



Hurworth Primary School

Inspection Report

Unique Reference Number 114196
LEA Darlington
Inspection number 279332
Inspection dates 5 April 2006 to 6 April 2006
Reporting inspector Mr David Earley

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

Type of school	Primary	School address	Westfield Drive
School category	Community		Hurworth
Age range of pupils	4 to 11		Darlington, County Durham
Gender of pupils	Mixed	Telephone number	01325 720028
Number on roll	207	Fax number	01325 720028
Appropriate authority	The governing body	Chair of governors	Mr Peter Snowden
Date of previous inspection	1 May 2000	Headteacher	Mr Mark Allison

Age group	Inspection dates	Inspection number
4 to 11	5 April 2006 - 6 April 2006	279332

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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 serving a large village on the outskirts of Darlington. The 207 pupils are of mainly white British origin with very small proportions of children of mixed white and black Caribbean background and Traveller children. There are no children who speak English as a second language. Eligibility for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is well below average. Attainment on entry is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's judgement that it is a good school with some outstanding features, giving good value for money. Attainment on entry to the Foundation Stage is above expectations. Good teaching, in the Foundation Stage and throughout the school, enables children to make good progress and achieve well so that by the end of Year 6 standards in English, mathematics and science are significantly above average. The school makes effective use of its very thorough assessment and tracking systems to ensure that challenging targets are set. Parents have positive views of the school and there are good links with outside agencies. Personal development is excellent. Children enjoy school, are confident and get on well with each other. The curriculum is rich and well balanced with a good focus on extending skills in English and mathematics. The care and guidance the school provide for its pupils are excellent. Staff know pupils very well and they feel safe and secure. Assessment of work is very thorough and is used effectively to set targets for improvement. The school promotes health and safety well. Support and guidance for pupils with learning difficulties and/or disabilities are excellent. The headteacher provides very clear leadership and is well supported by governors and staff. However, subject co-ordinators do not check teaching and learning to identify ways pupils could do even better. There has been good improvement since the last inspection and the school has good capacity to improve further.

not applicable

What the school should do to improve further

- Develop a framework which enables subject co-ordinators to check teaching and learning in order to make improvements and further raise standards.

Achievement and standards

Grade: 2

Achievement is good overall. Children enter the Foundation Stage with above average attainment. They make a good start, particularly in reading and mathematics, and by the end of the Foundation Stage they achieve beyond the expected goals for this age. Teaching continues to be good and by the end of Year 2 standards in reading, writing and mathematics are significantly above average. This is maintained throughout the rest of the school and by the end of Year 6 standards in English, mathematics and science are exceptionally high. The 2005 results overall were significantly above the levels expected, although the proportion of pupils who attained the higher levels was lower than expected. Plans to improve the attainment of higher ability pupils are becoming effective in raising standards. In the 2005 tests in Year 2, standards in reading, writing and mathematics were significantly above average. Pupils with learning difficulties and/or disabilities make excellent progress. Standards and achievement in information and communication technology (ICT) are well above expectations.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are excellent. The very effective 'Social and Emotional Aspects of Learning' programme helps pupils learn to be proud of themselves and to respect and understand their own and others' feelings. Relationships in the school are outstanding and the pupils are very courteous and friendly. Their behaviour is exemplary and their very good attitudes to work create a happy and productive learning environment. Pupils demonstrate their enjoyment of school by their above average attendance. The school council is a well established body that effectively involves pupils in decision making such as drawing up a travel plan to ease access to the school. Pupils speak very confidently in lessons and assemblies and they know that teachers value their ideas. They understand the importance of safe and healthy lifestyles and are very well prepared for life in the wider world. Their spiritual, moral, social and cultural development is good. Regular visits to the local church and to areas of outstanding beauty increase the pupils' appreciation of the spiritual aspects of the world around them. The school has a good record of raising funds for charities and pupils have an excellent sense of social and moral responsibility towards the wider community.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and promotes effective learning and good progress. In the lessons observed, the teaching was never less than satisfactory; it was nearly always good and occasionally outstanding. In the Foundation Stage, relationships are excellent, expectations are very high and basic skills are promoted rigorously. As a result, children grow in confidence and make good progress. Throughout the school, teachers and the well briefed support staff give them a wide range of experiences. Pupils are made aware of their targets and of what they need to learn to achieve them. Explanations, demonstrations and instructions are clear and precise, because teachers have good subject knowledge. Excellent behaviour and attitudes to learning mean that lessons proceed at a brisk pace. The assessment of learning is rigorous and leads to challenging targets being set. There is some excellent practice in marking and pupils generally know what they have to do to improve.

