

# Collierley Primary School

Front Street, Dipton, Stanley, County Durham, DH9 9DJ

**Inspection dates** 18–19 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils' achievement is good. This is because senior leaders have maintained and built on pupils' good levels of achievement since the last inspection.
- Most children start nursery with levels of skills and understanding below those typically expected nationally. Those that continue through school leave at the end of Year 6 with standards close to and often above those expected nationally. This represents good and sometimes better progress for pupils in all groups.
- Pupils behave well in school. They are polite and caring towards each other, staff and visitors both inside and outside the classroom. They feel that school is a safe place to which they enjoy coming to learn and this is reflected in the improvement in their attendance.
- The headteacher and assistant headteachers continue to bring about change to the school. For example, pupils' standards of achievement in mathematics and English have improved since the last inspection as a result of improvements in the quality of teaching. Their continued commitment to improving pupils' achievement shows their ability to make the school even better in the future.

### It is not yet an outstanding school because

- Standards in writing are not as good as in reading because tasks are not always exciting enough to capture pupils' imagination and increase their enthusiasm for writing.
- A small number of teachers are not yet sufficiently confident at accurately assessing pupils' levels of achievement.
- Governors have not yet undertaken sufficient training to hold senior leaders to account in improving the achievement of pupils.

## Information about this inspection

- Inspectors observed 14 lessons and parts of lessons taught by eight teachers. Joint lesson observations were undertaken with the headteacher. The inspection team also listened to pupils read from Years 1 and 6 and examined the quality of work in the books of pupils from across the school.
- The inspection team held meetings and had discussions with pupils, senior leaders, members of the school staff, two members of the governing body and a representative from the local authority.
- The inspection team had informal discussions with eight parents at the start of the school day. They also took into account the views of 23 parents who made their views known through the on-line questionnaire (Parent View).
- Thirteen members of staff also made their views known to the inspection team.
- The inspection team studied health and safety documentation, teachers' curriculum planning, documents relating to the procedures to check the performance of staff and the school's system for checking pupils' progress.

## Inspection team

Marian Thomas, Lead inspector	Additional Inspector
Derek Sleightholme	Additional Inspector

## Full report

### Information about this school

- Collierley Primary is a smaller than average sized primary school.
- The vast majority of pupils are of White British heritage, with a very small number from other minority ethnic backgrounds.
- A greater than average proportion of pupils are eligible for the pupil premium. This provides additional funding for pupils known to be eligible for free school meals, those in the care of the local authority and those from service families. There is a smaller than average proportion of pupils with special educational needs who are supported through school action.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is higher than the national average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- There is a before- and after-school club which is independently managed and as such will be inspected independently to the school.
- The school has recently received several awards and accreditations, including Healthy School status.

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

- Improve the quality of teaching from good to outstanding by improving the outcomes in writing, particularly for higher attaining pupils, by:
  - making writing tasks more exciting and including opportunities to be involved in a wider range of visits and activities to raise pupils' enthusiasm for writing and improve their skills
  - ensuring all teachers are sufficiently confident at accurately assessing pupils' levels of achievement.
- Increase training opportunities for governors so that they become more familiar with how to analyse school data and are better prepared to offer a more effective challenge to senior leaders.

## Inspection judgements

### The achievement of pupils is good

- Children often start school in the Early Years Foundation Stage with skills that are below those typically expected for their age. The vast majority end Year 6 with attainment that is broadly in line and often a little above that expected nationally in English and mathematics. This represents good achievement overall.
- Because of the small numbers in each year group, pupils' attainment at the end of Year 6 often shows a fluctuating pattern, although it has remained above or close to national expectations for the last five years.
- Currently Year 6 pupils are making good and better progress and are on course to improve further on last year's national test results. However, progress in writing is not yet as rapid as in mathematics and reading, particularly for the small group of higher attaining pupils.
- Many children who join nursery have social, language and numeracy development below that expected for their age. They make good progress during their time in the Nursery and Reception classes and leave with skills and knowledge close to those expected nationally. This good and sometimes outstanding progress is because of the wide range of interesting activities provided, coupled with the good quality of teaching. This good start is recognised by parents and has resulted in more pupils staying on in Key Stage 1.
- Pupils make good progress in Key Stage 1 in English and mathematics because teaching is good. More Year 1 pupils' than the national average achieved the expected performance in the phonics screening check (which tests pupils' ability to link letters to sounds) and of those that did not, all have now reached the expected standard.
- Pupils throughout the school clearly enjoy reading. The pupils who act as school librarians report that many more pupils are coming to the library to take out books since the school bought more books of interest to both boys and girls. Younger pupils say they enjoy reading to family members at home and older pupils say they enjoy the freedom afforded to them by reading. As one commented, 'Reading takes me to fantastic places where I meet different characters'.
- Approximately one third of pupils who attend the school are known to be eligible for free school meals. In the national tests at the end of Year 6 in 2012, this group attained standards above those expected nationally and above those of other pupils in the school by approximately two terms. Current tracking information shows attainment for this group is continuing to improve.
- Attainment for this group has continued to improve because school leaders have been effective in their use of pupil premium funding to support pupils. For example, the school has identified the needs of individual pupils and has employed further staff to support and accelerate their progress, particularly in reading and mathematics.
- The vast majority of disabled pupils and those with special educational needs make good progress in English and mathematics. This is because school staff are also good at identifying and providing for the extra needs of this group.
- Parents agree that school values all its pupils equally. They feel teachers and other staff are approachable and supportive.

