greece took part excitedly in role play and a joint sporting activity, 'The Dads' Olympics', with parents and carers. Joint planning with teaching assistants ensures effective support for learning and shared observations of learning contribute to compiling learning journals of progress in the Early Years Foundation Stage. Skilled teaching in the resource base for disabled pupils or pupils with special educational needs is particularly effective in fostering pupils' involvement and promoting both pupils' good personal development and progress in learning.

More often, however, teaching is satisfactory. At times, pupils spend too long as a class group at the beginning of the lesson because the pace of introduction is slow. Questioning on occasions is too drawn out or confusing and does not enthuse so only a minority are prompted to volunteer answers. Class activities are the same for everyone and many higher-attaining pupils find the tasks routine and lacking interest. Teachers do not always insist that pupils apply earlier learning to new situations, such as being systematic when solving mathematical problems and setting out calculations precisely. Insufficient time is allocated by the teacher to review and accurately gauge the extent of pupils' understanding to inform planning their next steps in learning. In these situations, the rate of learning is slower.

Teachers mark pupils' written and mathematics work diligently, always praise their accomplishments and give pupils useful pointers for improvement which, however, are rarely followed through.

Teaching promotes pupils' spiritual, moral, social and cultural development satisfactorily. Pupils work well together and take opportunities to reflect on symbolism in assembly, the contributions and achievements of their classmates, to consider moral and cultural themes in their reading, history and geography lessons and through visits to heritage and faith centres.

Behaviour and safety of pupils

Behaviour and safety overall are satisfactory. Pupils enjoy many aspects of school life and the friendships they make. From the Ofsted questionnaire seeking their views and in conversation with them, a large majority of pupils view behaviour as good. They say they feel entirely safe because the school deals effectively with bullying. They are well informed about safe use of the internet such as the risks of using social networking sites; of bullying by mobile phone text messaging; when on the road; and, pertinent to the school's situation on the coast, when playing near water. Many parents and carers, too, are of the view that lessons are not disrupted by misbehaviour and that any bullying is dealt with effectively.

Although younger pupils are a little boisterous at times as they move about the premises, pupils conduct themselves considerately and use the playground sensibly where they enjoy socialising and energetic play without spoiling the enjoyment of others. Behaviour for learning is a notable feature in those lessons where teachers capitalise on pupils' natural enthusiasm. In such lessons seen, pupils tackle tasks promptly and work with commendable endeavour. When teaching is satisfactory pupils are often passive and only a minority volunteer to answer questions. Pupils rarely disrupt the learning of others and on the few occasions when pupils talk out of turn, teachers competently manage the situation.

Attendance is broadly average and persistent absence has been reduced this year.

Leadership and management

Senior leaders and the governing body are committed to improvement. Since the previous inspection, they have enhanced the curriculum and given pupils many opportunities to apply skills, including using information and communication technology, throughout carefully planned themes. They have raised standards in writing and, more recently, staff professional development has improved the teaching of reading and raised standards in English. Leaders systematically analyse the performance of groups of pupils and monitor teaching to evaluate the school's strengths and identify areas for improvement. Their evaluation identifies the expertise and skills teachers use in the most effective lessons and they recognise the value of sharing them to improve the quality of teaching throughout the school. Although these gains are recent, the school has capacity for further improvement.

Governance is satisfactory. The governing body is knowledgeable of the school through receipt of informative reports, analysis of pupils' performance and visits. They recognise their next step is a more methodical agenda for visits to evaluate the work of the school. Improvement planning addresses important priorities, however, it lacks the precision needed to make it truly useful. It contains too many broadly described activities and success criteria

are not sufficiently clear to help leaders and the governing body evaluate the impact of initiatives.

The curriculum provides opportunities for pupils to develop their spiritual, moral, social and cultural understanding. These include topics which enhance pupils' understanding of their local heritage. Importantly too, it widens pupils' horizons and understanding of the diversity of life more widely within the United Kingdom and overseas. A visit to a nearby mosque left pupils wide-eyed in appreciation of an unfamiliar culture.

The school ensures that all pupils have equality of opportunity to do well. Analysis of pupils' performance offers early identification of any pupil at risk of falling behind followed by provision of support. There is no evidence of discrimination of any kind and school data show the gap closing between boys' and girls' attainments and higher-attaining pupils achieving as expected. Disabled pupils or those with special educational needs are helped to play a full part in school life.

The governing body ensures up-to-date training, careful vetting and diligently followed routines combine to assure the welfare of children. Almost all parents' and carers' responses in questionnaires show an exceptionally high level of strong agreement that the school's arrangements safeguard their children. Inspectors looked into the few concerns they registered and are satisfied the school has addressed them appropriately.

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 | 46 | 46 | 8 | 0 |
| Primary schools | 8 | 47 | 40 | 5 |
| Secondary schools | 14 | 38 | 40 | 8 |
| Special schools | 28 | 48 | 20 | 4 |
| Pupil referral units | 15 | 50 | 29 | 5 |
| All schools | 11 | 46 | 38 | 6 |

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

| | |
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| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Behaviour | how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school. |
| Capacity to improve: | the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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: | inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. |
| 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. |
| Safety | how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning. |

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.



28 March 2012

Dear Pupils

Inspection of Errington Primary School, Redcar, TS11 7BL

On behalf of my colleagues thank you for your help when we came to inspect your school recently. We were impressed by your welcome, your politeness and courtesy and we were delighted to see how much you enjoy and contribute to school life. You are often well behaved and sometimes very enthusiastic and keen to take part in discussions and show your work. At other times though you sit very quietly and rarely offer to answer questions or take part. All the staff are very proud of you.

Your school gives you a satisfactory education. All the adults in the school look after you really well and that is why you feel very safe. Reading standards dropped last year and too few pupils did well enough. This year many of you are making better progress, especially in reading. We were impressed when some of you came to read to us. Some of you are well taught, although when you have to sit for a long time or have work to do that is a little too easy you do not learn as quickly as you could.

When we looked at your books we liked the way your teachers mark your work. Some of you are untidy in the way you set out your mathematics work though! We have asked the school to make sure you all have the very best teaching possible; to give you activities in lessons that are interesting and make you try hard to succeed; and to review your work with you so you can clearly see how well you are doing and where you can improve.

You have many opportunities at Errington Primary School to learn about different aspects of life and these help you to prepare for the future. Some of you will soon be leaving to join a secondary school. I hope that you all do really well.

Yours sincerely

Graeme Clarke
Lead inspector

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