Curriculum and other activities

Grade: 2

The curriculum, including provision in the Foundation Stage, is good. It is enriched by the teaching of French, German and Spanish and by good links with the local secondary school. Many visits are made to museums and places of interest and older pupils go on residential visits. The school welcomes a wide range of visitors such as musicians and artists who share their skills. This has a positive effect on attitudes and helps

pupils to enjoy their learning. There is good provision for music and dance, although provision in drama, art and craft is to be developed further. The many opportunities for sport, including a wide range of extra-curricular activities, help pupils to keep fit and healthy. Planning for English, mathematics and ICT is very good and enables pupils to use their skills in other subjects. The programme for personal and social education is very effective so that pupils are confident and learn to collaborate effectively.

Care, guidance and support

Grade: 1

The care, guidance and support of pupils are outstanding. Procedures for child protection, health and safety and risk assessment are robust and pupils know who to turn to if they have problems or concerns. As a result, strong relationships develop and children feel safe, secure and well supported. The strong partnerships between teachers, support staff, parents and outside agencies make an outstanding contribution to pupils' good achievement and excellent personal development. Academic and personal progress is tracked rigorously. Pupils know their targets and what they need to do next to improve. A very broad range of pupils' achievements is celebrated and all members of the school community take great pleasure in others' success. Parents are pleased with their children's progress and most support learning at home. Children with learning difficulties and/or disabilities are identified at an early stage. The excellent support they receive, particularly from teaching assistants, leads to outstanding progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides very strong leadership and a clear understanding of the way ahead in order to improve provision and raise standards. The quality of leadership and management is well reflected in pupils' achievement and their personal development. The headteacher is well supported by his deputy and other staff in providing a rich curriculum and in setting challenging targets. Together they provide a very caring and supportive ethos where each child is valued and expectations are high. Subject leaders have a good knowledge of standards in their subjects but do not check teaching and learning in order to make improvements and raise standards further. The school improvement plan provides a long term view of priorities which are closely linked with the astutely managed budget. Staff and governors work well together in order to evaluate the work of the school. They have a good understanding of its strengths and weaknesses. Governors are very conscientious in fulfilling their duties and in developing their skills. The provision for pupils with learning difficulties and/or disabilities is very well managed. Surveys of parents' views show that they are generally very positive about the school. Strong leadership has enabled the school to make good improvements since the last inspection and it has good capacity to improve further.

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	1	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	2	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	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

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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6 April 2006

Dear Children

Thank you very much for making us so welcome in your school. We were very impressed by your kindness and courtesy. You clearly enjoy coming to school and feel safe and well cared for.

We think that Mr Allison is a very good headteacher and he and the teachers work hard to make your work interesting and to encourage you to do your best. By the end of Year 6, most of you can read and write and do mathematics and science much better than other children of your age. Most of you do much better than would be expected in your work on computers and it is clear that smart boards and laptops are helping you in this.

We were really impressed by your confidence and by the way the school council helps to improve the school. You all get on very well with each other and your school is a very caring place so you get lots of help and guidance.

We were pleased to see that you go on visits to interesting places and have visitors to work with. This makes work exciting and when you stay away it helps you to learn about living together. You have plenty of opportunities for sport and exercise and to eat well so that you know how to stay healthy. We have asked Mr Allison to ensure that teachers who are in charge of subjects check how well you are taught and learn during lessons so that they can help to make improvements.

Thank you again. We enjoyed our conversations with you and we will remember the wonderful assembly where you all shared in each other's achievements.

Best wishes

David Earley

(Your school inspector)