

Esh Winning Primary School

The Wynds, Esh Winning, Durham, DH7 9BE

Inspection dates 21–22 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Teaching is good throughout the school. As a result pupils make good progress from their individual starting points in reading, writing and mathematics to reach standards that are at least in line with national average at the end of Year 6.
- Leadership has been strengthened since the last inspection. The headteacher, well supported by the deputy headteacher and governors, has ensured a determined focus on securing improvements in teaching and has moved the school forward rapidly.
- Rigorous monitoring of pupils' progress, high expectations and well-chosen training for all staff has improved teaching and pupils' learning.
- Pupils behave well. They enjoy school, try hard and are eager to do well. They justifiably feel safe in school and help each other at playtime and in their lessons. Attendance is now above average
- Pupils are well motivated to learn because teachers make lessons interesting. Relationships throughout the school are very positive and pupils' personal skills are developing strongly.
- Reading and mathematics are becoming real strengths due to the variety of successful ways of teaching.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough to lead to consistently outstanding pupil progress.
- Standards achieved in writing, particularly by the most-able pupils, are not as strong as those in reading and mathematics.

Information about this inspection

- The inspectors observed 14 lessons, of which one was a joint observation with the headteacher. In addition, inspectors made a number of short visits to lessons
- Meetings were held with pupils, the Chair of the Governing Body, the headteacher and the school's senior staff. The lead inspector also met with a representative of the local authority.
- Sixteen parental responses to the online questionnaire (Parent View) were taken into account alongside the results of the school's own questionnaire to parents. The lead inspector also held discussions with parents at the beginning of the school day.
- Inspectors also took account of 29 staff questionnaires.
- The inspection team observed pupils at playtime and lunchtime.
- The inspectors observed the school's work and examined a number of documents, including the school's self-evaluation and planning for improvement, the information the school keeps on pupils' current progress and achievement, records relating to behaviour and attendance and the school's safeguarding information.

Inspection team

Alan Sergison, Lead inspector

Additional Inspector

Anne Vernon

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The school moved into a new building in April 2012.
- Since September 2012, four staff have joined the teaching team of the school, including a new deputy headteacher.
- The vast majority of pupils are of White British background.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, those children in local authority care or from service families is above average.
- The school runs a breakfast club.
- The proportion of pupils with special educational needs supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school exceeds the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.
- The school has achieved external accreditation in the form of the Healthy School Award, the Basic Skills Quality Mark, the Arts Mark Award and the Activemark.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching in the school to further accelerate pupils' progress and to raise standards by:
 - reminding pupils of success criteria during lessons, so they know where they are up to and what they have to do next
 - ensuring that teachers are provided with opportunities to develop their questioning skills so that they are all as sharp as those seen in the very best lessons
 - ensuring all lessons maintain a brisk pace
 - providing opportunities for teachers to share the very best practice within the school and in other schools, so that they can learn from each other.
- Raise attainment in writing throughout the school by:
 - improving pupils' spoken vocabulary and communication skills in order to inform their writing
 - ensuring all activities challenge pupils of all abilities, especially the most able
 - giving pupils more opportunities to write at length and to practice their writing skills in different subjects.

Inspection judgements

The achievement of pupils is good

- Children's attainment on entry to the school in the Early Years Foundation Stage is below and on occasion well below, that typically expected for their age. This is particularly so in relation to their personal and social education and communication language and literacy skills. They all make good progress relative to their starting points but, because they start with lower attainment, when they enter Year 1 standards overall are still below national average.
- Progress and standards in Years 1 and 2 have improved steadily over the last three years and standards now are just below the national average. An increasing percentage of pupils in the current Year 2 are on track to reach average levels, particularly in reading and mathematics. The results of the recent test of pupils' knowledge of letters and the sounds they make (phonics) in Year 1 were above the national average and another indicator of improving attainment.
- Progress is also good in Years 3, 4, 5 and 6, as a result standards are now rising. Predicted performance for the pupils currently in Year 6 is that standards will be at least in line with national averages.
- Progress in reading, writing and mathematics is now good, although the impact on standards in writing is not yet as strong as in the other two areas. This is especially the case in relation to the progress of the more-able pupils.
- Pupils who have special needs are well supported and also make good progress from their various starting points.
- Pupils eligible for free school meals are supported well, both in class and through specific group sessions. Senior leaders and the governing body have successfully concentrated on providing effective and well-placed support for pupils at risk of falling behind. In the national assessments in English in 2012, the attainment of those pupils eligible for free school meals was four terms behind that of all other pupils in the school and three terms behind in mathematics. School records confirm that this was not a typical cohort however, and that this gap is closing rapidly for pupils currently in school.

