

East Herrington Primary School

Inspection report

Unique Reference Number	108785
Local Authority	Sunderland
Inspection number	309799
Inspection dates	17–18 January 2008
Reporting inspector	Janet Bennett

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	476
Appropriate authority	The governing body
Chair	Mr Peter Chapman
Headteacher	Mrs Alison Hodgson
Date of previous school inspection	1 April 2005
School address	Balmoral Terrace East Herrington Sunderland Tyne and Wear SR3 3PR
Telephone number	0191 5535986
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Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

East Herrington Primary School is larger than average. The school serves a community with an average picture in terms of social and economic background. The number of children from minority ethnic backgrounds is small and no pupil speaks English as an additional language. The proportions of pupils eligible for free school meals and with learning difficulties and/or disabilities are below average. Before and after school care is provided on the school site.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

East Herrington school makes satisfactory provision for its pupils. Its strengths are in the pupils' personal development. There are good opportunities for pupils to learn about keeping safe and living healthy lives, and they enjoy the many opportunities to take part in sporting activities. They behave well and are willing to take responsibility for activities within the school and the wider community. Pupils enjoy school and attendance is good. Older pupils develop good levels of social and moral awareness and are well prepared to succeed in their next stage of education.

Children's attainment on entry to the Nursery is broadly typical for their age, but with a wide range of abilities. By the end of Year 6 standards in English, mathematics and science are above average. Achievement is only satisfactory because the pupils do not always do as well as they could, particularly in Nursery and in Key Stage 1. The progress of pupils varies across the school. In the Nursery it is inadequate because too many opportunities to promote learning are missed, and more able children are often not challenged. In Key Stage 1 pupils' work often fails to extend pupils enough and does not meet the needs of all pupils. The pace of learning is good in the Reception classes and in Years 4, 5 and 6 because the teachers and support staff plan work that challenges the pupils' existing knowledge and skills. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Teaching and learning are satisfactory but vary in terms of the expectations made of pupils. This reduces the overall progress and achievement of pupils. Consistently good teaching in Years 4, 5 and 6 results in pupils generally achieving well in Key Stage 2. Elsewhere, noticeably in Key Stage 1, expectations of pupils tend to be too low and pupils do not reach the standards of which they are capable. In Year 6, staff use marking and pupil assessment very well to ensure that pupils understand how well they are learning and what they need to do to improve. This is not the case in other classes. Marking is not always used well enough to guide pupils towards how to improve their work.

The curriculum is satisfactory. The varied range of activities outside lessons is appreciated by the pupils. Visits and visitors, and the effective partnerships which have been established with other organisations and parents, extend learning and contribute well to pupils' enjoyment of school. Within lessons, pupils have opportunities for different types and styles of writing but not enough emphasis is given to grammar and handwriting. This slows learning in this aspect of English.

Leadership and management are satisfactory. The leadership of the headteacher is purposeful and self-evaluation is accurate. Clear priorities for improvement have been identified and staff deployed appropriately to implement strategies to raise standards. Systems to track pupils' progress and to set targets for learning are beginning to improve progress, particularly in upper school, but too often expectations of learners are not high enough. Governance is satisfactory. Governors are fully committed to the work of the school but are not always sufficiently involved in monitoring. The school has made satisfactory progress since the last inspection and has satisfactory capacity to improve.

Effectiveness of the Foundation Stage

Grade: 3

The effectiveness of the Foundation Stage is satisfactory but there are major differences in quality between the Reception and Nursery classes. However, from starting points which are

typical for their ages, the children make satisfactory progress and their attainment on entry to Year 1 meets national expectations. In the Reception classes teaching, learning and curriculum are good. This results in good progress. Staff place good emphasis on challenging more able children and providing effective support for those with learning difficulties and/or disabilities. The curriculum is well structured so that all areas of learning are covered. Progress in reading is particularly good because of the well-planned opportunities for phonic development. The provision in the Nursery is inadequate. Teaching does not consistently challenge individuals and in some teacher-led sessions there is not enough focus on children's learning. The curriculum is not linked closely enough to national requirements and does not ensure that all aspects are covered. All staff provide satisfactory care and support for children, but there is not enough focus on academic development in the Nursery. Leadership and management are satisfactory. The coordinator has extended systems to record children's progress but monitoring is not rigorous enough to address inconsistency in teaching and learning across the Foundation Stage.

