



# Pentland Primary School

## Inspection Report

**Unique Reference Number** 111642  
**LEA** Stockton-on-Tees  
**Inspection number** 282703  
**Inspection dates** 23 May 2006 to 24 May 2006  
**Reporting inspector** Mr Alan Tattersall

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

<b>Type of school</b>	Primary	<b>School address</b>	Pentland Avenue
<b>School category</b>	Community		Billingham
<b>Age range of pupils</b>	3 to 11		TS23 2RG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 559609
<b>Number on roll</b>	386	<b>Fax number</b>	01642 360235
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Robin Hart
<b>Date of previous inspection</b>	1 April 2004	<b>Headteacher</b>	Mr David Campbell

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 23 May 2006 - 24 May 2006	<b>Inspection number</b> 282703
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This large primary school is in the centre of Billingham. Pupils come from an area of deprivation and more pupils than average are entitled to free school meals. When they start school, many children have standards that are below those expected nationally for children of this age. The number of pupils with learning difficulties and/or disabilities is average and there is a support base for up to 10 pupils with learning difficulties on site. Few pupils are from minority ethnic groups.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The previous designation that the school has serious weaknesses no longer applies.

This is a satisfactory school. This reflects the school's own accurate view of its effectiveness. Improvement to leadership and management has ensured satisfactory progress in addressing the issues from the last inspection. The school has eliminated the inadequate teaching so that teaching and learning are now satisfactory with a growing proportion of good teaching. Despite this improvement, the pace in a small minority of lessons is slow and pupils are not always given work that stimulates and challenges them. A greater emphasis on evaluating pupils' achievement and implementing the required action to improve it has arrested the decline in standards at Key Stage 1. The school has begun to raise standards and achievement at the end of Year 6. While standards are average overall, those in writing are not high enough throughout the school. Teaching methods to extend pupils' vocabulary do not always have the desired effect and shortcomings in spoken English hamper pupils' progress in writing. Provision and children's achievement in the Foundation Stage are satisfactory. The good progress in children's personal development in the Foundation Stage provides a strong basis for pupils' good personal development throughout the school. The school provides a satisfactory level of care, support and guidance for the pupils, who say that they feel safe in school. The school's curriculum is satisfactory and places a suitable emphasis on raising standards in English and mathematics. The headteacher, staff and governors have a strong commitment to make further improvements and are well placed to implement them. Value for money is satisfactory.

### What the school should do to improve further

- Provide training for teachers to improve their skills in teaching speaking, listening and writing.
- Ensure that all lessons are conducted at a good pace.
- Use information from assessment consistently in all classes to pitch work at challenging levels for all pupils.

## Achievement and standards

### Grade: 3

Achievement is satisfactory and the rate of pupils' progress is increasing across the school. From a low start in the Nursery, children in the Foundation Stage make good gains in their personal and social development. In other areas of learning, they make steady progress, but few reach the early learning goals by the end of Reception. In Years 2 and 6, standards in reading generally match what is expected for pupils' ages. However, standards in speaking, listening and writing fall short of these expectations, largely because pupils' very limited vocabulary when they start school affects their ability to talk confidently and write expressively. Standards at the end of Year 2 are below average, but the school has succeeded in halting the downward trend. An improved quality of teaching is raising standards in Years 3 to 6 and has begun to

counteract the pattern of underachievement shown by the results of national tests in recent years. Standards are rising in Year 6 and are broadly in line with other schools. Standards in mathematics show a distinct improvement and the school exceeded the challenging targets set in this subject for pupils in Year 6. In English, standards are not rising quite as quickly: progress in writing, where standards are below average, is hindered by the narrowness of many pupils' vocabularies. Different groups of learners, including those with learning difficulties and/or disabilities and the most able, make the same progress and achieve as well as others because of the satisfactory support that they receive. Improvements to provision mean that groups of pupils who were previously underachieving are now doing as well as others.

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

### **Grade: 2**

Pupils' personal development and well-being are good. They appreciate the many after-school clubs that have a good influence on their understanding of a healthy lifestyle. Behaviour is satisfactory but good when lessons are challenging and exciting. Pupils feel safe and secure and consider that bullying is not a problem. The way that older pupils support younger ones ensures that no one feels left out at playtime and everyone has friends. The school council enables pupils to play an important role in the life of the community and to contribute towards ideas for school improvement. Pupils willingly undertake tasks to help, such as being monitors. Their spiritual, moral, social and cultural development is good. Assemblies, religious education and other lessons enable pupils to understand and respect the beliefs and values of others. They are enthusiastic about raising money for charity and sponsor a child in Africa. Pupils develop satisfactory academic skills that are valuable to them in adult life and at work. Attendance is satisfactory and improving.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. There has been a satisfactory improvement since the last inspection and teaching in some lessons is now good. Marking has improved well and provides good information for pupils to know how they can improve. Teachers ensure that pupils are aware of what they will learn during the lesson. This means that pupils can judge if they have learnt as much as the teacher intended them to. The school has adopted improved systems of assessment, but not all teachers make full use of the information to meet the different needs of pupils. Where this occurs, learning slows because a few pupils, often the more able, are not involved enough in the lesson. One of the strengths of teaching that is reflected in pupils' personal development is that teachers' good, friendly and respectful relationships with pupils result in satisfactory standards of behaviour. Occasionally, when the lesson pace slows, pupils lose interest and are less likely to listen to others. The teaching of speaking, listening and writing is satisfactory but teachers do not have a wide enough range of

