



Acklam Whin Primary School

Inspection Report

Unique Reference Number 111586
LEA Middlesbrough
Inspection number 278725
Inspection dates 4 April 2006 to 5 April 2006
Reporting inspector Mr John Ashton

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

Type of school	Primary	School address	Carlbury Avenue
School category	Community		Acklam
Age range of pupils	3 to 11		Middlesbrough, TS5 8SQ
Gender of pupils	Mixed	Telephone number	01642 813938
Number on roll	449	Fax number	01642 813443
Appropriate authority	The governing body	Chair of governors	Councillor Jan Brunton
Date of previous inspection	1 February 2000	Headteacher	Mr John Lees

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school on the western edge of Middlesbrough. It has recently been completely remodelled and now has excellent accommodation. Most children are white British but there is a growing number of children from minority ethnic groups, although very few of them are at an early stage of learning English. The children come from a broad range of social backgrounds but the proportion claiming free school meals is low. The children's attainment is average on entry to the Nursery. The proportion of children with learning difficulties and/or disabilities is below average but three have statements of special educational need.

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 with some outstanding features. It provides good value for money. These judgements match the school's own view of its effectiveness. Parents are delighted with everything the school does for their children. 'I couldn't wish for a better school', said one parent. Children's personal development and well-being and the care and guidance they receive are all outstanding. Behaviour is exceptionally good. Children are enthusiastic learners and do their best to please their teachers and assistants. Good teaching and learning, together with a good curriculum, bring about good overall achievement. Children get off to a quick start in the Nursery and are well prepared for Key Stage 1, mostly exceeding the learning goals expected of them by the end of Reception. By the time children reach the end of Year 6, standards are generally above average. Leadership and management are good. The headteacher and senior leaders work well together with all the staff. The school's self-evaluation and planning for improvement lack precision. Nevertheless, all of the areas identified for improvement by the last inspection have been dealt with very effectively. In particular, standards are higher and the provision for information and communication technology (ICT) is now excellent. The record of improvement shows that the school has the capacity to improve further.

not applicable

What the school should do to improve further

- The school should sharpen its evaluation of its effectiveness and its planning for improvement.

Achievement and standards

Grade: 2

The children achieve well and standards are above average. Children's attainment on entry to the Nursery varies widely but is average overall. All children, including those with learning difficulties, make good progress from the moment they enter the school. By the time they enter Year 1, most exceed the goals expected of them. The children continue to make good progress in Key Stage 1 and standards are above average by the end of Year 2. Results in the national tests at the end of Year 6 are generally above average and in 2004 they were well above. However, the English results of 2005, though broadly average, were lower than the school expected for that year group. The school sets challenging targets, which it usually meets. The children's use of ICT in their learning across the curriculum is excellent.

Personal development and well-being

Grade: 1

Children's personal development is outstanding and children are very confident and extremely happy in a school where they feel there is 'always a chance for everyone'.

Their spiritual, moral, social and cultural development is excellent. Behaviour and relationships are excellent. The children work and play exceptionally well together indoors and out. If trouble happens, children feel that they can go to adults who will help them and will deal with it. Through the impressive school council, children have contributed many ideas to improve the school, such as a salad bar, new playground facilities and more after-school activities. They know the value of healthy eating and have access to fresh fruit and drinking water throughout the school day. Children are very keen and attentive in lessons and enjoy taking increased responsibility as they move through the school, for example, as house captains. Their cultural awareness is exceptionally good and is shown in stunning examples of their artwork on display around the school. Children speak about their contributions to their own community and also overseas, for example, support for a school in Sri Lanka. Older children have a very mature and caring attitude and are good role models for younger children. Year 6 children take responsibility, for example, as monitors in the library, and monitors of computers and play equipment. Children thoroughly enjoy coming to school and their attendance is good.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and accounts for the children's good learning and progress. It has improved since the last inspection. The strengths include:

- the focus on basic skills
- good classroom management
- very effective use of ICT
- efficient deployment of teaching assistants.

In an excellent lesson seen during the inspection, the range of activities was very broad; children were fully engaged and were making exceptionally good progress. Very occasionally, however, there is insufficient challenge for higher attaining children. Children's discussions with partners in lessons effectively broaden their understanding of ideas. The marking of children's work is good. The school has improved its marking system recently and the children appreciate the teachers' written comments which help them to improve their work. Support for the children with learning difficulties is good and they also make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets statutory requirements and the needs and interests of all children, including those with learning difficulties and/or disabilities. A strong emphasis is placed on developing children's knowledge and understanding of multicultural life, their understanding of the importance of a healthy and safe lifestyle, and good basic skills so that they are well placed for life beyond the school. Personal,

social and health education is well planned and includes anti-bullying, sex and relationships education, and the dangers of drug abuse. The school provides a good range of visits and visitors and other activities that also enrich the curriculum. There is a good range of clubs, including some that provide extra challenge for children identified as being gifted and talented.

Care, guidance and support

Grade: 1

The school's care, guidance and support for its pupils are outstanding. Procedures for health and safety ensure a safe environment for learning. Child protection procedures are rigorous, well known to all staff, and supported very well by outside agencies. The pastoral care team meets regularly to discuss concerns for children's well-being, safety and learning. Children are confident that they can approach staff with their personal problems. Parents say that they are very happy with the care provided and that the school always alerts them if their children have difficulties. Children are settled into the Foundation Stage with great care. Procedures for monitoring children's progress are good. Those with learning difficulties receive excellent extra support from teachers, teaching assistants and specialists from outside the school.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has the full support of all connected with the school. He is well supported by an increasingly effective senior leadership team and governing body. Good teamwork is a growing strength of the school. The monitoring of the quality of teaching and learning is good and the children's progress is also monitored effectively. However, the school's self-evaluation is not focused precisely enough on what needs to be done to raise standards. Consequently, the school's improvement planning lacks specific targets and measurable success criteria. Governance is good and the governors ask critical questions as well as providing excellent support for the school's management. They observe lessons and are well aware of the school's strengths and weaknesses. Financial management is also good.

The opinions of parents and children are sought and carefully considered. The school has useful links with other schools and organisations. The school makes excellent use of its good resources and splendid new accommodation. The school is well placed to make further improvements, as shown clearly by its good track record of improvements since the last inspection.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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

How well do learners achieve?	2	NA
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

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Mr J Lees

Acklam Whin Primary School

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5 April 2006

Dear Children

Thank you for making us so welcome on our visit to your school. I send a very special thanks to those of you who gave up part of your lunchtime to talk to us. You told us so many good things about the school, including how much you enjoyed the recent activity trip to Shropshire, the much improved buildings, the kindness of your teachers, and the electronic whiteboards in the classrooms.

Other things we particularly like about your school are:

the good teaching

how very well looked after you all are

the good progress you make from as early as in the Nursery

how well the school is run

how well everyone does in most of the tests near the end of your time in the school

how pleased your parents are about your school.

Two things we would like your school to do even better are its self-evaluation and improvement planning.

We wish every one of you well for the future and hope that you will always work as hard and enjoy school as much as you do now.

Yours sincerely

Mr J Ashton

Lead inspector