



# Eppleton Primary School

## Inspection Report

**Unique Reference Number** 108796  
**LEA** Sunderland  
**Inspection number** 278048  
**Inspection dates** 26 April 2006 to 27 April 2006  
**Reporting inspector** Mrs Gillian Salter-Smith

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Church Road
<b>School category</b>	Community		Hetton-le-Hole
<b>Age range of pupils</b>	4 to 11		Houghton le Spring, Tyne and Wear
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 5536738
<b>Number on roll</b>	197	<b>Fax number</b>	0191 5536739
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Colin Richardson
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Mr Tony Henderson

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 26 April 2006 - 27 April 2006	<b>Inspection number</b> 278048
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a slightly smaller than average school in a small town in an ex-mining community. Pupils come from a socially and economically mixed community which has some indicators of significant deprivation. An average proportion of pupils is eligible for free school meals. There are more boys than girls. Very few pupils are from minority ethnic backgrounds and all speak English confidently. The proportion of pupils with learning difficulties and/or disabilities is below average and the proportion with a statement of special educational need is average. Pupils' attainment when they start school in Reception is well below average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school. The judgement matches the school's own evaluation and the views of most parents. Achievement is good and standards are above average because pupils are well taught and cared for. Pupils with learning difficulties and/or disabilities are very well supported. Despite good progress, boys' standards are lower than girls' in the Foundation Stage and Key Stage 1 but they are similar by the end of Year 6. Pupils enjoy school and feel safe and secure. Relationships are very positive and behaviour is good. Pupils are especially considerate towards those with physical disabilities. Teachers have mainly high expectations and lessons include varied and interesting activities. Extensive additional activities, especially in music and sport, enrich pupils' learning. Strong leadership ensures that everyone working in the school strives to attain high standards for the pupils. Accurate self-evaluation ensures that the school has correctly identified what needs to be improved. Pupils have targets for literacy and numeracy but in some lessons these are not referred to often enough to help pupils to improve. This slows the learning of some pupils. Not all lessons in Key Stage 1 provide sufficient challenge for higher attaining pupils. Outside play areas, including that for the Foundation Stage, do not provide a stimulating environment for learning, play and recreation.

Provision in the Foundation Stage is good. A caring and friendly atmosphere and well planned teaching help children settle quickly and make good progress.

The school has maintained high standards since the last inspection and there is a strong capacity to improve further. It gives good value for money.

### What the school should do to improve further

- Make more frequent reference to pupils' targets in all lessons to help them know what to do to improve.
- Ensure greater consistency in providing challenge for higher attaining pupils in Key Stage 1.
- Provide a more stimulating environment for learning, play and recreation in all the outdoor play areas.

## Achievement and standards

### Grade: 2

Pupils' achievement is good. Pupils enter Reception with well below average standards, especially in language, literacy and communication and personal development. They make good progress in Reception but only a small number of pupils reach the expected levels so standards, overall, are below average. In Years 1 and 2, pupils continue to make good progress so that in Year 2, standards are average in reading, writing and mathematics. However, some higher achieving pupils do not do as well as they could. Boys' standards are lower than girls', especially in writing, but boys make as good progress as girls from a lower starting point.

Results in national tests taken by Year 6 pupils have been significantly above average overall for three of the past five years. Slight fluctuations in results from year to year are in line with the capabilities of the different groups of pupils taking the tests. Even though the results dipped in 2005 to be average overall, pupils achieved well from the end of Key Stage 1 and the school exceeded its realistic targets for English and mathematics, especially for pupils reaching the higher levels. Current standards in Year 6 are above average in English, mathematics and science because pupils make good progress in response to high expectations and good teaching in Years 3 to 6. There are no significant differences between standards for girls and boys by the end of Year 6.

Pupils with learning difficulties and/or disabilities are very well supported and make good progress.

## **Personal development and well-being**

### **Grade: 2**

The personal development and well-being of pupils is good. Pupils enjoy school and find the work interesting. In the Foundation Stage, children develop their personal and social skills well and they relate positively to each other. Throughout the school, there is a strong, mutual respect between pupils and staff and pupils feel valued. They are confident, very well mannered and thoughtful. Their spiritual, moral, social and cultural development is good overall. However, pupils' awareness of cultural diversity within society is less well developed. Pupils behave well and understand the reasons for school rules. Pupils are aware of their responsibilities in school and the wider community. They know how to keep safe and they look after each other well, especially those pupils with physical disabilities. The school council is effective; it was the driving force behind the introduction of the 'Buddy Bus Stop' on the playground. Pupils are keen to raise funds for charities such as 'Talking Books for the Blind'. They understand the need for regular exercise and many take part in extra sporting activities. They eat healthily within school and are encouraged to drink water. Pupils gain good basic skills in numeracy, literacy and information and communication technology (ICT) that will help them in the workplace. Attendance is average.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. High expectations for nearly all pupils and very good relationships set a positive atmosphere conducive to learning. Pupils set out their written work very carefully and apply themselves readily to well planned and varied tasks. Teachers use ICT resources well to stimulate learning. Teachers and teaching assistants give well-focused support to pupils with learning difficulties and/or disabilities. Good attention is paid to developing pupils' literacy and numeracy skills. Pupils' work is marked regularly and the best practice establishes a positive dialogue

with pupils about how well they have achieved and what they need to do to improve further. Teaching is particularly strong in Year 6 and one outstanding lesson was characterised by the significant challenge it posed to pupils of all abilities to achieve beyond expectations.

