

# King Street Primary School

High Grange Road, Spennymoor, County Durham, DL16 6RA

**Inspection dates** 8–9 October 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher’s excellent leadership has driven rapid improvement since the previous inspection. He has created an ethos which motivates pupils and staff to constantly do their best.
- Pupils of all abilities make good progress and achieve well. They are eager to learn and want to please their teachers. Standards are rising year on year because pupils’ learning is well planned and they are given good support to succeed.
- Teaching is good. Pupils’ learning is skilfully developed by activities that are well matched to their needs. Teaching assistants are well trained to help pupils of all abilities become successful learners.
- Children get off to a good start in the Reception class. They are well cared for and feel confident in their new environment. This is helping them to explore and learn for themselves.
- Pupils’ good, and sometimes excellent, behaviour around the school and in the playground makes this a warm, welcoming school where everyone is able to learn. Excellent pastoral care ensures that pupils feel safe and secure. Pupils say that all staff take great care of them.
- The curriculum is well planned to give pupils opportunities to find out about things that interest them and gives them a good idea of their local heritage. It fosters pupils’ good spiritual, moral, social and cultural development. Pupils learn the importance of being tolerant to others different to themselves and have a clear understanding of the need to follow rules in modern British society.
- Senior and middle leaders have developed their skills well by improving teaching and accelerating pupils’ progress. Team spirit is excellent because staff feel valued and are encouraged to contribute to improvement.
- Governors are very well informed about teaching and learning in the school. They are fully committed to getting the best for every pupil.

### It is not yet an outstanding school because

- A small number of pupils in every year group do not gain a good breadth of reading skills, nor do they develop enough confidence for reading independently.
- The school is not yet making the best use of its excellent systems to track pupils’ progress to ensure the most able pupils always make good or better progress.

## Information about this inspection

- Inspectors observed lessons or parts of lessons, two of which were jointly observed with the headteacher.
- Discussions were held with members of the governing body, senior and middle leaders, staff and pupils.
- The inspector observed the school at work and looked at a range of documentation, including that relating to the school's safeguarding policies and procedures, information about pupils' progress and attainment, the school's self-evaluation of its performance and the school development plan.
- Inspectors examined pupils' work on display and in their exercise books from the previous year. They listened to pupils read from Year 3 and Year 6.
- There were 28 responses to the online questionnaire (Parent View). Inspectors also took account of 21 staff questionnaires that were returned.

## Inspection team

Moira Fitzpatrick, Lead inspector

Additional Inspector

Timothy Nelson

Additional Inspector

## Full report

### Information about this school

- The school is slightly smaller than the average-sized primary school.
- The proportion of disadvantaged pupils eligible for the pupil premium is high. The pupil premium provides additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs supported by school action is well above average. The proportion supported at school action plus or with a statement of special educational needs is high.
- The vast majority of pupils are of White British heritage. Very few pupils speak English as an additional language.
- The school met the government's current floor standards in 2013, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been a number of staff changes since the previous inspection. A new early years leader and a new special educational needs leader have been appointed for the coming year.
- School numbers are increasing quickly, so an additional teacher has been appointed from September 2014.

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

- Further improve the reading skills of the pupils who lack confidence to read independently by:
  - extending opportunities for reading in school and at home
  - developing a love of reading by giving pupils access to a wider range of books, so they rapidly increase their understanding of what they read and are better able to retain information
  - frequently checking how well targeted pupils are progressing in their reading so they are promptly moved on to more challenging books.
- Accelerate the learning and achievement of the most able pupils in mathematics and English by:
  - making best use of the school's excellent information about pupils' learning to note where more challenge is needed in literacy and numeracy
  - ensuring that subject leaders take prompt action when learning slows or challenge is not high enough
  - providing training and support to enable staff to maintain a high level of challenge and rapid progress for these pupils.

