



Cleves Cross Primary School

Inspection Report

Unique Reference Number 114093
LEA Durham
Inspection number 279310
Inspection dates 20 June 2006 to 21 June 2006
Reporting inspector Mrs Lynne Read

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

Type of school	Primary	School address	Ferryhill
School category	Community		County Durham
Age range of pupils	4 to 11		DL17 8QY
Gender of pupils	Mixed	Telephone number	01740 651599
Number on roll	210	Fax number	01740 651599
Appropriate authority	The governing body	Chair of governors	Mr Charlie Magee
Date of previous inspection	1 January 2000	Headteacher	Mrs Alison Lazenby

Age group 4 to 11	Inspection dates 20 June 2006 - 21 June 2006	Inspection number 279310
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized primary school. Pupils come from a wide range of backgrounds; the proportion of pupils claiming free school meals is above average. When they enter the Reception class, children's development is below that usually seen. The proportion of pupils with learning difficulties and/or disabilities is above average. Most pupils come from White British backgrounds, although a few are of Asian heritage. Several Traveller children attend the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Cleves Cross Primary judges itself as a good school; the inspectors agree and have identified some outstanding features. It provides good value for money. Through their returned questionnaires, parents commend the school highly, especially the good communications and the care shown towards their children. Parents' and pupils' views are valued and acted upon and excellent links with outside agencies and businesses bring many benefits to the quality of the school environment and pupils' learning.

Children receive a very good start to their education in the Reception class and make good progress in Years 1 and 2. By the time pupils leave Year 6, standards are generally above average and the pupils achieve well.

The school has particular strengths in the ways it cares for and supports its pupils, and in the outstanding enrichment of the curriculum. Both factors support pupils' good progress and their outstanding personal development. The headteacher provides outstanding leadership which promotes strong teamwork among all staff. Teaching is good with outstanding features. Very careful assessments of pupils' learning enable teachers to set work at the right level of challenge or support so pupils make good progress and gain confidence. Newly improved strategies for marking and guiding pupils' work in English are very effective and have boosted progress in the subject. This good practice is not, as yet, seen in mathematics.

Since the last inspection, the strengths identified have been maintained and very good improvements made, especially in the accommodation, provision and attainment for information and communication technology (ICT) and for the Reception class. With such a strong track record, there is good capacity to maintain the strengths in school and to improve even further.

What the school should do to improve further

The school should use the very good strategies for marking and guidance recently developed in English to enhance provision in mathematics.

Achievement and standards

Grade: 2

Standards are above average overall by Year 6. Pupils' achievement is good and significantly better than that of pupils in many schools. This is because the school's range of special teaching programmes ensures that a good number of pupils make great strides in their learning. Pupils with learning difficulties progress well along their individual programmes of study and the Traveller children do well.

Children's development varies widely when they enter the Reception class. Overall, it is below average, especially in terms of their personal development, language and communication skills and mathematical understanding. Children make good progress and, by the end of the year, most have reached the expected learning goals, although

a significant minority have not done so in language and literacy and mathematical understanding.

By the end of Year 2, the school's results are average and pupils make good progress in the basic skills of reading, writing and mathematics. In the 2005 tests for Year 6 pupils in mathematics and science, standards were above average and targets were met or exceeded. In English, standards were broadly average and lower than in the other two subjects because some pupils missed the higher Level 5 in writing by a very small margin. The school took swift action to improve teaching and guidance for pupils in the subject. As a result, progress in writing is good and some work is of a particularly high quality. The school carefully tracks the attainment of all groups of pupils, particularly those who are not progressing as expected or those potentially at risk of underachieving. The extra support they receive as a result means that all pupils do equally well in lessons.

Personal development and well-being

Grade: 1

Pupils' personal development is outstanding. Pupils' great enjoyment of school is clearly reflected in their good attendance, positive attitudes and excellent behaviour. Rules are known and understood and procedures to tackle the rare instances of bullying are robust. Pupils feel safe and secure and have an excellent understanding of how to follow a healthy lifestyle. Outstanding spiritual, moral, social and cultural development stems from the school's 'caring and sharing' ethos. The quality of relationships between teachers and learners and among learners is excellent and this helps pupils to develop confidence and self-esteem. Pupils collaborate very well in lessons and on the playground and have good respect for faiths and beliefs that are different from their own. The school has excellent links with the wider community that help to promote a sense of citizenship among pupils. For example, they contributed to an environmental 'clean-up' campaign. The school council's views are valued and have generated some good improvements in school, such as healthier meals, fruity snacks and enhanced playground equipment. In the excellent preparation for their future economic well-being, pupils develop secure skills in literacy, numeracy and ICT and learn about the world of work through industry links.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and there are some outstanding features, especially in English where marking is exceptionally good and provides very useful advice for pupils on how to improve. In mathematics, marking is good but not up to this high standard. Excellent relationships exist in class which encourage pupils to keep up with the fast pace of learning and enjoy their work.

