

Framwellgate Moor Primary School

Newton Drive, Framwellgate Moor, Durham, DH1 5BG

Inspection dates 18–19 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Excellent leadership by the headteacher and senior leaders and managers, who are well supported by governors, has ensured that the school continues to improve. Pupils' progress is even faster and standards have risen even further than at the time of the last inspection.
- Pupils make excellent progress from starting points which are often below those typical for their age. They have reached above-average standards in tests at the end of Year 6 for the last five years.
- Pupils' achievement is particularly high in reading and mathematics. In order to improve achievement in writing to the same high level, the school recognises that pupils need even more opportunities to practise writing and consolidate their knowledge and skills of how to write well.
- Teaching is outstanding. Teachers are very knowledgeable and have high expectations of what pupils can do. They set extremely challenging work which is pitched at exactly the right level for pupils.
- Pupils say they feel completely safe at school. Their behaviour is exemplary. They really enjoy learning and are keen to achieve their very best.
- The well above-average number of pupils who speak English as an additional language and those who join the school part-way through their education are particularly well supported and make excellent progress.
- The youngest children settle quickly into school routines and thoroughly enjoy learning in a vibrant environment which allows them to make excellent progress in their learning, both indoors and out.
- The curriculum is very creative and provides a huge range of exciting and memorable activities which capture pupils' interest.
- Pupils' progress is tracked exceptionally carefully and exactly the right, skilled, extra help is given at the right time to those pupils who need it.

Information about this inspection

- Inspectors observed 15 lessons and part-lessons. They also listened to pupils read.
- Discussions were held with pupils, the headteacher and senior managers, staff, the Chair of the Governing Body and a representative of the local authority.
- Inspectors observed the school's work and looked at pupils' books, progress data, safeguarding information and other documentation.
- Twenty one responses to the online questionnaire 'Parent View' were considered as well as those from the school's own parental survey and from school staff.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Derek Sleightholme

Additional Inspector

Moira Fitzpatrick

Additional inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is average.
- An above-average proportion of pupils are from minority ethnic backgrounds, and a well above-average proportion speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average but the proportion supported at school action plus and with a statement of special educational needs is above average.
- An above-average proportion of pupils join and leave the school part-way through their education.
- The school exceeds the government's current floor standards, which set out the minimum expectations for attainment and progress.
- The on-site provision for childcare, 'Dragonflies', is subject to a separate inspection and its report will be posted on the Ofsted website.

What does the school need to do to improve further?

- Further improve attainment and progress in writing to match pupils' high levels of achievement in reading and mathematics by:
 - ensuring pupils are given even more regular opportunities to practise and consolidate new knowledge and skills in writing.

Inspection judgements

The achievement of pupils

is outstanding

- Children join the Nursery class with skills below those typical for their age, especially in language and personal and social development. A high proportion of children do not speak English when they join the school and staff use their considerable skills to ensure they settle quickly and are able to communicate their needs and learn effectively. When children leave the Early Years Foundation Stage most have reached expected levels and some have exceeded these. They are exceptionally well prepared for work in Year 1.
- Pupils continue to make outstanding progress as they move through the school. At the end of Year 6 pupils' test results in mathematics and English are above the national average. The number of pupils who achieve the highest levels in writing is slightly lower than in mathematics and reading. The school recognises this relative weakness and is determined to improve pupils' achievement even further by giving them more opportunities to practise their writing skills and consolidate their knowledge of how to write well.
- Pupils read very fluently. High quality teaching ensures that children in the Reception class quickly become familiar with the sounds that letters make. Pupils in Key Stage 1 enjoy reading, make good progress and reach at least average standards.
- Teachers and teaching assistants give very skilled, knowledgeable and timely extra help to pupils who need it. Disabled pupils and those with special educational needs, those who speak English as an additional language and those who join the school part-way through their education all make excellent progress.
- Pupil premium money is spent wisely on small group teaching, one to one tuition, extra staff and information and communication technology resources. Consequently, pupils in receipt of this funding achieve equally as well in national tests as their classmates.
- In lessons pupils were seen to have excellent attitudes to learning and they work very hard. In a mathematics lesson pupils made first-rate progress as they extended their learning about equivalent fractions and used their knowledge to solve mathematical problems.
- Work in pupils' books and that displayed on walls, together with the school's own tracking data, all confirm the excellent progress pupils are making.