## Inspection judgements

### The leadership and management are good

- The headteacher's vision for an outstanding school, together with his resolute commitment to raising pupils' achievement to the best it can be, has driven rapid improvement since the previous inspection. In all of this work, he has been well supported by the deputy headteacher. The quality of leadership and teaching has improved significantly, so too has the achievement of all groups of pupils. Leadership of teaching is strong.
- Rigorous systems to track pupils' progress have been introduced by the headteacher. These are well understood and used by staff to set pupils' progress targets. Occasionally, teachers do not make full use of this excellent information to spot where the progress of the most able is not as rapid as it might be. While equal opportunities are well promoted overall, a sharper focus on the most able pupils is needed to ensure they reach their full potential in English and mathematics.
- The role of middle leaders has developed well since the previous inspection; they now play a full part in leading improvement and in supporting staff to raise achievement. For example, the mathematics leader had introduced an ambitious programme for the most able pupils designed to help them reach the higher levels in the subject. The school has plans to extend a similar programme to the most able in English.
- The management of teachers' performance is robust. The school effectively shares good practice and provides regular training to support the school's priorities. There is a clear link between teachers' performance and their salary progression.
- The well-planned curriculum fosters pupils' interests and talents, and develops a genuine love of learning. It is well structured to give pupils frequent opportunities to explore similarity and difference in various cultures and provides a strong base for learning about the diversity of modern British society and its values. The curriculum prepares pupils well for the future with good basic skills and an understanding of the need to respect the rights of others.
- The school uses primary sport funding well to promote active lifestyles and physical well-being as part of a local initiative to share expertise and develop inter-school competitive sport. Taster sessions, a wide range of after-school clubs, coaching for teachers, as well as the newly formed School Sports Organising Crew (Year 5 and 6 pupils), all contribute to the constantly growing involvement of pupils in physical activities which enhance their well-being.
- Parents who completed the online questionnaire are unanimous in their appreciation of what the school offers their children.
- The local authority has made a strong contribution to the development for the school since the previous inspection. The impact of this support upon the development of middle leaders' roles and upon the quality of teaching has been significant and has helped the school to improve well.
- **The governance of the school:**
  - Governors are well informed about the school's performance, including performance data relating to it, the quality of teaching and how pupil premium funding have been used to ensure that the progress and attainment of these pupils is now very close to that of others pupils in the school. They have supported improvements to teaching by holding teachers to account for the progress their pupils make and only reward teachers who fully meet their performance management targets. Governors have been involved in adapting the curriculum and fully endorse the drive to instil British values through high expectations of respecting the rights of others. Finances are well managed so that there are good levels of staffing and resources to support pupils' learning.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. In assemblies and when moving around the school it is often exemplary. Pupils are considerate of visitors and their warm and welcoming behaviour shows the pride they take in following the school's high expectations of them. School records show that there have been no exclusions in the last three years and that good behaviour is typical over time.
- Pupils' good attitudes to learning ensure that lessons get off to a prompt start. Time is well used for learning because pupils move quickly from one activity to another without any fuss, because teachers have prepared them well for their learning. No matter how difficult the challenges, pupils keep going, convinced that hard work will lead to success.
- Pupils' learn much about the need for tolerance of different ideas and ways of life, and are alert to the

need for these qualities as members of a Rights Respecting School. This helps them to develop good relationships with each other, and to appreciate the need for understanding and support in class and in the playground. The calm and harmonious atmosphere that pervades the school is rooted in this learning.

### Safety

- The school's work to keep pupils safe and secure is good. Pupils are taught effectively to assess risks to their well-being. They understand the dangers of the internet and social media and how to respond to stay safe.
- Pupils have been taught to assess the behaviour of other pupils and recognise when bullying occurs. They are adamant that it is very rare, but that playground games can sometimes produce name calling, which they know is not bullying. Overall, they have a mature and balanced view of the behaviour of others and try hard to see it for what it is instead of mis-labelling it.
- Staff know pupils very well and are alert to any changes that may affect their well-being or performance in school. Excellent care creates a happy, secure school where every pupil feels valued. Pupils whose circumstances may make them vulnerable are very well supported to work alongside and achieve as well as their peers.
- Parents unanimously agree that their children are safe and well cared for in school.

