

# Shiney Row Primary School

Rear South View, Shiney Row, Houghton le Spring, DH4 4QP

## Inspection dates

20–21 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment in English and mathematics is consistently in line with the national average.
- Most pupils learn well and make at least good, or better, progress by the time they leave Year 6.
- An increasing proportion of pupils are achieving at the higher levels at the end of Key Stage 2.
- Teaching is good overall. Teachers provide a range of activities which engage pupils' interest and motivate them to learn.
- Pupils enjoy school and are very proud to be a member of it. They demonstrate positive attitudes to learning and work in harmony together because of their very good relationships with their teachers and friends.
- Leadership is good. The endeavours of senior leaders have ensured a wealth of improvements including the quality of teaching which has improved behaviour and raised the achievement of pupils.

### It is not yet an outstanding school because

- Although most teaching is good there is none that is outstanding.
- In some lessons there can be insufficient challenge for some pupils, especially for the more-able.
- Not all pupils have a good enough grasp of phonic strategies (linking letters with the sounds they make) and their use.
- There are insufficient opportunities for pupils to take responsibility for their learning and become independent learners.

## Information about this inspection

- Inspectors observed 15 lessons of which two were joint observations with senior and middle leaders. In addition, the inspection team made a number of other short visits to lessons and listened to pupils read.
- Meetings were held with groups of pupils, members of the governing body, staff and a representative from the local authority.
- Inspectors took account of the 14 responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Kate Pringle, Lead Inspector

Additional Inspector

Alan Keenleyside

Additional Inspector

Deborah Bailey

Additional Inspector

## Full report

### Information about this school

- In this average-sized primary school the proportion of pupils known to be eligible for free school meals is much higher than the national average.
- There are few pupils on roll from minority ethnic groups or who speak English as an additional language.
- The proportion of pupils identified at school action is lower than average. The proportion supported at school action plus or with a statement of special educational needs is also below average. Their needs mainly relate to moderate learning and speech and communication difficulties.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The school holds awards for Every Child a Reader, School Achievement, Environmental Accomplishment and International School.

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

- To develop the quality of teaching to outstanding by:
  - ensuring that activities constantly challenge the abilities of all pupils, especially the more-able
  - improving pupils' understanding and use of phonic strategies to promote their enjoyment of reading
  - increasing pupils' independence and responsibility for their own learning through creative and practical activities using their skills in English and mathematics.

## Inspection judgements

### The achievement of pupils

is good

- Most children enter the Early Years Foundation Stage with skills below those expected for their age, of which about half demonstrate abilities which are well below expectations. Although progress is good across Nursery and Reception classes, children's attainment remains below average overall by the time they enter Year 1.
- By the end of Year 2, pupils' achievement demonstrates improvement over time and is now securely in line with age expectations with some evidence of moving towards above average attainment in reading and mathematics.
- Pupils leave Year 6 with attainment securely in line with national averages in all subjects having made at least good progress. There has been significant improvement in attainment over the past three years with increasing proportions of pupils achieving at the higher Level 5 in reading, writing and mathematics.
- There is little difference in the achievement of boys and girls who attain in line with age expectations. For some pupils, enjoyment of reading is curtailed by a lack of decoding skills which can limit their access to new vocabulary.
- Those pupils who access additional support through the pupil premium monies make outstanding progress having narrowed the gap in all subjects.
- Disabled pupils and those with special educational needs progress equally as well as other pupils given their starting points. They benefit from specific focused support through additional interventions.

### The quality of teaching

is good

- The overall quality of teaching is good. This is evident in the improving achievement of pupils over time. Positive attitudes to learning are obvious and are the result of high quality relationships between pupils and their teachers.
- Pupils enjoy school. They behave well and are attentive, listening carefully to their teachers and demonstrating good application to the activities provided for them. They engage particularly well in tasks which challenge their understanding of newly acquired skills.
- Most teachers encourage pupils to revisit their past learning and share in new learning through a range of strategies, including the use of interactive whiteboards. The use of technology through notepads is increasing and adds to pupils' interest.
- In lessons where teaching was observed to be good, the differing abilities of pupils were well addressed. Teaching assistants were used effectively and demonstrated good skills to support pupils' learning. Because tasks provided appropriate challenge, pupils achieved well.
- In the few lessons which were less effective there was insufficient attention to the differing needs of pupils. This meant that tasks set did not fully challenge at all ability levels and for some groups, especially the more-able, progress was not as good as it could have been.
- A concentrated focus on behaviour within the classroom has been highly effective and means that pupils show a readiness to learn. However, presently too many activities are teacher directed. There are too few opportunities for pupils to become responsible, independent learners using their skills in reading, writing and mathematics in tasks which encourage creativity and investigation.
- Reading interventions have a highly positive effect upon those pupils identified with need for support. However, the teaching of phonics is not sharp enough and this restricts the rate of pupils' improvement limiting their engagement with and enjoyment of books.
- Teachers' knowledge and understanding are good overall and provide pupils with new learning to stimulate their interest and engagement. For example, through investigating the threatening world of Anne Frank, pupils extended their use of emotive language as they considered the thoughts and feelings of the Jews under Nazi rule.

