

Timothy Hackworth Primary School

Inspection report

Unique Reference Number	114113
Local authority	Durham
Inspection number	378797
Inspection dates	25–26 April 2012
Lead inspector	Gordon Potter

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	414
Appropriate authority	The governing body
Chair	John Laverick
Headteacher	Anne Dockray
Date of previous school inspection	17 June 2008
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Introduction

Inspection team

Gordon Potter
Janice Gorlach
John Pattinson

Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 31 lessons taught by 15 teachers, including joint observations of several classes with the headteacher and deputy headteacher. The inspectors held meetings with representatives of the governing body, staff, pupils, parents and carers, and spoke to the school's local authority education development adviser. The inspectors observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised the 74 questionnaires returned by parents and carers as well as questionnaires from pupils and 16 staff.

Information about the school

This school is larger than the average-sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those with special educational needs who are supported by school action plus, is well above average. The school is a UNICEF Rights Respecting School and has Enhanced Healthy School status. The school meets the current floor standards which are the minimum standards expected by the government for attainment and progress.

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	2

Key Findings

- This is a good school. It encourages pupils to behave exceptionally well, to have above average attendance and excellent spiritual, moral, social and cultural development. It is not yet outstanding because, while there is good teaching which challenges pupils and helps them to make good progress, attainment remains average at the end of Year 6.
- Pupils' achievement is good. From starting points that are generally well below age-related expectations on entry to the Early Years Foundation Stage, pupils make good progress to attain standards that are average at the end of Year 6. Disabled pupils and those with special educational needs make good progress.
- Teaching is good overall. Teachers engage pupils in stimulating activities which allow them to apply their skills in all subjects. They do not always provide enough opportunities for pupils to write at length and apply their mathematical skills in a wider range of contexts. Teachers do not always allow pupils time to act upon advice about how to improve their work.
- Behaviour is excellent. Pupils say they feel exceptionally safe in school. Their involvement in the UNICEF Rights Respecting School initiative has had a remarkable impact on their behaviour and their joy in learning.
- Leadership and management are good. Under the adroit leadership of the headteacher, all staff have implemented initiatives which have improved teaching, the curriculum and the rates at which pupils make progress. Leaders and managers accurately evaluate the school's strengths and weaknesses and use the outcomes highly effectively to manage performance and target further improvements. Data about pupils' attainment and progress are used successfully to identify gaps in learning. They are used less well to plan work which enables the most able pupils to extend rather than consolidate their learning. The governing body supports senior leaders well and offers rigorous challenge.

What does the school need to do to improve further?

- By the summer of 2013, increase the rates at which pupils make progress and raise attainment, by:
 - providing pupils with even more opportunities in lessons to develop their mathematical skills in a wider range of contexts and to write creatively and at length
 - ensuring that pupils have the chance to act upon advice about how to improve their work
 - using assessment information even more rigorously to plan work that extends, challenges and enables the most able pupils to reach higher levels.

Main Report

Achievement of pupils

Pupils enjoy lessons. They are hard working and extremely eager to give of their best. They respond well to good teaching that stimulates their learning. For example, pupils in Year 2 were engaged in researching, talking and writing together to develop presentations about different aspects of life and death in Ancient Egypt. Skilful teaching allowed them to apply their skills in writing and to understand the mathematical concepts of a square-based pyramid.

Outcomes for children in the Early Years Foundation Stage are good and they make good progress from their starting points. Attainment at the end of Year 2 is typically below average but the attainment of pupils currently in Year 2 is average and they have made good progress from their starting points as a result of improved teaching in Key Stage 1. This rise in attainment has not had time to impact on attainment at the end of Year 6, which is also average. However, pupils make good progress in Key Stage 2. Attainment in reading by the end of Key Stage 1 is typically below average and by the time pupils leave school in Year 6 it is average. Disabled pupils and those who have special educational needs, make good progress because the school accurately identifies their needs and provides highly effective support and teaching through the use of highly skilled teaching assistants and teachers.

All parents and carers believe their children are making good progress. Inspection findings are that pupils make good progress overall. This is particularly the case where teaching is clearly focused and offers pupils opportunities to engage with tasks which are at the correct level of challenge and which offer opportunities for creativity.

Quality of teaching

All parents and carers believe that pupils are taught well. Inspection evidence confirms that this is the case. In the best lessons, teachers plan stimulating opportunities for pupils to learn through practical activities, including using

technology and books for research, role play, games and investigations. Teachers explain clearly what pupils will learn and how they will know if they have succeeded. They use questions well to check what pupils already know and to test the progress they are making. There are strong relationships, and teachers and teaching assistants interact extremely well with pupils to support them in their learning. Disabled pupils and those with special educational needs are taught well because their needs are clearly identified and skilful interventions enable them to access activities both individually and with their peers. The teaching in English lessons effectively focuses on extending pupils' writing skills but provides fewer opportunities for pupils to write at length and with creativity. Teachers use games, work in other subjects, newspapers, stories and drama to stimulate ideas for writing. In mathematics, pupils have opportunities to engage with challenging open-ended activities. For example, by adding in obtuse and acute angles, teachers skilfully extended the challenge for Year 3 pupils who were using their measuring and directional skills to develop their understanding of right angles, clockwise and anti-clockwise rotation. Marking informs pupils about the level of their work and how to improve it, although teachers do not always allow pupils time to act upon this advice. Pupils benefit from clear short-term targets for improvement which help them to take the next steps in their learning. Occasionally, whole-class activities do not extend the learning of more-able pupils.