### The quality of teaching is good

- The quality of teaching has improved well since the previous inspection because senior leaders have provided good professional training to extend the skills of teachers and teaching assistants.
- Good knowledge of pupils' previous learning is well used by teachers to plan activities that allow pupils of all abilities to work at a good rate. This develops pupils' confidence for learning, so that they persist with their efforts even when the challenge is high.
- A good example was seen in a Year 1 mathematics lessons when pupils were learning to add three numbers together. The teacher carefully taught the basic skills to all pupils, and then kept some pupils back to teach a higher level of calculation because she knew that they were ready for harder work. Every pupil began work promptly, made good progress and rightly felt proud of their efforts by the end of the lesson.
- Pupils know how well they are doing in lessons because of the teachers' careful explanation of what they will learn and the different targets they should reach.
- Pupils in Year 2 made good progress in their understanding of non-fiction writing, when the teacher used good questions to test their understanding as they shared reading from the whiteboard. She was quickly able to add further explanations for pupils who did not fully grasp certain meanings. Shared activities ensured they all enjoyed their learning, while moving at a good pace.
- All staff have high expectations of effort and good behaviour in lessons. This keeps lessons moving at a brisk pace and allows pupils to learn by listening carefully to new information and explanations. Year 3 pupils showed they had concentrated well when they learned about different food groups in science. They were delighted to show the teacher how well they could remember their learning from previous lessons in response to her careful questioning.
- Pupils' work is regularly marked and there is a sharp focus on helping pupils to improve their work by pointing out what they have done well and what needs to be improved. On occasions, checks on how well targeted pupils are learning to read are not frequent enough to ensure that they are moved on quickly to more challenging books.
- Teaching assistants make a significant contribution to pupils' learning in their direct teaching of early reading skills, catch-up and support programmes and through in-class support. They form excellent relationships with pupils and adapt their instruction to meet the needs of individuals.
- While all pupils read regularly at home and in school, a more varied programme of frequent reading is not always available for less able readers to help them reach the fluency needed when they move on to the secondary school.

### The achievement of pupils is good

- The performance of Year 6 pupils in 2013 in English and mathematics was above the national average. Similar results for Year 6 pupils in 2014 maintain the school's pattern of rising attainment in the last three years.
- The proportion of Year 1 pupils who reached the expected standard in phonics (the sounds that letters

make) was above the national average in 2013. A similarly high standard was achieved in 2014. By the end of Year 2, pupils reach standards close to the national average in reading, writing and mathematics and have made good progress from their individual starting points.

- Most pupils' reading skills are developed well from an early age and improve rapidly in Key Stage 2 where independent reading allows pupils to accelerate at their own best rate. The development of reading skills amongst younger pupils is well monitored so that staff are able to plan extra well-tailored support. However, the range of reading materials is not wide enough to tempt less confident readers to read more widely and develop the same love of reading as their classmates.
- Pupils' progress and attainment in mathematics has risen well in the last three years, because of the school's focus on improving teachers' skills and developing a programme of consistent methods for calculating with numbers. The school's robust monitoring has identified the need for more challenge for the most able mathematicians. While the additional lessons now provided for these pupils from Year 2 to Year 6 are accelerating progress, there is more to do to check any slowing of progress for individuals or year groups.
- By Year 6, pupils' writing skills, including their accurate use of punctuation and grammar, are close to the national average. However, few higher attaining pupils reach the higher levels in writing by the end of Year 6. Unlike the provision in mathematics for the most able, there is no planned programme in writing to improve the proportion of pupils reaching Level 5 or beyond before they leave the school.
- The most able pupils do not always make better than expected progress in writing and mathematics and so do not always reach higher levels. However, the school has now put in place additional lessons for these pupils from Year 2 to Year 6 to accelerate their learning, so that they can reach the same high levels they do in reading.
- Pupils who are disabled or have special educational needs are well supported to make similar progress to their peers and in some cases exceed this. Skilled teaching by well-trained teaching assistants and careful planning by teachers enable them to succeed with tasks so that they become confident, successful learners.
- Pupil premium funding has been well used to ensure that the gap in attainment between disadvantaged pupils and others in the school has reduced rapidly and is now insignificant. So too is the gap in progress between these two groups. The attainment of disadvantaged pupils is equal to all pupils nationally in reading, writing and mathematics.

### The early years provision

is good

- Children join the Reception class with skills that are below those typical of four year-olds. They make good progress from their starting points especially in developing confidence to learn independently and to follow routines that keep them safe.
- Planning covers the seven areas of learning well, to provide interesting and stimulating experiences which meet children's needs. Teaching is good. Adults monitor children closely and intervene to extend their learning by developing their thinking or by encouraging them to find new ways of doing things. A good example was when a teaching assistant helped children who were counting in twos to extend their tower of blocks by combining single blocks to make a 'double' block.
- Robust systems to keep children safe are regularly reviewed and kept up-to-date, by taking account of the children's developing interests and the demands of on-going improvements to the outdoor environment. Children's willingness to join in and explore the changing environment reflects how safe and secure they feel.
- The newly appointed early years leader has developed strong links with parents to involve them more directly in supporting their children's learning and parents are kept well-informed of their children's progress by staff.

## 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>	130946
<b>Local authority</b>	Durham
<b>Inspection number</b>	442294

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	206
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Parkinson
<b>Headteacher</b>	Christopher Horn
<b>Date of previous school inspection</b>	14 November 2012
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