

# Errington Primary School

Windy Hill Lane, Marske-By-Sea, Redcar, North Yorkshire, TS11 7BL

**Inspection dates** 12–13 February 2014

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils have not made good progress in writing and mathematics in recent years.
- Teachers' expectations of what pupils can achieve are not always high enough and, as a result, too many pupils did not make enough progress last year.
- Middle leaders have not yet secured consistently good teaching across the school. Teachers' marking, feedback and planning are not always effective.
- In some lessons, middle ability pupils do not make the progress they should because teaching does not challenge them or challenges them too much. Activities are too easy or too hard for them.
- Pupils do not have enough opportunities to use their writing and numeracy skills in other subjects.
- Some of the changes that have been made to teaching are too recent to have improved pupils' achievement in the assessments and national tests.

### The school has the following strengths

- Children get off to a good start in the Early Years Foundation Stage. They make good progress in both their academic and personal development.
- Pupils have good attitudes to learning. They are polite, courteous, behave well and feel safe, both in class and out of lessons.
- There is good teamwork and all staff share a determination to improve the school. Leaders have introduced a range of initiatives, which have resulted in improvements in teaching and pupils are beginning to make better progress in lessons.
- Senior leaders have an accurate view of the school's performance. There are now thorough procedures to manage the performance of staff and to check pupils' progress.
- Pupils' spiritual, moral, social and cultural development is promoted well and pupils willingly take on roles of responsibility.
- The governing body is effective in the challenge and support it provides to the school.

## Information about this inspection

- Inspectors observed teaching and learning in 13 lessons, one of which was a joint observation with the headteacher. Inspectors also heard pupils read in Years 2 and 6.
- They took account of 30 responses to the on-line questionnaire (Parent View) and 13 questionnaires completed by the staff.
- They held a meeting with pupils from Year 6 and talked informally with other pupils at lunch times and break times. Inspectors also talked to four members of the governing body and a representative of the local authority. They also held discussions with leaders who have other responsibilities including the leaders of literacy and numeracy, the special educational needs coordinator and the leader of the Early Years Foundation Stage.
- Inspectors observed the school at work and looked at a range of documentation, including internal and external information relating to pupils' progress, pupils' workbooks, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to teachers' performance, minutes of governing body meetings and safeguarding and child protection documents.

## Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Irene Lavelle

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium is 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 who are looked after by the local authority.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve teaching in Key Stages 1 and 2 so that it is consistently good or better and so accelerate pupils' progress further by:
  - giving pupils work that allows them to make good or better progress
  - making sure that pupils are given sufficient opportunities to apply their writing and numeracy skills in all subjects
  - ensuring that teachers' expectations of what pupils can achieve are high enough to allow them to make more rapid progress.
- Strengthen leadership and management by:
  - developing the skills of middle leaders in the use of data to accelerate further the rate of pupils' progress
  - further developing the consistency of applying the school's procedures for marking and feedback so that it has a direct impact on pupils' progress.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils' progress in writing and mathematics, although improving, is not fast enough. Teaching in Key Stages 1 and 2 does not consistently enable pupils to make at least good progress from their starting points.
- Improvements in pupils' progress in writing and mathematics have not been as rapid as in reading because pupils do not have enough opportunities to use their writing and numeracy skills in other subjects.
- Most children start school with skills that are below those typical for their age. They make good progress in the Early Years Foundation Stage. They make progress at a similar rate to that expected in Key Stage 1 and Key Stage 2, so that by the end of Year 6, the standards reached in reading are above average and broadly average in writing and mathematics. Too few pupils make more than the expected rate of progress and so achievement requires improvement.
- Achievement in recent years has been lower in English and mathematics and particularly for the least able pupils, most of whom are eligible for support from the pupil premium. Senior leaders have recognised this and have put in place measures to improve the rate of progress and the benefits are beginning to be seen. Despite not always being fully challenged in lessons, the overall progress made by the most able pupils is good and they go on to achieve the higher levels in the Year 6 national tests.
- Lesson observations and scrutiny of work show that there is a trend of overall improvement in pupils' progress in English and mathematics.
- Leaders use data well to track pupils' achievement. They use effective systems to check on pupils' progress throughout the school and, as a result, the school can now quickly identify any gaps in pupils' knowledge and skills. Individual pupil's learning is now being boosted by timely support.
- Disabled pupils and those with special educational needs make similar progress to, and sometimes better than, their peers. They are well supported by staff who have an accurate knowledge of their needs and support is put in place to meet their individual needs. Teaching assistants provide high quality support when it is needed, both in class and in one-to-one sessions.
- Pupil premium funding is used to support eligible pupils, including those known to be eligible for free school meals, they make similar progress to their peers but from often lower starting points. There is, however, a gap of about one year between their attainment and that of other pupils in the school in English and mathematics, but this gap is closing.

### The quality of teaching

### requires improvement

- Teaching requires improvement because there has been too much variability in the quality of teaching over time resulting in pupils' slow progress in Key Stages 1 and 2. This is partly because there has not been enough focus on improving teaching in the past but also because teachers did not always expect enough from the middle ability pupils in their class.
- There has been a determined effort to improve teaching in the last year. There is now good teaching in most lessons and some is outstanding. However, teaching is not yet consistently good over time. Teachers do not always use the information they have about pupils' achievement to plan work that will allow all pupils to make good progress in lessons.
- Teachers mark pupils' work regularly, but do not consistently apply the school's procedures for giving feedback that will have a direct impact on improving pupils' work.
- Teachers plan lessons that interest the pupils but there are not enough opportunities for pupils to use the skills they learn in literacy and mathematics lessons in other subjects, and as a result,

progress in writing and mathematics is not as rapid as it could be.

