

# Peases West Primary School

Billy Row, Crook, County Durham, DL15 9SZ

**Inspection dates** 12–13 September 2013

<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.

- Pupils' achievement is good. Pupils make good progress from their starting points. Standards have risen and are now in line with the expectations for their age.
- Teaching is good overall and occasionally outstanding. Teachers use questions well and make it very clear to pupils what they are to learn. Teaching assistants are very skilled at teaching and supporting pupils' learning.
- The curriculum offers pupils many stimulating opportunities to develop their skills in writing, reading and mathematics. Pupils enjoy science, history, music and art and a range of sports and extra-curricular activities.
- The school offers excellent care and support and provides well for pupils' spiritual, moral, social and cultural development.
- Pupils' behaviour is good. They care very well for one another and say they feel extremely safe. Attendance is average and improving.
- The excellent leadership of the headteacher has inspired subject leaders and all teachers to welcome changes which have improved teaching and speeded up pupils' progress.
- The headteacher and the governing body have a very clear understanding of the school's strengths and weaknesses. They have maintained the school's reputation for an exciting curriculum and excellent care, while improving teaching and pupils' achievement.

### It is not yet an outstanding school because

- In some lessons, the pace of learning is inconsistent and the level of challenge drops for all groups of all pupils.
- Teachers do not always make it clear to pupils what they need to do to reach the next level in their learning.

## Information about this inspection

- The inspector had meetings with staff, groups of pupils, a member of the governing body and the school's local authority education development partner. The inspector also spoke on the telephone to the Chair of the Governing Body.
- The inspector looked at a range of evidence including: the school's improvement plan; the school's data relating to pupils' progress; monitoring reports; the work pupils were doing in their books; and the school's documentation relating to safeguarding.
- The inspector observed teaching and learning in 10 lessons taught by six teachers and listened to groups of pupils in Year 2 and Year 6 read. In addition, the inspector made a number of short visits to lessons.
- The inspector conducted nine joint lesson observations with the headteacher and one with the deputy headteacher. The inspector also observed the headteacher and deputy headteacher reporting back to the teachers on their findings regarding the quality of learning and pupils' achievement in the lesson.
- The inspector took into account the 15 responses to the online questionnaire (Parent View) and a letter received from one parent. The inspector also spoke informally to parents.
- Eighteen staff completed questionnaires and the responses were analysed.

## Inspection team

Gordon Potter, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported at school action, school action plus or with a statement of special educational needs is well above average.
- There are a breakfast club and lunch-time and after-school clubs which are managed by the governing body.
- The school has had too few pupils in its last two Year 6 classes for them to be measured meaningfully against the current government floor standards. These are the minimum expectations for pupils' progress and attainment in English and mathematics.

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

- Improve the quality of teaching so that it is outstanding, to further raise standards and rates of pupils' progress, by:
  - sharing the outstanding practice that is already in school in planning work that offers consistent and appropriate pace and challenge to all groups of learners
  - offering pupils a clearer understanding of what they need to do to reach the next level in their learning.

## Inspection judgements

### The achievement of pupils is good

- Most children start school with skills that are below and occasionally well-below those typically expected for their age. The school has introduced successful initiatives to improve the quality of teaching. Good teaching now helps pupils to make good progress in the Early Years Foundation Stage and both key stages. As a result standards have risen and attainment at the end of Year 2 and Year 6 is average in English and mathematics.
- In the past three years very few pupils who were known to be eligible for the pupil premium sat the tests for 11-year-olds at the end of Year 6. As a result it is not possible to make any meaningful comparisons about their attainment. Those pupils currently in school who are eligible make similar good progress as other pupils in school in English and mathematics. This is owing to clearly targeted support and extremely focused tracking of their progress.
- Likewise, a very few pupils have special educational needs. Teachers and the teaching assistant are very skilful at teaching and supporting these pupils in their learning so they can make similar good progress to other pupils in the school.
- Similarly, the school has had too few high achieving pupils in recent years. It is now identifying its most-able pupils and evidence seen during the inspection indicates that more pupils currently in school than has been the case in the past are working above the expectations for their age, indicating that the more-able pupils are making good progress.
- The school is very clearly focused on identifying any pupils who are at risk of falling behind and concentrates on ensuring that all pupils make at least good progress. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- Inspection evidence shows that progress in reading is good and attainment is typically average by the end of Year 6. There is a consistent focus on reading across the school. Pupils have a very clear understanding of how letters are linked to sounds and this helps them to read words they are not used to. Pupils say that improvements to the teaching of reading and more exciting books have encouraged them to read more often and with greater enjoyment, in school and at home.