Where teaching could be improved further, higher attaining pupils in Key Stage 1 are not always given hard enough work and teachers do not always make it clear what is expected of pupils of different abilities. Pupils have personal targets for numeracy and literacy but these are not referred to often enough in lessons to help them improve, and this slows their learning in some lessons.

## **Curriculum and other activities**

### **Grade: 2**

A good curriculum meets the needs of all pupils and promotes an enjoyment of learning. It is well planned to keep pupils interested in their learning and successfully develops their self-confidence and the skills they will need in the future. Pupils' learning is enriched by a wide variety of after-school clubs, visits and visitors. Additional activities include the teaching of French in Years 3 to 6, a choir and other musical and sporting activities. The provision of personal, social and health education is carefully planned and effectively promotes an understanding of staying safe, keeping healthy and citizenship. A residential visit for older pupils helps develop social skills and widens their experience of life beyond their immediate environment. The Foundation Stage curriculum promotes the recommended areas of learning well and enables children to learn successfully through practical experiences. The school has good plans for the development and improved use of the uninspiring outdoor area to help children learn more effectively.

## **Care, guidance and support**

### **Grade: 2**

Good care, guidance and support are provided by the school. Children settle quickly into Reception because of the caring attention of staff and a friendly atmosphere. Child protection procedures are very well established and understood by all staff. Procedures for risk assessment are good and pupils feel safe and secure in school. Close supervision of outdoor play areas promotes good behaviour. Support for pupils with learning difficulties and/or disabilities is very well organised. They benefit from good support from external agencies and regular communication with parents. Very good links with local secondary schools ease pupils' transfer to their new schools. Pupils' progress is tracked carefully and underachievement is identified and mainly supported quickly. The exception is some higher attaining pupils in Key Stage 1. Throughout the school, pupils have targets to work towards but these are not referred to in some lessons often enough to help pupils know how best to improve their work.

## Leadership and management

### Grade: 2

Leadership and management are good. The headteacher, supported by a very capable deputy and an able senior team, sets high expectations for staff and pupils. These high expectations ensure the school's success in providing a caring, challenging and supportive environment in which nearly all pupils achieve well. A supportive team approach has underpinned the school's continuing improvement and provided the confidence to be innovative, for example, in developing a creative approach to curriculum planning.

Rigorous systems of self-evaluation help to prioritise work on improvement. Recently improved assessment and target setting for individual pupils, classes and year groups, set expectations even higher and are helping senior leaders gain a clearer overview of the progress of different groups of pupils.

Parents are very supportive of the school. The school listens to their views and takes action accordingly, for example, on increasing the range of after-school activities.

The governing body is well informed of the school's work and it holds the school to account robustly. Some governors use their expertise well to provide significant support, for example, in ICT and financial planning. A limited budget is well managed and the school provides good value for money. It is well placed to improve further.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
--	-----------------------	--------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

Eppleton Primary School

Church Road

Hetton-le-Hole

Houghton le Spring

Tyne and Wear

DH5 9AJ

26 April 2006

Dear Pupils

Mr Calderbank and I enjoyed meeting and talking to so many of you. It was a delight to see you enjoying your lessons, assemblies and playtimes. Your courtesy and good manners are a credit to your school. We came to find out what is special about your school and to help the school find ways of making things even better.

Your school is special because everybody gets on very well with each other and you are especially considerate of pupils with physical disabilities. You told us that you enjoy lessons and we think that your teachers work hard to make lessons interesting and fun. Your teachers help you to do well and reach good standards by the time you leave. You all have targets for literacy and numeracy and we think that you need to think about these more often in your lessons to help you to improve. In most lessons, you find the work quite hard but just occasionally there are some of you that find the work a little too easy and you need to be stretched a little bit more.

We know that you enjoy the many extra activities, visitors to the school and visits to special places, such as Sunderland Football Club or The Lake District. It is good to see so many of you enjoying musical and sporting activities. We know that you are proud of your school council. It is certainly helping to make important changes, such as the very necessary improvements needed in the outdoor play areas.

We think that Mr Henderson and Mrs Nowen are helping all the adults in the school to work well as a team to make sure that you have a good education and feel secure and happy in school. They know what needs to be done next. You can help by carrying on working hard and enjoying the extra activities the school provides for you.

Yours sincerely

Gillian Salter-Smith

Lead inspector