**The behaviour and safety of pupils are good**

- There is a very positive atmosphere in this school both in lessons and in more informal situations. Pupils demonstrate great respect for themselves, towards their friends and to adults. They are polite, well mannered and talk enthusiastically about their school, their learning and their friendships.
- Pupils feel very safe and recognise the vast improvements in behaviour over recent years. They understand very well what constitutes safe and unsafe situations and talk knowledgeably about the different aspects of bullying and what to do if this occurs. Pupils say that bullying happens rarely and on such occasions staff react rapidly and effectively to address any concerns.
- Although parental responses were low their views reflect pupils' feelings in their belief that school is a happy and safe place and provides well for their children's welfare.
- Attendance levels are in line with national averages. The school works closely with pupils whose circumstances make them vulnerable and their families to promote their better engagement.
- Behaviour is good overall and pupils interact well with each other. The very few occasions of low-level disengagement is linked to those lessons where the quality of teaching and learning is not good.
- A strong focus upon extending pupils' spiritual, moral, social and cultural development has had a positive effect upon pupils' understanding of their individual right and those of others. Pupils understand better how being 'different' contributes to the rich mix of society and links with other schools national and globally have contributed to their understanding of their role in society.
- A range of additional activities, including sport and information and communication technology, contribute to pupils' understanding and setting their own individual boundaries as pupils learn to communicate and interact with others of their age.

**The leadership and management are good**

- Senior leaders have worked highly effectively over recent years to engage pupils in learning and promote pupils' outcomes at every level. There is a relentless drive to improve teaching and learning and this is evident in the ever-increasing achievement of pupils. The vast majority of staff share the high aspirations of leaders and managers and are highly motivated to improve their own practice.
- Leaders and governors set high targets. Progress of pupils is rigorously tracked and teachers use this information to identify those making insufficient progress and to provide appropriate interventions. The addressing of pupil premium pupils' needs has been particularly successful to ensure that these pupils make outstanding progress to achieve standards at least in line with other pupils in writing and mathematics and above in reading.
- School development planning is very focused and reflects a relentless drive to improve the quality of teaching and raise standards. An excellent monitoring system evaluates the quality of lessons and provides good opportunities for teachers to purposefully develop their teaching skills. Senior leaders link teachers' impact on pupils' progress securely to their performance management with high expectations of every teacher's contribution to the overall quality of teaching within the school.
- Past improvements have assured the safety of pupils through greatly improved pupils' behaviour, improvements to teaching to be largely good, the rise in achievement across the school and the effective narrowing of the gap between all pupils and those in receipt of pupil premium monies.
- Senior leaders now find themselves well placed to promote wider leadership capabilities as they extend the roles and responsibilities of teachers. Links with the local secondary school to increase and extend opportunities to develop learning between staff and pupils are established.
- The good progress made by all pupils reflects the successful promotion of equality of opportunity. Inclusion is actively promoted. All pupils access a curriculum which is well enriched

through a range of visitors and visits, including residential opportunities for older pupils.

- Wider links with an increasing range of schools nationally and globally extends pupils' understanding of society and the range of opportunities possible for the future. Pupils have a good understanding of right and wrong and this impacts positively upon their behaviour.
- Leaders and managers have a very good understanding of the strengths of the school with self-evaluation absolutely secure.
- The local authority rightly provides a light touch for this good school.
- **The governance of the school:**
  - ensures that safeguarding of pupils meets statutory requirements
  - has a good understanding of the capabilities of senior leaders and of teachers
  - is fully committed to pupils' achievement and is increasing its own expertise to further challenge the school.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupil's needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupil's needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	108826
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	405197

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	302
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Arthur Falconer
<b>Headteacher</b>	Paul Ashton
<b>Date of previous school inspection</b>	27 September 2010
<b>Telephone number</b>	0191 3823088
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