



# Archibald Primary School

## Inspection Report

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**Unique Reference Number** 111625  
**Local Authority** Middlesbrough  
**Inspection number** 289005  
**Inspection dates** 12–13 October 2006  
**Reporting inspector** Moira Fitzpatrick

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

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<b>Type of school</b>	Primary	<b>School address</b>	Ayresome Green Lane
<b>School category</b>	Community		Middlesbrough
<b>Age range of pupils</b>	3–11		TS5 4DY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01642 804101
<b>Number on roll (school)</b>	294	<b>Fax number</b>	01642 804102
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Father Glyn Holland
		<b>Headteacher</b>	Mrs Pat Irving
<b>Date of previous school inspection</b>	1 November 2001		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school in an urban area of very high deprivation. Pupils are predominantly from White British backgrounds, with just under 10% from minority ethnic groups, mainly Asian British. There are 16 pupils who speak English as an additional language, but none is at an early stage of fluency. The proportion of pupils receiving free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is above average, but below average for statements of special educational need. When children start school in the Nursery their attainment is very low, especially in communication and social skills.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

'A jewel in the community,' is how one parent described this outstanding school. This view is supported by the overwhelming majority of parents. The exceptional care and support provided to all pupils, as well as their parents and carers, enables them to overcome considerable barriers to achieve well in their learning. Pupils' personal development is outstanding because they are encouraged and supported to believe fervently in the school motto – 'I can do it'. Pupils seize opportunities to be healthy and active, to make life better for others by raising money for many charities and to help the school run smoothly by readily taking on responsibility from the earliest age. The excellent curriculum helps them understand the diversity of their world and the need for tolerance and understanding. It opens the door to many exciting areas of learning that give pupils insights into their special talents and interests and allows them to flourish as individuals and prepares them well for life in the future. Provision in the Foundation Stage is excellent and the children make good progress towards the goals set for their learning.

By the end of Year 6, pupils reach average standards, which marks considerable achievement taking into account the very low starting points of most when they join the school. Good teaching, that is well planned and based on a thorough knowledge of individuals' needs, motivates pupils to work hard and succeed with their tasks. A minor weakness in teaching is a lack of confidence that some teachers have in teaching mathematics. When this is so, pupils' progress is satisfactory instead of good. However, action taken in the last year is improving this situation and standards in the subject are rising. Pupils enjoy their learning, think it is fun and are confident that they will receive all the help they need to achieve their best. The good progress that pupils make at all stages, reflects the consistent high quality teamwork and shared ambition for high standards that run throughout the school.

Leadership and management are excellent. The inspirational headteacher has welded a team together that is highly professional, expert and committed to constantly improving provision and standards. All staff and governors play very effective roles in monitoring and evaluating the school's work and, as a result, there is an excellent capacity for continual improvement. Parents place great value on their role in helping the school to improve and are delighted that their and their children's ideas are listened to and acted upon. Given the remarkable outcomes for pupils and the high quality of provision, the school gives excellent value for money.

### What the school should do to improve further

- Increase teachers' confidence in the teaching of mathematics.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and pupils of all abilities make good progress. Pupils with learning difficulties and/or disabilities frequently make very good progress because of the high quality support they receive. By Year 6, standards are broadly average. Excellent provision in the Foundation Stage helps children to make very good progress in all areas of their learning from extremely low starting points. Nevertheless, only about one third reach the goals expected for their learning by the end of Reception.

In the infants, pupils make good progress so that the proportion reaching the expected standards in reading, writing and mathematics doubles between the start of Year 1 and the end of Year 2. Results in national tests in 2005 showed standards were below average, mainly because of low reading scores and because there were few higher attaining pupils in this group. In 2006, pupils met the targets set for them, but standards were lower than the national average.

In the juniors, pupils continue to make good progress to reach standards that are average in English and close to average in mathematics and science by the end of Year 6. In 2006, pupils met the targets set for them in national tests, but results were lower than in 2005 because of differences in the ability of the two cohorts. By Year 6, there are no significant differences between the attainment of girls and boys, and each group makes similar progress and achieves as well as the other. Standards in mathematics show improvement this year as a result of actions taken in response to the school's monitoring of the subject. Standards are good in art and information and communication technology and pupils achieve well in multi-media presentations.

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

### **Grade: 1**

Pupils' personal development is outstanding. Pupils love school, attend well and relish the 'before' and 'after' school activities. Behaviour is good and often exemplary. Pupils form strong and positive relationships with each other and their teachers. Pupils of all ages are encouraged to accept responsibility and, as a result, by the time they leave school they have developed into confident and assured young people, who are well prepared for the future.

Pupils' spiritual, moral, social and cultural development is outstanding. They learn about other cultures through different parts of the curriculum. This is well represented by their high quality work displayed throughout the school. Pupils know how to stay safe and who to ask for advice and support. They are proud of their Healthy Schools Gold Award and were pleased to explain how the school council has promoted healthy eating. They know and understand how to keep fit. Pupils are keen to work in the community and work very well in teams to run successful mini enterprises. The school recently achieved an 'Eco Friendly Award' which celebrates, for example, their strong commitment to recycling materials.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good; there is also some outstanding teaching. A major strength is the teachers' ability to provide work, which is well matched to the needs of different groups in each class, because of their thorough knowledge of what pupils need to learn next. Teachers use interesting and varied resources, such as interactive whiteboards, games and puzzles, film clips and computers to motivate and involve pupils actively in learning. Pupils are clear that they particularly enjoy learning when they work in groups or learn through practical activities such as in art and science or when they do role play. In all lessons, they know that they will be busy doing tasks that will be enjoyable and achievable. Teachers use questions well to develop and reinforce pupils' learning. In the best examples, teachers challenge pupils' thinking and help them to move forward at a fast rate. Sometimes, teachers' lack of confidence to teach mathematics reduces their expectations of certain groups. Excellent relationships underpin the good learning seen in all classes as pupils strive to please their teachers with hard work.

