



Willington Primary School

Inspection Report

Unique Reference Number 114066
LEA Durham
Inspection number 279305
Inspection dates 7 December 2005 to 8 December 2005
Reporting inspector Mr Andrew Margerison

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

Type of school	Primary	School address	Chapel Street
School category	Community		Willington
Age range of pupils	3 to 11		Crook, County Durham
Gender of pupils	Mixed	Telephone number	01388 746414
Number on roll	218	Fax number	01388 745 658
Appropriate authority	The governing body	Chair of governors	Cllr Brian Myers
Date of previous inspection	1 January 2001	Headteacher	Mr Peter Hall

Age group 3 to 11	Inspection dates 7 December 2005 - 8 December 2005	Inspection number 279305
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school is an average sized primary school situated in Willington near Durham. The area is socio-economically below average. The proportion of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties is well above average. Children start school in the nursery with standards below those typical for their age, particularly in their language, literacy and mathematical skills and their knowledge of the world around them. The vast majority of pupils are white-British with a few of Asian origin. In the last two years almost half the teachers have joined the school including the headteacher who started in January 2005.

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 that provides good value for money. Inspection evidence confirms the school's view of its own performance, except that, owing to good teaching and learning, children are now achieving well rather than satisfactorily. Provision in the Foundation Stage is satisfactory so children make steady progress from a low start. In Years 1 to 6, the school has introduced rigorous assessment procedures in English and mathematics and teachers use this information well to match work to children's needs. As a result, standards are rising and, in the current Year 6, are at least average except in science. In this subject they are below average because pupils do not have enough opportunities to develop their investigative skills. The outstanding provision for information and communication technology (ICT) makes a major contribution to the good standards in the subject, children's very good attitudes to learning and their overall achievement. The improvement in standards is the result of very good leadership by the headteacher. In a short time he has made fundamental changes to the school that have had a good effect on the quality of teaching and children's progress. This is based on effective self-evaluation which gives a firm foundation for sustaining further improvement. Staff and governors are fully involved in the process, but there are no systematic procedures to involve children.

not applicable

What the school should do to improve further

- Raise standards in science by establishing a consistent approach to the teaching of investigative skills and to monitoring the progress pupils make.
- Provide more opportunities for pupils to become involved in the development of the school and to contribute to improvement planning.

Achievement and standards

Grade: 2

Children of all abilities achieve well overall. In the Foundation Stage, they make steady progress in all the areas of learning, although a significant proportion do not reach the expected levels for their age, particularly in language and mathematical development. They make good progress in their personal development. Since 2002, the school's results in national tests at the end of Key Stage 1 have gradually been falling against the national trend and were below average in 2005. However, inspection evidence shows that although standards in Year 2 are below average in reading, writing and mathematics, they are improving because pupils are achieving well. Standards in the 2005 national tests for pupils in Year 6 were better than those in 2004. Owing to good teaching in Years 3 to 6, children are achieving well so standards are continuing to improve. Standards in English are average overall with reading and listening skills being good. Children's writing skills are not as strong. This has been identified by the school as priority for improvement. Standards in mathematics and ICT are above average. In science, achievement is satisfactory overall. However, children, particularly

the more able, do not make enough progress in their investigative skills so the proportion reaching the expected level and above is below average. Owing to the good support they receive, children with learning difficulties achieve well. The school carefully identifies children with particular gifts and talents and provides them with opportunities to make good progress.