In the Early Years Foundation Stage, a range of engaging activities, inside and outdoors, captures children's imagination, allows them to investigate for themselves and moves their learning on quickly. Teachers skilfully direct children's learning and encourage them to enjoy new experiences. For example, one teacher introduced children to new tastes by offering them ginger, cinnamon and lemons which they ground, grated and mixed before developing colourful posters to record their learning. Across the school, the teaching of reading and the links between sounds and letters is well-targeted to individual pupils' needs and is highly effective. As a result, pupils make good progress in reading and writing.

Behaviour and safety of pupils

Pupils enjoy school very much. Almost all parents and carers responding to the inspection questionnaires agree that, overall, there is a typically good standard of behaviour at the school. The inspectors analysed the school's records of behaviour over time and talked to many pupils during lessons, at break times and more formally in group discussions. There is clear evidence that behaviour has improved over time as a result of pupils understanding how to tolerate differences and to respect the rights of others. As a result, excellent behaviour was evident in lessons observed during the inspection and around the school. Pupils are extremely polite and forthcoming to adults and highly respectful of each other and their school surroundings. They are aware of different forms of bullying and say that cyber-bullying or racism, in particular, are very uncommon. They say that behaviour is excellent in their lessons and that behaviour strategies are used effectively so that the few pupils who find managing their own behaviour difficult respond well to a consistent approach and clear guidance. Pupils feel extremely safe and know that older pupils as well as the teachers and other adults in school, will help with any problems if they arise. Attendance is above average. The school council and playground buddies work very hard on behalf of other pupils and have helped to

develop the rules that help pupils to behave so well. They are particularly proud of the actions they have initiated to improve aspects of school life, including improvements to the playground and the development of the school environment, their links with activities in the town and the money they raise for charities.

Leadership and management

The headteacher is strongly committed to driving school improvement. She has implemented a range of key strategies that have improved teaching, behaviour and attendance, increased the rates at which pupils make progress and raised attainment in Key Stage 1. The school has a clear capacity for further improvement. Other leaders, including the deputy headteacher who has had a major impact on developing writing in school, skilfully contribute to the introduction, monitoring and evaluation of these strategies. Teachers willingly involve themselves in developing their areas of interest so that expertise is developed across the school through well-targeted professional development and the sharing of good practice. The school has rigorous procedures to analyse pupils' attainment and progress. This enables the swift identification of groups and individuals who need additional support to close any gaps in their learning. However, such data are not used consistently well to plan work that helps the most able pupils to attain higher levels rather than consolidate what they already know. Robust analysis ensures that the school has a clear understanding of its strengths and where it could improve further.

The school is particularly proud of its commitment to an inclusive ethos and it has effective systems for promoting equality of opportunity for all pupils to be successful. It tackles discrimination firmly. Safeguarding procedures rigorously meet the current government requirements. The school has a range of effective partnerships. For example, these provide opportunities in technology and sport, and support pupils who have a range of learning, emotional and behavioural needs, and their families. Members of the governing body are highly supportive of the school. Many governors are new to the role but they have rapidly developed an understanding of the school's strengths and weaknesses and offer strong challenge.

There are regular opportunities for pupils to write in subjects across the curriculum and these have helped increase rates of progress in English. There are many activities which help pupils to see the links between subjects and to develop and apply important skills, including solving problems, teamwork and research. Work on topics, such as the Ancient Greeks and the local environment, including research into the town's illustrious past as 'The Cradle of the Railways', promotes pupils' spiritual, moral, social and cultural development as well as their understanding of local history and geography. Work on the rights respecting agenda ensures that pupils have a highly developed understanding of the United Kingdom as a diverse, multicultural society, of other faiths and cultures, and of life in other countries. There are many enrichment activities, including visits to residential centres and museums, and extra-curricular clubs which promote learning and enjoyment in sporting, music, artistic and environmental activities.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
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.
Floor standards	the national minimum expectation of attainment and progression measures
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.



27 April 2012

Dear Pupils

Inspection of Timothy Hackworth Primary School, Shildon, DL4 1HN

Thank you for making the inspectors so welcome when we inspected your school. We particularly enjoyed talking to you about your school and your work and reading your views in the questionnaires that some of you filled in. We were impressed with your excellent behaviour and by your politeness and the care and respect you show for one another. We also enjoyed your writing and your artwork. Your school takes excellent care of you so that you feel very safe in school. Most of you attend school very regularly – well done!

You go to a good school and your headteacher and the governing body know how to make it better. Your teachers make your lessons fun and help you learn, explore and investigate together. You told me that you look forward to coming to school because you like your teachers, your lessons, after-school clubs and visits and the way you all get on well together. Your parents and carers like the school very much.

In order to help you reach higher standards and make faster progress, we are asking your teachers to improve teaching so that:

- you have even more opportunities to use your mathematical skills and to write creatively and at length
- you have the chance to act upon the advice your teachers give you when they mark your work
- all the information that teachers have about how well you are doing is used to plan work that helps more of you reach the higher levels of attainment.

You can help by continuing to behave well, do your best and attend regularly. I wish you every success in the future.

Yours sincerely

Gordon Potter
Lead inspector

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