- Teaching is improving and the school's own information and the observations carried out during the inspection concur in indicating that more teaching is now good and some is outstanding. This is reflected in the improving progress pupils are making in English and mathematics.
- Teaching is good in the Early Years Foundation Stage. All the adults have a detailed knowledge of each child and plan learning for them that meets their needs. In the Nursery class, the teacher skilfully used the tale of the Gingerbread Man to reinforce children's understanding of numbers. In a Reception class, children enthusiastically used their rapidly developing writing skills to create a contents page for the book they were making.
- Teachers know their pupils as individuals and want the best for them. Good relationships are typical between pupils and the adults who work with them. As one pupil said, 'My teacher really helps me to learn.'
- Teaching assistants are deployed well and have a clear understanding of the groups of pupils who are disabled or who have special educational needs and this allows them to intervene effectively when it is needed. They also provide well-targeted support to the least-able pupils.
- Teachers plan challenging tasks for the most able pupils and they enjoy the hard work that is set for them and so typically make good progress.

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

- The behaviour of pupils is good. Behaviour is good both in and out of lessons. The records kept by the school confirm that behaviour is typically of a high order.
- In the playground, pupils play well with each other and the play leaders make sure that everyone has someone to play with them.
- The school has an effective system for encouraging pupils to behave well. All teachers follow this system consistently, but do not have to use it because pupils say that they choose to behave well so that they can learn.
- Pupils contribute fully to all aspects of school life. They willingly take on roles of responsibility and most Year 6 pupils have more than one role. They take these roles very seriously and carry out their duties conscientiously. The 'Fruit Face' group source, purchase, prepare and sell fresh fruit to pupils at break time and use the profits to enhance the play equipment in the school.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and parents agree that their children feel safe in school. Pupils have a good understanding of how to keep themselves safe, including when using the internet and also when in or near water.
- Attendance has improved and is above average. The school is prompt to check on the reasons for any absences. Pupils are encouraged to be on time and to attend regularly.
- Pupils say that there is no bullying and they have a good understanding of the different types of bullying. They are sure that if any bullying occurred, it would be quickly dealt with by the school.
- Pupils very much enjoy the range of activities and clubs that are available to them, especially the different sports and artistic activities. The lunchtime 'Book Club' was very well attended by pupils from Years 3 to 6. When asked what they would change about the school pupils found it difficult to think of any significant improvements they would want.
- The school is using some of the primary school sports funding to extend cross-curricular sports activities and to make the teaching of physical education more effective. This is having a positive impact on pupils' physical well-being. Pupils enjoy their physical education lessons and participation in sports out of lessons is high.

### **The leadership and management requires improvement**

- The school's leaders are securing improvements in pupils' achievement and the quality of teaching. However, leadership and management require improvement because leaders at all levels, especially middle leaders, need to develop their skills in order to accelerate the rate of improvement. The improving picture, together with strong governance, means that the school demonstrates that it can improve further.
- Middle leaders are not yet skilled enough at using the information available to them to make sure that the actions they are taking to accelerate the rate of pupils' progress are having the impact that is required to consistently improve achievement. They also need to be more thorough in ensuring that the school's policies for marking and feedback are followed consistently by all teachers.
- Procedures for managing the performance of teachers are thorough, setting clear targets for pupils' progress and teaching. There are appropriate links to teachers' standards and salary progression.
- Senior leaders check on pupils' progress regularly and take prompt action to help pupils catch up if they are falling behind.
- The leadership and management of teaching are now stronger than in the past and as a result, teaching has improved, although some inconsistencies in quality remain. There are regular checks on the quality of teaching and effective training is provided to improve the skills of teachers and teaching assistants, for example, in the teaching of mathematics. The full impact of these improvements on raising standards has yet to be seen.
- The school's leaders have recognised that the quality of teaching and the progress made by pupils, in writing and mathematics, was not sufficiently high and introduced a range of initiatives, which are beginning to have an impact on the achievement of all pupils, especially those of middle ability.
- The school knows and cares for its pupils as individuals and works diligently to remove any difficulties which might stop pupils from learning. Equality of opportunity is central to the school's work and removing any differences in the achievements of significant groups is a priority. The curriculum has been developed to promote learning and the development of pupils' spiritual, moral, social and cultural understanding is important to the school. As a result, pupils' personal development is of a good quality.
- The new primary school sports funding is motivating pupils to be active and to take part in different sports festivals. In addition, the funding is being used to improve the teaching of physical education through further staff training.
- Safeguarding and child-protection procedures are effective and meet current requirements.
- The local authority has provided much appreciated support to the school.
- **The governance of the school:**
  - The governing body is well informed and knows the school well. The governors use information about the school in key areas, including pupils' progress and the quality of teaching, to evaluate the performance of the school. They use this information to challenge leaders and to hold the school to account. Governors are familiar with the Teachers' Standards and use them to help them to manage teachers' performance. They oversee the spending of the pupil premium funding and are aware of the impact it is having on pupils' achievement. They seek training to become more skilled and bring their own skills to their roles as governors. Governors support the school in all it does and they are ambitious for it to improve further.

## 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>	111655
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	430920

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>	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lynn Warwick
<b>Headteacher</b>	Christine Stinson
<b>Date of previous school inspection</b>	26 March 2012
<b>Telephone number</b>	01642 482002
<b>Fax number</b>	01642 502211
<b>Email address</b>	errington_primary_school@redcar-cleveland.gov.uk



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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