Throughout school and across subjects, teachers constantly assess pupils' work and use that information to plan the next lessons. Where pupils' progress is not meeting the teacher's expectations, special catch-up programmes are introduced. This is an important factor underpinning the pupils' good progress. Pupils benefit from teachers' and outside specialists' skills, which enhance learning in art, French and physical education. Teachers use a variety of styles and methods to challenge pupils' thinking so that they develop confidence in solving problems and investigating for themselves. Pupils respond very positively to teachers' insistence on high standards of behaviour, accuracy and presentation. Well informed teaching assistants provide good, sensitive support for pupils who need extra help, enabling them to do well.

Teaching and learning in the Reception class are good. The teacher and very knowledgeable assistants provide a very stimulating environment which encourages children to explore. The class is a hive of activity where children practise and consolidate the new skills they are taught in class and group sessions. Consequently, they get off to a flying start.

Curriculum and other activities

Grade: 2

The good curriculum links subjects together well. Very good planning ensures that reading and writing skills are constantly consolidated and the school is in the process of extending this good practice to further enhance learning in ICT and mathematics. Pupils with learning difficulties have work tailored to their needs and those who learn more quickly have good challenge in lessons. An emphasis on practical work in Year 1 eases the transition from the Foundation Stage and successfully supports those not yet ready to record work. Opportunities for enrichment are outstanding. The range of exciting visits and specialist visitors extend life experiences and make learning fun. The wide range of interesting extra-curricular activities, including sport and music, are enjoyed by a large number of pupils.

The curriculum and learning environment in the Reception class are very stimulating and invite children to explore. The outdoors provision is much improved, including imaginative equipment to extend and develop young children's skills in all areas of learning.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall with some outstanding features. The school takes excellent care of its pupils; their welfare is at the heart of its work and this fact is appreciated by parents. Pupils are confident that they can turn to an adult if they are worried or upset. Child protection and health and safety procedures are well established. Pupils' individual needs are fully recognised and met. The breakfast club has been a useful addition to school life, providing a good start to the day. Special sessions help pupils to cope with emotional difficulties and excellent care is taken to ensure that pupils with mobility difficulties are fully involved in all that the school has to offer.

Very good guidance, in the form of targets, has been developed for pupils in English but there is no similar system for mathematics. The school recognises that this is the next step in its overhaul of systems for guidance and self-evaluation.

Leadership and management

Grade: 2

Leadership and management are good overall with some outstanding features. The excellent caring ethos is shared by adults who work enthusiastically as a strong team. The headteacher, very well supported by the deputy headteacher, provides outstanding leadership which is based firmly on the drive for high standards. There is no complacency in school; staff are focused on raising the good achievement even further. The school knows its strengths and identifies where there is a need for improvement through an annual cycle of checking and evaluating provision. This is done most thoroughly in English and mathematics with similar systems currently being developed in science and ICT. As developments are introduced, they are reviewed and amended to ensure effectiveness and sustainability. The success of the approach is seen in the recent, very good improvements in marking and guidance for pupils' writing which has helped to improve progress.

Managers make excellent use of strong relationships with local businesses and the support of staff and parents to generate additional funds. As a result, pupils have the benefit of high quality resources, especially in the ICT suite and outside leisure equipment. The learning environment is very stimulating, administration is very effective, school meals are of a high quality and standards of maintenance and cleanliness are very good. These factors reflect a shared sense of pride among all adults at the school and their commitment to providing the best for the pupils.

Governors understand the strengths of the school thoroughly and take a good, active role in the process of monitoring the school's work and planning for improvement. Governance is good and all statutory requirements are met.

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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?	1	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	1	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	1	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	1	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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To the pupils of:

Cleves Cross Primary School

Ferryhill

County Durham

DL17 8QY

20 June 2006

Dear Pupils

Thank you for the very warm welcome you gave to myself and Mrs Richardson when we recently visited your school. You made our visit enjoyable and gave us some very good help. In return, I would like to share our findings with you.

Cleves Cross is a very friendly school. Your attitudes and behaviour are excellent and you take good care of each other. You enjoy interesting lessons, work hard and are making good progress. Well done, you are a credit to your school and families.

The headteacher and staff work very hard to make sure you are safe and happy. It is good to see the excellent relationships between you and the adults who teach you and we know that you have a lot of fun in your lessons. We enjoyed watching you at play and how you make good use of the adventure trails, games and equipment. Your parents are also very pleased with all that the school provides.

We were impressed with the way your work is marked in English, how you follow your teachers' suggestions on how to improve and the way you check your own work in that subject. It would be good to see the same system for mathematics so that you can be more involved in your own learning in this subject too. This should help to ensure that you keep up the good standards you are currently achieving.

Thank you once again for the interesting conversations we had and for letting us know your views so clearly. There is a great deal about your school of which you and the staff should be proud. Please accept my best wishes for the future.

Yours sincerely

Mrs L Read

(Lead inspector)