The quality of teaching is good

- Teaching is good overall. Some of it is outstanding.
- Teachers plan lessons that take into account the learning needs of pupils. They have good subject knowledge and expect the best of pupils. There is a strong mutual respect between adults and pupils.
- Teaching in the Early Years Foundation Stage is highly effective because of the ways in which adults offer a wide variety of stimulating resources, plan for individual needs and balance learning carefully between focused tasks and activities the children select for themselves. A good example of this was seen in the Reception class when the teachers were preparing children for their visit to a local garden centre. Some children were provided with a range of resources and encouraged to make their own daffodils, while others were well supported to design their own garden centre in the outdoor learning area. They were all excited about their learning.
- In the very best lessons, teachers use exciting topics to stimulate and motivate pupils. This was evident in a highly successful Year 6 lesson exploring the story of the Titanic. Sharp questioning by the teacher and a brisk pace to the lesson ensured pupils were very well motivated and engaged.
- Not all teaching is as good as this however. In the very few less successful lessons, questioning of pupils was not sufficiently focussed. The pace then slows and so does the rate of learning. On occasion, teachers do not remind pupils of the success criteria during the lesson to allow them to reflect on how well they are doing and what they need to do next.
- Pupils' books are marked regularly and thoroughly in all subjects and teachers provide comments on what pupils have to do to move on to the next stage in their learning. Pupils have the

opportunity to respond to these comments. They really appreciate this guidance and it supports them to achieve well.

- The teaching of reading and mathematics are very well structured and this has resulted in pupils making particularly good progress in these areas. Progress in writing is also good but not yet as strong. Pupils' vocabulary and communication skills are not always sufficiently well developed to support their writing. This is particularly the case with the more-able pupils who are not as yet always challenged sufficiently. Pupils have insufficient opportunities to write at length across a range of subjects in the curriculum to enhance and develop writing skills further.
- Teachers work very successfully in close partnership with teaching assistants to support target groups of pupils to achieve well.
- Pupils have individual targets to work towards the next level of learning. They are aware of these targets and of what they need to do to improve. This system is used consistently well across the school.

The behaviour and safety of pupils are good

- Pupils' behaviour in and around the school is good. They demonstrate very positive attitudes that support their learning. Only on rare occasions, when teaching is less stimulating, does pupils' attention wane.
- There is a warm harmonious atmosphere in the school. Pupils are well looked-after and they relate well to each other and to adults. They are polite, courteous and well-mannered.
- The school values and celebrates diversity within its community. For example, teachers and pupils support new arrivals to the school very well, which enables them to settle quickly. As one parent stated, 'My child has not been at the school very long but the way they have progressed is amazing.'
- Parents are overwhelmingly supportive of the work of the school and state that their children feel happy and safe.
- Pupils have a good understanding of the different types of bullying including cyber bullying. They stated that bullying was rare in the school and were confident that adults would support them if they had a problem. They know how to keep themselves safe in a range of situations.
- Pupils very much appreciate the school's merit and reward systems, which they recognise supports and challenges them to give of their best at all times. This was clearly illustrated in a school praise assembly when members of the school council presented their peers with merit awards.
- Actions taken by the school to improve attendance have been very successful and attendance is above average.
- There are good links with a range of external agencies to meet the needs of the most vulnerable pupils. The school provides excellent and sympathetic support to families in difficult circumstances.
- Pupils relish the opportunity to take responsibility, for example, through the work of the school council or as a playground buddy.

The leadership and management are good

- There are numerous strengths in the leadership and management of the school. The headteacher and deputy headteacher, who is an excellent teaching role model, lead the school with a passion for the welfare and educational development of the pupils.
- The effective improvements in the quality of teaching and pupils' learning are the result of this strong leadership and high expectations. However, leaders have not yet created sufficient opportunities for the very best practice in teaching seen in the school to be shared more widely.
- The school has well developed systems for monitoring pupils' attainment and progress. Leaders analyse the results rigorously and identify any underachievement quickly. Swift action, such as

providing extra help and support in groups, enables pupils to make improved progress in their work.

- Middle managers have a good understanding of their subjects and roles of responsibility and make a positive contribution to school improvement. Leadership of the provision for pupils with special educational needs, for example, is good.
- All teachers and teaching assistants are set specific performance targets based on the school improvement objectives. They have access to training to help them develop their skills. Leaders review targets on a regular basis and salary progression is linked to performance targets being achieved.
- Leaders have planned the different subjects that pupils learn creatively and this ensures they develop reading and mathematical skills rapidly. However, they have not yet been so successful in developing writing skills especially for the more-able pupils.
- Pupils' spiritual, moral, social and cultural awareness is developed well. It is enhanced through subjects and the range of activities provided through the school's good curriculum. Visits and visitors and good links with the local community enrich learning. Older pupils welcome the opportunity of a residential visit to France.
- The school's equal opportunity and discrimination policies are focussed on ensuring that all groups of pupils, especially those at risk of underachieving, receive support to enable them to succeed. As a result all pupils achieve well.
- The local authority provides good light touch support for this good school.
- Safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
 - Under the direction of a strong Chair of the Governing Body, governance has improved. Governors rigorously review the school's performance and development plans. Different governors are linked to different aspects of the school's work. They visit school regularly to develop their understanding of how well pupils are performing. This first-hand experience informs decisions the governing body makes in supporting and challenging senior leaders to raise standards achieved by pupils. Governors are aware of the links between salary progression and staff performance and they support the headteacher in challenging underperformance. They ensure that the pupil premium is used appropriately, for example, to recruit staff to provide small-group work for eligible pupils. They recognise that the extra funding has helped to increase the progress that these pupils make. Governors also ensure that the school's finances are used effectively to raise pupils' achievement and they undertake additional training to support them in their role.

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	114138
Local authority	Durham
Inspection number	401411

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	237
Appropriate authority	The governing body
Chair	Eileen Grimes
Headteacher	Diane Kime
Date of previous school inspection	28 June 2010
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