teaching methods at their disposal to extend pupils' vocabulary further and so raise standards. Teaching assistants make a positive contribution to pupils' learning, most effectively in the Foundation Stage.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory with a suitable emphasis upon developing pupils' literacy and numeracy skills throughout the day. The arrangement for pupils to receive English and mathematics lessons in classes according to ability is a positive step that helps teachers plan to meet pupils' needs. Lessons in personal, health, and social education make a good contribution to guiding pupils' personal development. The school has made satisfactory progress in addressing the weakness that was evident at the last inspection in the information available for teachers to plan lessons in several subjects. Subject leaders ensure coherent planning for pupils to progress in all subjects as they move through the school. The leaders' enthusiasm is leading to further improvements in what pupils will learn, including beginning to create links between subjects such as history and geography to make lessons more interesting and relevant. As the curriculum improves, the school plans to increase the range of visits and visitors. A good range of after-school activities, sports, and extra English and mathematics classes are well attended and make a good contribution to pupils' learning.

## **Care, guidance and support**

### **Grade: 3**

The school provides a satisfactory level of care, guidance and support for pupils. Staff and governors do everything necessary to ensure that pupils are protected from harm in school and outside on visits. Parents are happy with the arrangements and pupils say that they feel safe in school. A strength is the promotion of pupils' personal and social development that begins when children start Nursery and learn to share equipment and be friendly. They continue to receive support so that the oldest pupils gain the skills that they need to live in a multicultural society. The school provides satisfactory support for pupils who have learning difficulties and/or disabilities and for those who are vulnerable. As a result, these pupils are happy in school. The procedures that will enable teachers to give other professionals and parents detailed and accurate guidance about pupils' academic progress and attainment have not been in place long enough to have had an impact on raising standards.

## **Leadership and management**

### **Grade: 3**

There has been a satisfactory improvement to the leadership and management of the school since the last inspection when it was unsatisfactory. The recent appointment of a deputy headteacher has strengthened the team's focus on monitoring, evaluating and improving the quality of teaching. The development of suitable systems to assess pupils' progress is enabling the school to put in place its plan for a whole school

approach to improve pupils' achievement. The recent focus on identifying more able pupils and providing support for them forms an important part of this plan. Senior teachers play an increasingly valuable part in helping the school to improve through their contribution to the school's self-evaluation. They are developing their role further to have a greater impact on monitoring and supporting teachers to improve learning. Governance is satisfactory. Governors are supportive and have begun to be more involved in the life of the school. They have nominated governors who link with staff in subject areas to gain a greater understanding of the effect of governors' decisions. The school involves parents satisfactorily in its work and most parents have a positive view of what the school does for their children. Leaders have ensured that there has been satisfactory progress towards implementing improvements in all the issues raised at the last inspection. The school is capable of making further improvements. This is because the leaders have an accurate picture of its strengths and weaknesses with good plans for bringing about necessary improvements.

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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>	<b>School Overall</b>	<b>16-19</b>
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### 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>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	3	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	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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**

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The school council

Pentland Primary School

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Billingham

TS23 2RG

23 May 2006

Dear Pupils

We want to thank you for helping us during the inspection of your school. You were polite and made us very welcome. We were pleased that you allowed us to look at the work in your books to see how you were learning. We valued the opportunity to talk to you in your lessons, during lunch and play and in the school council to find out what you think about school. You really like school and many of you are proud to receive awards for good work and achievement in sport at your awards assembly. We are happy to agree with you and most of your parents that the school helps you to learn. You like your teachers and enjoy lessons. We are very impressed that so many of you take part in school clubs. You do a lot for the school and make a good contribution to the local and wider community.

The headteacher, staff and governors have worked hard to make improvements to help you to achieve more. We have asked them to improve your lessons so that you are even more interested and want to learn more at a quicker pace. We have asked the school to help you to improve your literacy and writing skills and make sure you all do work that is set at the right level for you.

Yours sincerely

Alan Tattersall, Kari Manning and Judith Straw

Inspectors.