

Durham Lane Primary School

Inspection report

Unique Reference Number	111562
Local authority	Stockton-on-Tees
Inspection number	378319
Inspection dates	28–29 March 2012
Lead inspector	Saleem Hussain

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	210
Appropriate authority	The governing body
Chair	Philip Shaw
Headteacher	Jacqueline Ball
Date of previous school inspection	22 May 2007
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Introduction

Inspection team

Saleem Hussain
Jennifer Firth

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed eleven lessons and saw most teachers. Meetings were held with groups of pupils, governors and staff. Inspectors took account of the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a broad range of documentation including that relating to safeguarding practices, the school's self-evaluation, development planning and assessment information for pupils' academic progress and personal development. Inspectors scrutinised the views of staff and pupils and analysed 79 questionnaires from parents and carers.

Information about the school

Durham Lane is a broadly-average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The majority of pupils are of White British heritage with a small proportion from a range of minority ethnic backgrounds. The proportion of pupils with English as an additional language is below average. A very small number of pupils are looked after by the local authority. A broadly average proportion of pupils is disabled or has special educational needs. The school has a local authority resourced provision for 14 younger pupils with speech and language difficulties. Nearly one fifth of children is in the Early Years Foundation Stage. The school has achieved a range of external awards including the Healthy Schools Gold Award and the Green Flag Eco-Schools Award. The school exceeds the government's current floor standard for pupils' attainment and progress. A significant number of pupils join school at times other than the Early Years Foundation Stage.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is a good school with outstanding aspects. All groups of pupils including boys, girls, pupils with English as an additional language, and those with disabilities or special educational needs are achieving well overall because teaching is good. Achievement is good throughout the school, including in the Early Years Foundation Stage, Key Stages 1 and 2. The school is not outstanding because teaching does not always challenge the more-able pupils sufficiently.
- Teachers use their subject knowledge well to plan lessons which engage pupils effectively. Planning is generally good, although teachers do not always set clear targets for the most-able pupils to ensure that they are always challenged to achieve their very best. Basic skills in literacy and numeracy are taught well. Consequently, pupils are well equipped to learn for themselves. The best teaching includes many opportunities for pupils to discuss work with their ‘talking partners’. Teamwork between staff in the classroom is exceptional, making a significant contribution to learning.
- Pupils are treasured as individuals and nurtured very effectively so that their behaviour is outstanding. Pupils develop an outstanding awareness of safety matters as a result of the school’s excellent care, guidance and support. Strategies to raise pupils’ self-confidence and promote excellent behaviour are very effective. Consequently, pupils fully understand the impact of their actions on others.
- The headteacher works relentlessly with governors and senior managers to monitor the quality of provision and tackle any weakness in performance. Teaching is led very well. Leaders and managers at all levels have created a sense of unity and common purpose across the school. Self-evaluation is very astute and accurate. Senior leaders use their insight very effectively to make school improvements. For example, pupils’ spiritual and cultural development has improved from good to outstanding since the last inspection.

What does the school need to do to improve further?

- Ensure that the most-able pupils are challenged even more by setting clear learning targets for them in all lessons.

Main Report

Achievement of pupils

Parents and carers are pleased with their children's achievements. Most pupils are making good progress overall in relation to their starting points.

Attainment on entry to the Early Years Foundation Stage is broadly average. Children make generally good progress across all the required areas of learning. Progress in personal and social development is best and this is reflected in their very positive attitudes. Children follow learning routines well and greatly enjoy the stimulating indoor and outdoor activities. They are keen to use learning resources such as word cards and computers independently. For instance, a group of the youngest children used resources such as toy animals in the Rainbow Farm play-area and then computers to play educational games in a highly effective way. Consequently, they developed their knowledge and understanding of the world and information and communication technology (ICT) skills well.

Pupils with disabilities and those with special educational needs make good progress. Good levels of support provided for pupils in the speech and language unit ensure that they achieve as well as other pupils and groups in the main school. External specialist support for speech and language development is increasing. For example, a therapist is working more with pupils in school.

Good achievement through each key stage culminates in most pupils leaving school with above average attainment in English and mathematics. The performance of most pupils exceeds the government's floor standards. Achievement in mathematics is very good. The great majority of pupils reach above average standards in reading, including by Year 2, and this too represents very good achievement. A small proportion of older girls do not achieve quite as well as boys, especially in writing. The school has developed positive interventions to remedy this and gaps in attainment are closing effectively. However, a small number of more-able pupils do not achieve as well as they could. Pupils generally build their knowledge and understanding quickly in different subjects. Many opportunities across the curriculum enable pupils to develop good skills in literacy, numeracy and ICT. For example, in a Year 3 Spanish lesson, the teacher provided plenty of opportunities for pupils to develop their skills in matching letters and sounds in English and Spanish. These factors ensure that pupils are well prepared for the next stage in their education. Pupils achieve very well in music and art. Many pupils learn to play musical instruments, such as brass, very well. Several rehearsals of a school production included splendid performances from pupils in singing and playing instruments.