### The quality of teaching is good

- Progress observed in pupils' books and in lessons observed during the inspection, confirmed that teaching is good overall and in some classrooms is outstanding.
- In lessons, teachers often make learning fun and enjoyable for pupils. However, this is not always so in some English lessons. Although pupils are offered a range of experiences, they are not always offered sufficiently exciting opportunities which stimulate their imagination and improve their writing, for example, through opportunities for drama and through meeting a

range of interesting visitors. The quality of pupils' writing improved significantly after a recent visit from a storyteller.

- The majority of teachers are good at using information about how well pupils are doing to plan future lessons. However, not all teachers are as confident and skilled at recognising what pupils need to do to reach higher levels of attainment, particularly in writing. As a result, higher achieving pupils do not always make as much progress as they should.
- Parents whose children attend the Nursery and Reception classes feel that the school gives their children a good start to their education. One parent's comment summed up the feelings of many, 'My child loves coming so much, he runs up the pathway each morning'. Children benefit from a wide range of activities both in the outdoor area and in the classroom and teaching is lively and interesting.
- An example of the good quality of provision in the Early Years Foundation Stage was seen as a Nursery class set off to discover the whereabouts of the gingerbread man who had gone missing from the oven. Following a trail of flour and using a hand-held information and communication technology (ICT) device to collect photographic evidence, the children used their detective skills to establish the path taken by the missing gingerbread man. Staff led the hunt around the school and helped children look for clues, as well as challenging children's scientific thinking. The class clearly enjoyed the experience enormously as was evident from their inquisitive and determined interrogation of all suspects, including the headteacher and the inspection team. Their confident use of camera equipment demonstrated their good ICT skills.
- Strong working partnerships between teachers and support staff are evident across the school. This leads to good quality provision for all pupils and particularly those with disabilities and special educational needs, whose additional needs are well supported in classrooms. As a result, all groups make good progress.

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

- Pupils' behaviour is good both inside and outside the classroom. Learning is rarely interrupted by incidents of difficult behaviour and pupils say that school is a safe and happy place. Parents feel that school is harmonious and welcoming and that the small numbers of incidents of bad behaviour are dealt with effectively by staff.
- Pupils say they enjoy coming to school and feel valued as members of the school community. Those spoken to during the inspection said that 'worry boxes' displayed around school helped them to successfully share their concerns with staff who acted swiftly on any concerns raised.
- The school's 'Buddy' scheme pairs older pupils with younger children. Pupils feel it helps them to settle more quickly into school. Pupils spoken to were clear about how to stay safe and about the different forms bullying can take. They feel this is due to the reminders on display of what constitutes bullying behaviour and also through the good quality of advice and guidance given by staff, for example, in the internet safety policy delivered in ICT lessons.
- Attendance has improved since the last inspection. This is largely due to the consistent approach taken by all staff and the importance given to attendance and punctuality. Pupils from the Reception class upwards recognise for themselves how important it is to come to school and attendance is just above the national average for primary schools.

### **The leadership and management** are good

- The headteacher, supported by the two assistant headteachers, has a clear view of how to make the school successful. With support from the governing body, they have continued to maintain and build upon the school's performance since the previous inspection.
- Senior leaders robustly check on the quality of teaching across the school and take effective

action through the management of staff's performance to improve any areas of weakness. As a result, the quality of teaching has continued to develop since the last inspection. However, in a small number of classes, further improvement is needed if teaching is to become outstanding overall.

- School leaders ensure performance targets for staff link directly to pupils' achievement and targets within the school's development plan. Checks on the performance of staff are undertaken rigorously and the headteacher uses this information to make decisions on teachers' pay.
- The school's curriculum is good. A residential visit undertaken by Year 6 pupils to an Outward Bound centre was described by one pupil as, 'Brilliant, because I tried a lot of new things and made new friends'. These experiences increase pupils' spiritual, moral, social and cultural understanding well.
- The local authority has a high regard for the abilities of the school's leadership team and has, since the last inspection, offered 'light touch' support to the school.

■ **The governance of the school:**

- School governors come from a diverse range of backgrounds and bring a broad range of skills and experience to the governing body. In partnership with senior leaders, they have developed an effective system for checking on the performance of all staff which rewards good teaching and addresses any underperformance. Their careful and measured approach to the management of pupil premium funding has enabled them to give valuable support to eligible pupils and increase their levels of attainment and progress. However, although governors have completed recent and relevant training in a variety of areas, they have not undertaken sufficient training in the analysis of school data. As a result, they are not yet able to offer school leaders sufficient challenge on some aspects of pupils' performance. Safeguarding procedures and policies within the school are undertaken to a very high standard. The health and safety committee carries out regular inspections and has ensured that safeguarding procedures meet current requirements.

## 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

<b>Unique reference number</b>	114022
<b>Local authority</b>	Durham
<b>Inspection number</b>	403219

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>	172
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	C Rocke
<b>Headteacher</b>	D Grimes
<b>Date of previous school inspection</b>	16 October 2007
<b>Telephone number</b>	01207 570298
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