Personal development and well-being

Grade: 2

The children's personal development, including their spiritual, moral, social and cultural development, is good. In the Foundation Stage the youngest children quickly learn routines and how to behave well. As children move through the school they learn very strong moral and social values. This is reflected in their very good attitudes to learning and good behaviour. The children love being at school. They are really enthusiastic in lessons and keen to take part in anything the school provides for them. Attendance is satisfactory. Children have a good understanding of the importance of leading a healthy lifestyle and how to stay safe in different situations in and out of school. Their secure basic literacy and numeracy skills, coupled with their good understanding of how ICT can be used in many different situations, prepare them adequately for their future well-being. The school also makes sure that children take an active part in the local community and learn about their responsibilities to other people. In school, they take responsibility for jobs, but their understanding of how they can use their initiative to contribute to the day to day work of the school and its wider development is underdeveloped.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In the Foundation Stage, teaching and learning are satisfactory overall. Teachers provide children with good opportunities to begin to learn basic skills, but activities do not always provide enough challenge for more able children. In Years 1 to 6, teaching is good. Teachers use assessment information very well to ensure that tasks in English and mathematics are very well matched to children's ability. Teachers also use questions very well to challenge children and extend their thinking. Marking also challenges children well and helps them improve their work. Underpinning the success of many lessons is teachers' very effective use of ICT resources. They are used very well to involve them in lessons, to record children's achievements and correct their work. Their use ensures that lessons are often exciting, fun and stimulating so pupils really enjoy their learning. However, in science, the way that investigations are taught is not consistent across the school so that children's skills in this area do not develop as quickly as other aspects of their learning.

Curriculum and other activities

Grade: 2

The curriculum is good and overall, meets the needs of most learners well. It meets statutory requirements and includes sex, drugs and alcohol education. The curriculum in the Foundation Stage is sound, but it is not consistently planned across the two classes to ensure that children of all abilities make good progress in all the areas of learning. In Years 1 to 6, pupils have good opportunities to use basic skills in mathematics and ICT in subjects such as history, geography and science. However, they are not always used well enough to develop children's writing. The curriculum is enriched by an exciting range of extra activities that provide children of all ages with opportunities to take part in sports, music and creative arts. A good programme of personal, social and health education ensures that children develop a good understanding of healthy eating and the importance of taking exercise.

Care, guidance and support

Grade: 2

This aspect of the school's work is good. The level of care provided for pupils is very good. It is embedded throughout the school and evident in all activities. Good procedures are in place for child protection. Relationships between adults and children are very positive and make a major contribution to ensuring that the school is a safe place for them to learn and that they feel safe and supported. Parents unanimously praise the standard of care provided for their children and feel confident that their views are valued by the school. The school uses very good systems to track the progress children are making in English and mathematics and the information is used very effectively to set targets for improvement. However, similar procedures are not used for other subjects, such as science, to enable teachers to identify areas in which children need to improve. The children know their targets, but are not consistently involved in their setting or reviewing of their progress. The school uses external agencies very well to support children with learning difficulties, particularly the few children with behavioural problems. This provision has a positive effect on their behaviour and self-esteem.

Leadership and management

Grade: 2

The school is well led and managed. The headteacher leads the school very well, has very high aspirations for the school and is a very good role model for staff and pupils. In a short period of time, he has made significant changes to the way the school is run, introduced a consistent approach to monitoring the quality of teaching and learning and ensured that subject leaders are provided with the time they need to fulfil their roles. As a result, they make a positive contribution to the management of the school. The dramatic improvements in the provision for ICT since the last inspection is an excellent example of the contribution subject leaders are making to the development of the school. Performance data are analysed carefully to identify priorities

for improvement, but not always used well enough to check the effect of new initiatives on pupils' learning. All staff and governors are involved in the evaluation of the school's work and establishment of priorities for improvement, but children do not have similar opportunities. As a result of the changes made, there is a shared vision for the future of the school, children are making good progress and the school has a good understanding of its strengths and areas for development. It is well placed to sustain the rapid improvements seen in the last year.

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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	3	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	3	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?	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	1	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	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?	2	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	3	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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9 December 2005

Dear Children

Thank you very much for welcoming us to your school this week. We enjoyed talking to you and finding out about all the things you do. You were really friendly and we would have liked to have been able to stay longer. We are pleased to tell you that we agree with you and your parents that your school is doing a good job. The things we particularly liked were:

your behaviour is good and you are really keen and enthusiastic to take part in lessons and other activities

the school looks after you all very well

your headteacher is very good and by working together, all adults know what your school does well and how they want to make it better

teachers make sure you do well in ICT and mathematics

the resources for ICT are outstanding and teachers use it very well in lessons; this means that you do well in this subject.

We have asked your headteacher and the governors to make your school even better by:
giving you more opportunities to express your ideas on how your school could improve
providing more opportunities for you to develop your investigative skills in science.

Thank you again for helping us so much with the inspection.

Andy MargerisonSheila Mawer

Lead inspectorTeam Inspector