### The quality of teaching is good

- Teaching is good overall. While there are some examples of excellent practice, there are not enough to result in outstanding progress for pupils. Occasionally, teachers misjudge the pace of learning, allow some activities to go on too long or introduce activities which add little to pupils' learning. As a result the level of challenge drops and pupils' progress slows.
- All lessons have interesting topics and a range of exciting activities that engage pupils and allow them to see the links between subjects. Teachers question pupils well and encourage them to talk through ideas and solve problems with their partners. Teachers are very skilful at explaining what pupils are to learn and lead them through ways to do tasks.
- All of these approaches were seen in a physical education lesson for pupils in Years 1 and 2, where outstanding teaching stimulated pupils to create and perform their own dances. The teacher encouraged pupils to develop their imagination, their understanding of the natural world and their stamina and suppleness. As a result pupils made outstanding progress in all these areas of learning.
- Teachers are particularly good at identifying where pupils have misunderstandings and adapt their lessons to help them. For example, in a mathematics lesson for pupils in Years 3 and 4, the teacher identified that pupils had forgotten some key concepts and worked skilfully and patiently with a large group of pupils to address the problem. On such occasions, teaching assistants are very well-used to support and teach all groups of pupils.
- Teachers use pupils' reading, visits and the many exciting topics they cover in a range of subjects as the starting point for writing activities and progress in writing is good. This good

approach was seen in a lesson for pupils in Years 5 and 6 where their enjoyment of Roald Dahl's novels was used to encourage their own writing and creativity.

- Pupils' work is regularly marked and teachers make it clear to pupils how they can improve their work and give pupils time to act upon any advice that is given. While teachers make it clear to pupils the level of their work, they are less skilled in using targets so that pupils know clearly what they need to do to reach the next level in their learning.

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

- Pupils say that behaviour is good in their lessons and around the school and any minor misbehaviour is quickly dealt with by their teachers. Indeed, much good behaviour was evident in lessons during the inspection and pupils are very eager to do their best in their work.
- The needs of a very small number of pupils who have significant behavioural problems are very well managed by the school. There are clear expectations and a consistent system of rules and rewards which help pupils to have a very clear understanding of how to behave well. Pupils say they no longer need sanctions to encourage them to behave well. This is also as a result of the outstanding, sensitive care they receive from adults in the school.
- Accordingly, there have been no permanent exclusions in recent years. While the school has used fixed-term exclusions when necessary, these are few in number.
- Pupils feel very safe and are aware of different forms of bullying, including cyber-bullying or name-calling. They say that there is no bullying, although friends occasionally fall out and some of the younger, immature boys can be a nuisance until they settle into the school's expectations of them.
- They are very polite to adults, keen to talk about their school, respect one another and work and play well together. Older pupils look after younger children and help pupils play safely and enjoyably together. They develop social skills well through involvement in the breakfast, sports and after-school clubs and through the many responsibilities they have in school, including as lunch-time helpers and 'playground pals'. The school council offers ideas to improve the playground.
- As a result of clear initiatives introduced by the school to encourage pupils to attend regularly and on time, attendance has improved and is average.

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

- The headteacher has a remarkably clear view of the school's strengths and weaknesses. She demands the highest standards and achieves this through sensitive and encouraging leadership that involves all staff in school improvement. As a result there is strong teamwork and high morale. All teachers thrive on the responsibility and accountability for the progress of the pupils in their classes and for initiatives across the school.
- There is highly sophisticated and rigorous analysis of data about the attainment and progress of the pupils currently in school, including in the Early Years Foundation Stage, and of recent cohorts. Such analysis informs the very clear and detailed plans for the school's future development, which is regularly monitored by school leaders, including the governing body.
- The headteacher regularly assesses the quality of teaching, and looks at pupils' work so that a consistent approach to learning is evident across school and pupils make good progress in all classes. She has a very clear view of what constitutes effective teaching and is extremely rigorous in her feedback to teachers about the quality of their teaching. Training for teachers is accordingly well-planned and clearly based on this monitoring and on the school development plan.
- Performance management is focused well on increasing the rates at which pupils make progress, improving the quality of teaching and raising standards. Teachers are very clear that they will only be rewarded when their pupils have done as well as, or better than, they should have done. The headteacher has set demanding targets for teachers that have contributed to pupils' more

rapid progress and improved attainment.

- The curriculum is very exciting and contributes strongly to pupils' well developed spiritual, moral, social and cultural awareness. While it is focused on developing pupils' basic skills in reading, writing and mathematics, it also provides very many opportunities for pupils to develop their love of history, art, science and geography.
- There is also a strong focus on developing pupils' physical and sporting skills. The sports premium funding has been used highly effectively to develop competitive sports with similar sized schools, as well as encouraging physical activity in lunch-time and after-school activities. All of which are contributing well to pupils' physical development.
- The local authority works very effectively with the school. It has offered high quality training and helpful advice that has led to improvements in the quality of teaching across school.
- **The governance of the school:**
  - The governing body offers sympathetic support to the school and in the past two years has offered more rigorous challenge to ensure that standards have risen. For example, they know about the attainment and progress of all pupils, including those pupils who are known to be eligible for the pupil premium, based on analysis of examinations data. They are also clear about the impact of the sports premium funding. Governors have a clear programme to visit classes to see how well pupils are learning and well-thought out plans for their own improvement. Their findings are fed back to other governors. The governing body skilfully manages the budget of this small school and has successfully improved the outdoor learning area and site security. They monitor the performance of all staff and ensure that they have received appropriate training, for example, to ensure that pupils are kept safe from harm through safeguarding systems which meet current guidelines. The Chair of the Governing Body is very well-informed about the school and uses governors' expertise to full effect, for example, in budget management.

## 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>	114058
<b>Local authority</b>	Durham
<b>Inspection number</b>	425801

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>	133
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carl Knotts
<b>Headteacher</b>	Alison Johnson
<b>Date of previous school inspection</b>	28 February 2012
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