Quality of teaching

Parents and carers are pleased with the teaching. Teaching is mainly good, with some that is outstanding and a little that is satisfactory, rather than good. Consequently, most pupils

and groups of pupils, including those with disabilities and those with special educational needs, are achieving well throughout the school. Teachers often praise and reward pupils for their achievements and hard work; consequently, attitudes are excellent. Relationships between adults and pupils are exceptionally good. This, together with the school's vibrant curriculum, makes a strong contribution to the ethos in all classrooms and to pupils' spiritual, moral, social and cultural development. The teaching of basic skills in literacy, numeracy and ICT is very strong. Every opportunity for this is taken, including in the Early Years Foundation Stage and the speech and language unit. Teachers use their good subject knowledge to plan interesting tasks. Pupils especially like the real-life based work. They said how useful it was to learn about percentages and decimals through work they had done involving shopping and budgeting. Teachers use resources well to make and illustrate important teaching points in all subjects. Along with good questioning and explanations, this ensures that pupils learn well. Teachers work very closely with their assistants. For instance, in a Year 5 lesson the teacher, a teaching assistant, and a student teacher worked effectively together to ensure that all pupils achieved their very best.

Carefully targeted support and intervention meets pupils' needs effectively so that they learn well across the curriculum. For example, a teacher skilfully promoted self-confidence and ensured good progress in reading and writing in a lesson for lower-ability Year 6 pupils following a school trip.

Teachers have a good understanding of pupils' needs and prior attainment through accurate assessment. Although assessment information is generally used well to challenge pupils of all abilities, lesson planning for the most-able does not always include clear learning targets. Consequently, a small number do not achieve as well as they could. Marking is good. Pupils say that comments in their workbooks and other constructive feedback enable them to understand clearly the next steps they must take to improve. They especially value their individual target cards for literacy.

Behaviour and safety of pupils

The school is a very orderly and happy community. Parents, carers, staff and pupils are generally very positive about behaviour and safety. Pupils are very polite, courteous and well mannered. Exemplary behaviour was seen during the inspection in lessons, as pupils moved around school and at all other times. Standards of self-discipline are very high. Behaviour management strategies are very effective and pupils say that they like the system of reward which celebrates good achievement, acts of kindness and outstanding behaviour. Personal, social, health and citizenship education is very effective. For example, assemblies have focussed on why it is wrong to call people names if they belong to a different racial group or if their life-style is different. The school council regularly reviews the quality of relationships between pupils in lessons and at break-times. They have recently re-instated the 'friendship stop' at play-times so that everyone plays their part in supporting pupils who feel worried or just want to play with different peers. Relationships between pupils are excellent. Pupils treat each other with high levels of care, dignity and respect. They share tasks in group work fairly and value each other's contributions and ideas very much. Pupils smile spontaneously with admiration when they hear about each other's good achievements at celebration assemblies.

A small number of parents and carers responding to the questionnaire expressed concerns about behaviour in school. Inspectors are satisfied that the school has excellent procedures to deal with any incidents of unacceptable behaviour. Pupils say that they feel very safe at

all times and that there is always an adult they can turn to for help. They say that instances of name-calling or bullying are extremely rare but if they experience or report any problems to adults, that any issues are always resolved fully. Pupils have developed an excellent understanding of the different forms that bullying can take and what constitutes an unsafe situation.

The overall rate of attendance is above average. Punctuality in arriving at school and for lessons is very good.

Leadership and management

The effectiveness of leadership and management can be seen in pupils' good achievement and outstanding personal development including their spiritual, moral, social and cultural development. All leaders and managers are totally committed to raising standards and improving teaching further. Everyone is very determined to ensure that all groups of pupils achieve equally well. There is a strong stance against any suggestion of discrimination. The governing body is very supportive of the school, holds it to account effectively and offers high levels of scrutiny and challenge in key areas of its work. Senior leaders have developed very good strategies, actions and interventions based on a thorough and accurate self-evaluation and understanding of the school's performance. Leaders are well aware of the small amount of weaker teaching and there are rigorous procedures in place for professional development and to spread the best teaching practice.

Pupils of all abilities and backgrounds enjoy the school's rich and vibrant curriculum. The curriculum meets the needs of all groups of pupils very closely. There is a very good range of extra-curricular opportunities, including opportunities for improving health and fitness through sports. Pupils love the very memorable experiences that are on offer through educational visits and visitors. For example, construction workers led an assembly recently on safety matters. Pupils were thrilled when a police helicopter recently landed on the school grounds and pilots gave talks about the emergency services. There was pin-drop silence as a member of Britain's Olympic swimming team took an assembly during the inspection and gave a talk about the importance of working hard towards goals and the inspirational nature of human achievement. The school has made good improvements to the curriculum since the last inspection. For example, the school now provides better opportunities for pupils to acquire basic skills in literacy and numeracy. Also, there are now many opportunities to learn about the multicultural nature of society. The school has highly successful strategies for engaging with parents and carers to benefit pupils, for example, family learning workshops are regularly organised to help parents and carers to become even more effectively involved in their children's learning. The school's arrangements for safeguarding pupils fully meet statutory requirements.

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

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.



30 March 2012

Dear Pupils

Inspection of Durham Lane Primary School, Stockton-on-Tees TS16 0NG

Thank you for making me so welcome when I visited your school. I enjoyed my visit very much and valued the things you said about the school in the questionnaire and when we talked. This letter is to tell you what I found out about your school. You are happy because you feel very safe and behaviour is outstanding. Your personal development is outstanding. Teaching is good and it helps you to achieve well. I liked the way that teachers present the work to you and how enjoyable they make it. The teamwork between adults in the classroom who help you to learn is excellent. As an area for improvement, I have asked teachers to make sure that the most-able pupils are challenged even more to achieve their very best.

Excellent school leadership makes sure that there are many interesting things for you to do and that you achieve well. I am very pleased to see how many excellent chances you have to learn through school visits and visitors. I know that your parents or carers and the staff are very proud of you and your achievements. Well done, and keep up all your good work.

Yours sincerely,

Saleem Hussain
Lead Inspector

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