

# Shiney Row Primary School

## Inspection report

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<b>Unique Reference Number</b>	108826
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	301706
<b>Inspection dates</b>	21–22 November 2007
<b>Reporting inspector</b>	Ann Wallis

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Arthur Falconer
<b>Headteacher</b>	Mr Paul Ashton
<b>Date of previous school inspection</b>	1 June 2003
<b>School address</b>	Rear South View Shiney Row Houghton le Spring Tyne and Wear DH4 4QP
<b>Telephone number</b>	0191 3823088
<b>Fax number</b>	0191 3823090

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Shiney Row is an above average sized school with a 52 place nursery. Attainment on entry to the Nursery is below that typical of children of this age. Most pupils come from the village of Shiney Row. The proportion of pupils entitled to free school meals is above average. There are few pupils from minority ethnic groups and none whose first language is not English. The proportion of pupils with learning difficulties and/or disabilities is above average. The school has Investors in People status and a school achievement award. The headteacher has been in post for two terms and the deputy headteacher for one.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Shiney Row is a satisfactory school with some good features. It provides satisfactory value for money. The school is improving rapidly because it is well led and managed. The excellent leadership of the recently appointed headteacher is already having a marked impact on improving pupils' personal development and their achievement. Behaviour has improved and is good. Attendance is rising and is satisfactory. The learning environment has been transformed for the better. Pupils, especially in Year 6, are making faster progress. Parents are very supportive of the school and recognise that it is improving. Their comments included, 'there has been a turnaround in the school', 'there has been a dynamic change in the behaviour of the pupils', and 'I feel much happier about the school now'.

Achievement is satisfactory. Children enter the Nursery with development that is below that typical of their age. They make satisfactory progress as they move through the school, though the standards they reach by the end of Year 6 are below average. The school recognises that standards and achievement in English, mathematics and science are not yet high enough. However, the rate of pupils' progress has increased in the last year. Standards in the 2007 national tests at Key Stage 2, though below average overall, were closer to national averages than in previous years. The school now has a very thorough system for tracking pupils' progress. The school's assessment information and inspection evidence confirms that pupils in Year 6 are on track to reach their targets.

Teaching is satisfactory. Good support and training for staff has resulted in improvements in the quality of lessons. In some lessons, teaching and learning are good. However, too many lessons do not provide enough interest for pupils or cater well enough for pupils of different abilities. The curriculum meets the needs of most pupils. It does not yet link subjects together to make learning more interesting and relevant for all pupils. The school has exciting plans to improve the existing accommodation further but at present there is limited provision for outdoor learning in the Nursery and Reception classes.

Pupils' personal development and the care, guidance and support they receive are good and are strengths of the school. Pupils behave well and are keen to take responsibility and contribute to their community. Pupils' good personal and social skills and their improving basic skills prepare them well for their futures. Staff know their pupils well and understand their needs. Relationships are good. The school is a welcoming place where pupils' safety, well-being and enjoyment are paramount and consequently pupils feel safe and secure. Pupils who have learning difficulties and/or disabilities and those who are vulnerable are well supported by teachers, teaching assistants and by the outside agencies with whom the school has very good links.

## Effectiveness of the Foundation Stage

### Grade: 3

Children enter the school with a broad range of prior learning. Overall, pupils' development when they start school is below that typical for their age. This is particularly the case in early language skills and in their personal and social development. They make satisfactory progress but some do not achieve the goals set nationally for their age when they enter Year 1. They make good progress in personal, social and emotional development. For example, children are well settled and they can concentrate as they work. Teaching is satisfactory with some good features. Relationships between adults and children are good. Planning is secure with a good

range of interesting learning activities for children. They particularly enjoyed exploring the taste and texture of foods from around the world. Limitations of the accommodation mean that the school is unable to provide the full outdoor curriculum expected for the Nursery and Reception classes. Children learn within a caring environment. The school keeps in close contact with parents and carers, especially when preparing children and their families for admission to school. Assessment arrangements are thorough with careful attention given to monitoring children's progress. The management of the Foundation Stage is satisfactory, with exciting plans for its further development.

### **What the school should do to improve further**

- Raise standards and achievement in English, mathematics and science.
- Improve teaching so that more lessons provide interest for pupils and cater for pupils' different needs.
- Improve the provision for outdoor learning in the Foundation Stage.
- Improve the curriculum so that it is more relevant and interesting to pupils.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards are below average and achievement is satisfactory. In the Year 2 teacher assessments in 2006 and 2007, standards were below average in reading, writing and mathematics. Given pupils' below average starting points at the end of the Foundation Stage this represents satisfactory progress. Pupils continue to make satisfactory progress in Key Stage 2. In national tests in 2006, pupils' results in Year 6 were below average. In 2007, school targets were met because results improved. Though the 2007 results were below average overall, they were closer to national averages than in previous years. Pupils achieved better in English and mathematics than they did in science. In spite of recent improvements, the school is not complacent and recognises that standards and achievement in the core subjects of English, mathematics and science are not yet high enough. Currently, all pupils were seen to be making at least satisfactory progress. Pupils in Year 6 were making good progress towards their targets due to the good teaching they receive. Pupils with learning difficulties and/or disabilities achieve as well as their peers because they receive constructive individual help from teachers and teaching assistants.

