



Captain Cook Primary School

Inspection Report

Unique Reference Number 130337
Local Authority Middlesbrough
Inspection number 293629
Inspection dates 6–7 March 2007
Reporting inspector Denis Goodchild

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

Type of school	Primary	School address	Stokesley Road
School category	Community		Marton, Middlesbrough
Age range of pupils	3–11		TS7 8DU
Gender of pupils	Mixed	Telephone number	01642 315254
Number on roll (school)	405	Fax number	01642 326462
Appropriate authority	The governing body	Chair	Mr Brian Fitzgerald
		Headteacher	Mrs Judith Buckley
Date of previous school inspection	1 February 2002		

Age group 3–11	Inspection dates 6–7 March 2007	Inspection number 293629
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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 serving an area of predominantly private housing. It attracts a large number of pupils from outside the official catchment area, some of whom are drawn from within the inner city. Most children are of White British heritage although there are increasing numbers of minority ethnic pupils, mainly of Asian origin. Although some pupils are learning English as an additional language, none are at an early stage of English acquisition. The number of pupils entitled to free school meals is average and the number with learning difficulties and disabilities (LDD) is below average.

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 and provides good value for money. Good teaching in the Foundation Stage and throughout the school enables pupils to make good progress so that, by the end of Year 6, standards in English are above average and are well above in mathematics and science. This difference is due to fewer pupils achieving the higher levels in English as compared with mathematics and science. At the end of Year 2 there are significant differences in the achievement of boys and girls in mathematics and, to a lesser extent, in writing. However, by the end of Year 6 the gap has narrowed with no difference between the achievement of boys and girls. The school has very good assessment and tracking systems and teachers use this information to give good advice and set targets for improvement. Sometimes the most able pupils do not get the benefit of such advice.

Personal development is good. Pupils enjoy school, are confident and get on well with each other and adults. Though a small number of parents expressed some concern on behaviour, during the course of the inspection no unacceptable behaviour was observed. Attendance is average because some parents exercise parental choice in removing their children for annual holidays. A good and rich curriculum experience makes sure that pupils acquire the basic skills and apply these well in other subjects. The care and guidance the school provides for its pupils is good and parents agree. Staff know their pupils very well who also feel safe and secure. Support and guidance for pupils with LDD are excellent and they make outstanding progress. Leadership and management are good. The headteacher has established a knowledgeable senior management team who effectively monitor and evaluate the work of the school and have successfully identified key areas for improvement. As a result, the school has good capacity and the will to improve.

What the school should do to improve further

- Challenge the most able pupils so that they reach the higher levels in English at the end of Key Stage 2.
- Raise standards at Key Stage 1 by narrowing the gap in performance between boys and girls in writing and mathematics.

Achievement and standards

Grade: 2

Pupils' achievement is good. Standards on entry are broadly average. Good provision in the Foundation Stage helps pupils make good overall progress. By the end of Reception the vast majority reach the standards expected in all areas of learning and a good proportion exceed them in mathematical and personal development.

By the end of Year 2, teacher assessments in 2006 show that standards attained by pupils in reading are above average. Standards in writing are average because boys' progress was slower than that of the girls. However, these results were an improvement

on the previous year. Standards in mathematics are average and were lower than in the previous year because girls did not make the same progress as boys.

By the end of Key Stage 2, standards are consistently above average and at times well above. In the 2006 tests, results in English were above average and in mathematics and science were well above average. Standards in English were not as high because a lower proportion of pupils achieved the higher levels. By the end of Year 6 there is no difference in the achievement of boys and girls. Pupils with LDD make excellent progress because of the very effective support and teaching they receive.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy sporting activities, know the importance of exercise and are aware of what is needed for a healthy diet. Pupils feel safe and know what to do if upset. A small number of parents expressed concerns about behaviour. During the inspection, inspectors did not see any unsatisfactory behaviour. Pupils' spiritual, moral, social and cultural development is good. Pupils express themselves well through art, dance, drama and writing. In history, pupils wrote imaginative poetry empathising with civilians caught in the blitz in World War 2. Pupils behave well, have a good sense of right and wrong, and respond well to the good systems which are in place for older pupils to support the younger ones. They develop a good awareness of different cultures through their support for overseas charities.