The quality of teaching

is outstanding

- Teaching is never less than consistently good and much of it is outstanding. Teachers have exceptionally high expectations of their pupils. They skilfully give pupils the confidence to learn on their own and to recognise that things they thought might be difficult are actually achievable.
- Teachers target their questions very well so that all pupils are involved in the lesson and are given time to think deeply, develop and extend their answers. Attractive and varied resources, including laptop computers, are used really well to capture pupils' interest so they enjoy learning and make excellent progress.
- Teachers set work which is challenging for pupils of all abilities. In an outstanding mathematics lesson, very able Year 6 pupils were absorbed and challenged by problems involving 'Egyptian fractions'.
- Small group teaching and one to one tuition are highly effective in giving pupils a boost to their learning. The impact of this work is carefully monitored and progress data shows that it is helping pupils, including those with disabilities and special educational needs and those who speak English as an additional language to make outstanding progress. It ensures that no pupils fall behind in their work and all are successfully given excellent opportunities to achieve their best.
- Pupils work is marked very thoroughly. They are given detailed and challenging pointers about how to improve their work and then time to put this advice into practice so that their progress

accelerates rapidly.

- Teachers' crystal clear explanations and lively teaching ensure that pupils really enjoy learning and make the same excellent progress when playing 'pass the parcel' in French as when passing the ball as they hone their skills in netball.
- Pupils' moral and social development is excellent. In lessons, pupils share ideas and information very sensibly and are genuinely pleased to praise others for producing excellent work. Year 5 pupils combined artwork, mathematics and Christmas celebrations as they used complex graphic designs to produce attractive stars and Christmas trees to decorate their high quality cards.

The behaviour and safety of pupils are outstanding

- Pupils have excellent attitudes to learning. They are very resilient, take pride in their work and will keep trying to achieve well even if they, at first, find the work difficult. Pupils are extremely kind and considerate towards each other, staff and visitors.
- Pupils are knowledgeable about how to keep themselves safe particularly when using the internet. They understand that there are different types of bullying but feel entirely safe in school and are extremely confident that in the very unlikely event that bullying should occur it would be promptly sorted out by staff.
- Pupils who join the school part-way through their education are made extremely welcome and settle very quickly into school routines. These pupils say how much they enjoy learning and they and their parents are very appreciative of the excellent education the school provides.
- Pupils enjoy taking responsibility for themselves and for others. This was clearly seen during the inspection as pupils from all classes cooperated to perform and enjoy an exciting range of Christmas productions, parties, carol singing and festive events. At a time of great excitement pupils continued to behave in a highly mature and sensible way both in and out of lessons.
- Pupils attend school regularly. Records show that incidents of poor behaviour are extremely rare. Staff are highly skilled and consistent in the way they manage pupils' behaviour. They make very good use of rewards to reinforce good manners, regular attendance and punctuality.

The leadership and management are outstanding

- The headteacher very skilfully leads a dedicated staff team who are never complacent. They have brought about improvement since the last inspection but are continually striving to improve further. Leaders and managers at all levels monitor the work of their areas very carefully and good practice is shared seamlessly across the school.
- Governors, leaders and managers are extremely clear about the school's strengths and areas which need improvement. Weaknesses are tackled quickly and successfully. Excellent leadership of teaching has ensured that the quality of lessons continues to improve. A slight weakness in writing has been quickly identified and is now being addressed.
- The performance of staff is exceptionally well managed. They have good access to high quality training and consequently feel very well supported. As staff questionnaires confirmed, staff feel valued and morale is high.
- Pupils' progress is tracked very carefully and any pupil who needs extra help is quickly identified. The impact of this extra help is carefully checked to make sure it makes a real difference in speeding up the progress pupils make.
- All pupils have excellent equal opportunities to succeed. Those who are supported by the pupil premium do very well because this money is spent wisely and has a real impact on their learning.
- The outstanding curriculum has an excellent focus on the basic skills of literacy, numeracy and information and communication technology, whilst also making creative links between different subject areas. Staff have an excellent understanding of how children learn and allow pupils the

opportunities to use their independent learning skills to follow their own interests, research their ideas and solve problems.

- The curriculum is enriched by a huge range of exciting and memorable activities. Singing in front of an audience, exploring their feelings through dance, working alongside over 200 adults on the school's 'science day' and attending residential visits are just a few examples of the activities which pupils greatly enjoy.
- The local authority provides support for the school during twice yearly visits to review the schools' performance data and agree areas for development. This term they have provided specific support for the school in implementing the Early Years Foundation Stage curriculum and using new methods to record and assess children's progress.
- All safeguarding requirements are fully met. Staff are extremely well trained and have an acute awareness of risk assessment and child protection issues.
- **The governance of the school:**
 - Governance is good. Governors are well informed about the quality of teaching, the management of staff performance and how teachers are rewarded. They know the school's strengths and weaknesses and how it is performing compared to schools nationally. Finances are well managed and governors hold the school to account for the way in which extra funding (the pupil premium) is spent.

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 pupils' 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 pupils' 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

Unique reference number	130940
Local authority	Durham
Inspection number	403618

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	272
Appropriate authority	The governing body
Chair	Pat Nelson
Headteacher	Bethan Smith
Date of previous school inspection	27 February 2008
Telephone number	0191 3865400
Email address	framwellgate.primary@durhamlearning.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