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

### **Grade: 2**

Personal development and well-being are good. Aspects of personal development, particularly pupils' behaviour, have improved a great deal recently. Although a minority of parents have a concern about behaviour, inspection evidence shows that pupils now behave well both in and out of lessons. Spiritual, moral, social and cultural development is good. Most pupils show respect for their teachers and for each other. In class they share ideas and resources sensibly and work well together. A mark of pupils' enjoyment of school is the record of improving attendance over recent years. A previous legacy of below national average attendance has been eradicated and attendance is closer to that seen nationally. Pupils know how to stay safe and eat healthily. They enjoy taking responsibility, for example, as members of the school council.

They say they feel safe in school and know who to turn to if they have a problem. Pupils demonstrate the good personal and social skills and the improving academic achievement that equip them well for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Through its very effective monitoring programme the school has an accurate view of the quality of teaching and assessment, which is satisfactory. There is some good teaching but too much of the satisfactory teaching fails to engage fully the interests of the pupils or provide well enough for those of different abilities. The school recognises that in a number of lessons there is too much direction from teachers and pupils are not involved enough in the development of their own ideas. There is a comprehensive training programme in place to improve the quality of teaching and increase the pace of pupils' learning. Teachers plan lessons well and their tracking of pupils' progress is good, based on thorough marking of work. Behaviour is well managed. However, the work set is not always delivered in a lively way nor does it build on pupils' enthusiasm or offer sufficient challenge so that some pupils lose interest. The best lessons seen offered very good examples of how teachers can hold pupils' interest, particularly through the use of interactive whiteboards and shrewd questioning. The needs of pupils with learning difficulties and/or disabilities are understood well; the support given by teachers and classroom assistants is good and those pupils make the same progress as their classmates.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory and meets the needs of most pupils. It is well organised and complies with national requirements. The best lessons explore links between curriculum areas but this is not generally the case and the school has identified the need to develop this to make the most of learning opportunities. There is good provision for pupils' physical education, personal, social and health education, and citizenship. The popular Young Enterprise programme introduces pupils to skills which will be valuable in later life. There is satisfactory provision for literacy, numeracy and information and communications technology. The 'big write' and 'I can do maths' schemes have been introduced successfully to help improve pupils' basic skills. Lunchtime and after-school activities are limited but well-subscribed. There is a wide range of visits and visitors which create enjoyment and broaden pupils' understanding of the world outside school. This is shown in some vibrant displays, for instance about visits to Eden Camp and the Sage Centre, and the popular 'mini beasts' visit to school which introduced both pupils and teachers to new wildlife.

### **Care, guidance and support**

#### **Grade: 2**

The quality of care and support for pupils is good, starting with careful procedures to ensure a smooth induction to nursery. The overwhelming majority of parents praise the care, guidance and support provided by the school. The firm stance taken by the school in dealing with the anti-social behaviour of a very small number of pupils has been effective. The 'Base' is a very important provision for pupils who need special support and the breakfast club engenders a real family atmosphere as well as providing a healthy start to the day. The school liaises closely

with a range of local agencies to ensure good care and support for all pupils. The required safeguarding procedures to ensure health and safety and child protection are in place. Pupils' progress is tracked well so that teachers know how good their work is. Pupils are clear about their learning targets. They appreciate the systems for rewarding and celebrating their success. There are well-planned arrangements to ensure pupils' efficient transition to secondary school.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and are leading to rapid school improvement. New systems for monitoring pupils' progress are robust and indicate that pupils in Year 6 are on track to reach challenging targets. Good support and training for staff have resulted in improvements in the quality of lessons but good practice has yet to be shared more widely if the proportion of good teaching is to increase further. At recent meetings with staff, parents remarked on the noticeable improvements in their children's progress. These comments are contributing to rising staff morale and are indicative of the rate at which the school is improving. The headteacher has a very clear vision for the school and is very ably supported by the senior management team. They have been well deployed and their blend of skills and experience add significantly to the school's good capacity for improvement. The school's self-evaluation is sharp and analytical and there is a very clear plan which prioritises areas for improvement. For example, the school is firmly focused on raising standards and achievement further and improving the curriculum so that it better meets the needs of pupils. Governance is good. Governors are well informed and have a good understanding of the schools' strengths and weaknesses. Resources are used well and there are creative plans to improve existing accommodation and improve the learning environment, particularly in the Foundation Stage.

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## Annex A

## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

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

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

23 November 2007

Dear Pupils

Inspection of Shiney Row Primary School, Sunderland, DH4 4QP

Thank you for making the inspection team so welcome when we visited your school last week. We were very interested in hearing about all the things you enjoyed at school. We were particularly pleased when you told us that you felt your progress in lessons was getting better.

These are some of the things we found out about your school.

- Your school provides an effective education for you.
- Your achievement is satisfactory and is improving.
- Your school gives you good care and guidance.
- Most of you behave well, want to learn and are developing into responsible young people.
- Your school is well led and managed.
- Lessons are becoming more interesting and are helping you to reach higher standards.

This is what your school will be working on now.

- Helping you to improve your learning in English, mathematics and science even further.
- Making more of your lessons interesting and challenging for you.
- Improving the space for younger children to learn outside.
- Linking together the subjects you learn about to make them interesting and easier to understand.

We are very pleased that your school is improving so quickly. To help it improve even further make sure you work with your teachers to do the very best you can.

Best wishes

Ann Wallis

Lead inspector