### Curriculum and other activities

#### Grade: 1

The curriculum provides exceptionally well for the needs of all groups of pupils. Continuous curriculum development is central to the school's vision for exciting and meaningful learning for every child. Planning at all stages takes good account of the different needs of pupils and is carefully focused on removing barriers to learning through effective, personalised learning programmes. Initiatives, such as the very successful nurturing programme, allow pupils, who have fallen behind or who have learning difficulties to make the same progress and enjoy the same success as their peers. In the Foundation Stage, provision for learning is outstanding because routines are very well established at an early stage. Also, teachers plan exciting and varied activities that closely match what individual children need to learn next. The school is very good at adapting the curriculum to enrich learning opportunities. A notable example being the multi-media work pupils enjoy, which draws in many other subjects and allows them to develop skills far beyond the limits of the national curriculum.

An excellent range of out of school clubs, visits and visitors make it possible for pupils to develop special interests and talents.

### Care, guidance and support

#### Grade: 1

Care, guidance and support are outstanding. Every child and adult feels truly valued as an individual. The school understands the needs of pupils and their parents and carers well. High quality care extends beyond the school day in the morning and after school. For example, the breakfast club provides pupils with good nourishment and a

warm welcome to start the day so they are comfortable and alert when lessons begin. Links between home and school are exceptional because the Care Team builds excellent supportive relationships with families of vulnerable children. Pupils are supported extremely well by this extended team of professionals who prevent issues from escalating by helping families solve their problems at an early stage. This high quality care underpins the calm and positive learning environment and creates a strong sense of safety and well-being in the children. Close links with parents ensures early identification of any needs. Particularly successful is the speech therapy support provided as soon as children start school. Procedures to safeguard pupils and remove risks are in place.

Support and guidance for learning are very good. Careful recording of pupil's achievements and a thorough knowledge of what they should learn next ensures that all pupils enjoy the same good opportunities and have equally good access to learning. Pupils are fully involved in evaluating how well they are doing in lessons and know what to do to improve their work. Even the smallest achievements are recognised, which gives opportunities for all pupils to fulfil the school motto of 'I can do it'. The well being of pupils is paramount to the school and this is recognised by parents who are overwhelmingly supportive. One parent said, 'My child feels welcomed and always looks forward to being in school'.

## **Leadership and management**

### **Grade: 1**

Leadership and management are excellent. The outstanding headteacher has recruited and developed an excellent team of staff dedicated to helping every child realise his or her best in all areas of their development. The school has a relentless focus on removing barriers to pupils' learning and uses innovative approaches to provide detailed care and support so that they precisely meet the needs of individuals. The staff's commitment to the inclusion of every child pervades all of their work. The result of this high quality teamwork and shared vision is that standards and achievement have risen faster than nationally in recent years and all pupils achieve well.

The first rate deputy headteacher brings rigour and determination to his role. He has led many successful innovations to support staff in raising standards and is very well supported by high calibre senior leaders.

Very good self-evaluation involves all staff and governors in monitoring and improving the work of the school. Parents and pupils are pleased to be consulted about improvements and to feel that they have a say in how the school develops.

Since the last inspection standards have risen well. There have been improvements to the breadth and quality of provision supported by a strong partnership between school and home. The school's reputation in the community could not be higher. It is seen as a very successful school and a supportive resource for families. Many families stay in the area just because of this 'fantastic' school, which is truly the heart of the community.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

Archibald Primary School

Ayresome Green Lane

Middlesbrough

TS5 4DY

16 October 2006

Dear Children

Mrs Sewell, Mr Goodchild and I had a lovely time when we visited your school, and that was because you and everyone in your school made us so welcome. Thank you, and please pass on our thanks to all the adults who help you make your school such a special place.

We know that you think your school is special and would like to share with you some of the reasons why we agree with you. You learn really well because you and your teachers work hard to make it happen. You enjoy learning because you love the happy atmosphere in school and all the chances you have to help out and make improvements. Your teachers make learning fun and tell you how to make your work better and you follow their advice because you and your teachers like each other so much. We have asked the headteacher and teachers to help you get even better at mathematics and are sure that you will play your part in this improvement.

My friends and I were 'bowled over' by the amazing displays you have in school. They showed us how many exciting things you learn and how you take great pride in what you do. Well done and keep it up – it certainly makes your parents proud of you and so pleased that you go to Archibald Primary.

Finally, a word about the good work you do in looking after each other in school. We think that the school council and the playground pals do a splendid job in organising things so that the school gets better. But we could also see that each and everyone of you plays a part in making the school run smoothly by helping in class and around the school. Without this the school would not be the smashing place it is, so congratulations to everyone for making Archibald Primary an outstanding school!

Our very best wishes to you all for the future

Moira Fitzpatrick

Lead inspector