Pupils enjoy school and are keen to learn. School attendance is average because some parents take their children on holiday during the school term. Through the school council, pupils develop good personal skills, work as a team, develop into confident individuals and make a good contribution to the community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good and in some lessons outstanding. A combination of good relationships, teachers' high expectations and the good match of work to the needs of pupils leads to them showing interest and enjoying their lessons. No time is wasted, pupils work hard and lessons are productive. Very good support from well briefed teaching assistants helps pupils with LDD make excellent progress. Teachers very carefully check pupils' work to track progress and use this information to identify for pupils what they need to do to improve. Pupils therefore know their targets and take pride in achieving them. Teachers have good subject knowledge and use questions well to develop and reinforce pupils' learning. In the best lessons, teachers challenge pupils' thinking and this helps them to progress at a faster rate. There is some good use of interactive whiteboards but this is not consistent across the school. Where

teaching is less effective, the pace of teaching is too slow and high achieving children in particular are not sufficiently challenged.

Curriculum and other activities

Grade: 2

The curriculum is good. The school evaluates and modifies the curriculum to meet the needs of its pupils. It is focused on developing skills and creativity through different approaches such as philosophy for children. A good range of visits and visitors enriches the curriculum, helps to develop further pupils' skills and knowledge and adds enjoyment to learning. Provision for sport is very good and there is a wide range of extra-curricular clubs, including netball, basketball and tag rugby. Pupils participate in tournaments with other schools and good links with secondary schools gives additional access to coaching skills. A residential visit makes a valuable contribution to the development of personal and social skills and promotes confidence and self reliance. All pupils are given the opportunity to play a musical instrument and the school makes good use of the support of the local authority in providing both expertise and instruments.

The school has focused effectively on enhancing provision for the basic skills of literacy and numeracy. Pupils have opportunities to use and apply these skills across the curriculum. As part of its initiative on literacy, the school has been particularly effective in identifying opportunities for writing in other subjects. Pupils with LDD are included in all activities and they have clear individual educational plans which ensure full access to the curriculum.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Statutory arrangements are in place to safeguard children and good procedures ensure all aspects of pupils' health and safety are secure. Parents agree that their children are well cared for and happy in school and that the school works closely with them to support their children's learning. Pupils have opportunities to express worries and concerns through the school council and in classroom discussions. They trust staff and know who to turn to for help and support. The school has good links with other agencies and provides excellent support for those with LDD. As a result, these pupils make outstanding progress and achieve very well. There are thorough systems in place to monitor how well pupils are progressing and teachers know their pupils well. Consequently, pupils receive good advice. They know their targets and how to succeed. The higher attaining pupils do not always get the full benefit of such advice to help them achieve high standards in English.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, governors and senior management focus on, and are successful in providing good quality education with effective care and personal development for all pupils. The school has the confidence of the vast majority of parents. The headteacher has provided clear and purposeful leadership through a period of change and development of the building, sustaining the very good standards achieved by the pupils. She is very committed to professional development and has established a strong senior management team. Though in the early stages of implementing a new management structure, they have made a purposeful start and are developing a good understanding of their role. They are very supportive and know the school well because of the very good quality monitoring and evaluation of the school's work. Any weaknesses such as the slower progress in writing of some boys have been clearly identified and are being tackled. There are excellent systems in place to track and monitor pupils' progress and the school uses this information well to identify pupils who need additional support. Governors ask pertinent questions and provide good support for the school's management. They have observed lessons and are well aware of strengths and weaknesses. Issues raised at the previous inspection have been effectively addressed.

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Inspection judgements

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Captain Cook Primary School

Stokesley Road

Marton

Middlesbrough

TS7 8DU

8 March 2007

Dear Children

Thank you very much for making us so welcome in your school. We really enjoyed seeing how hard you work in lessons and how well behaved you are. You clearly enjoy coming to school and feel safe and well cared for. We thought it was good that you go on visits to interesting places and have visitors to school who help to make your work more exciting. We liked the range of sporting activities on offer and how you know about the importance of exercise and eating healthily.

We liked the way that the school council is helping to improve the school. You get on well with each other and the school is a caring place so that you get lots of help and guidance.

Mrs Buckley and the teachers work very hard to make your work interesting and 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. We think you can do even better! We have asked your teachers to help all of you to improve your writing so that this is as good as your work in other subjects and to help the younger girls do better at mathematics. You can help by continuing to work hard in your lessons.

Thank you again for helping us. We enjoyed talking to you and wish you well for the future.

Yours Sincerely

Denis Goodchild

Lead Inspector