What the school should do to improve further

- Improve the learning and progress of children in the Nursery.
- Raise standards in Key Stage 1 and lower Key Stage 2 by increasing the quality of teaching so that higher expectations are made of pupils.
- Improve pupils writing including their handwriting and use of grammar.
- Improve the guidance given to pupils across the school by increasing the quality of marking to the excellent standard found in Year 6.

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

Achievement is satisfactory although standards by the end of Year 6 are above average because of the acceleration of progress in Key Stage 2. Achievement is not better because children could make better progress in the Nursery and standards could be higher in Key Stage 1. From a starting point to Nursery that is typical for their age, children make satisfactory progress overall and most reach the standards expected for their age by the start of Year 1. In Years 1 and 2, progress is satisfactory although more able pupils could do better. In 2007 standards by the end of Year 2 were average in reading, writing and mathematics. Too few pupils, however, exceeded the expectations for seven-year-olds, particularly in writing. The relative weakness is because more able pupils in Key Stage 1 are often not challenged enough.

In the Year 6 national tests in 2007, standards in English, mathematics and science were above average. Pupils generally achieve well in Key Stage 2 because of strengths in the teaching in Years 4 and 5 and most noticeably in Year 6. A consequence of this is that progress accelerates amongst older pupils. Despite the above average results in the English tests, inspection findings are that pupils in Key Stage 2 could do better in some aspects of the subject. Pupils have enough scope to develop different styles of writing, but lack sufficient opportunities to improve grammar and handwriting.

Pupils with learning difficulties and/or disabilities make satisfactory progress because their learning needs are accurately identified and appropriate support enables them to be fully involved in lessons.

Personal development and well-being

Grade: 2

Personal development and well-being are good. Pupils' spiritual, moral, social and cultural development is good. This is borne out by their ability to understand the personal situations of others, their knowledge of other faiths and their understanding of right and wrong.

Pupils are clear about the essential contributions that diet and exercise make to a healthy lifestyle and they can discuss a range of food types, identifying the benefits of each in a balanced diet. Pupils enjoy the many opportunities to take part in sporting activities. They share a clear understanding of keeping themselves safe in various situations with particular focus on road safety and their use of the internet.

Pupils' behaviour in lessons and around school is good. Attendance is above average and the school works hard to successfully minimise absence. Pupils are happy to take on responsibilities and to contribute to the school and the wider community. Examples of this include the organisation of fund raising events and the management of the money raised. In this, pupils have opportunities to develop their financial skills which contribute towards their own future economic well-being. Given the pupils' good social and moral development, coupled with their secure grasp of basic academic skills, pupils are well prepared for their future stage of education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with a range in quality from outstanding to inadequate. These differences in quality result in the contrasting achievement between the key stages. In Years 4 and 5 and noticeably in Year 6, progress accelerates because teaching and learning are good with outstanding features. The good teaching, mainly in Key Stage 2, is typified by lessons progressing at a fast pace with activities that challenge pupils. In the good lessons, teachers have a good understanding of different individuals' needs and use perceptive questioning that extends pupils' thinking. Where teaching is satisfactory, predominantly in Key Stage 1, lessons are generally well managed and relationships are good, but there is often too much talking by the teachers which results in pupils losing concentration. Expectations can be too low and the match of work to the needs of individual learners is not good enough. Teachers work well with the teaching assistants and this ensures that pupils with learning difficulties and/or disabilities are fully included in lessons. The quality of marking varies in its contribution to raising standards. The systems used in Year 6 are exemplary but in other year groups it is not used well enough to consistently challenge all pupils.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets statutory requirements. Suitable emphasis is given to literacy and numeracy, but in writing there is not enough time given to grammar and handwriting, which reduces overall standards in English. There are good links between history and literacy, which extend learning well, but opportunities to develop writing in other subjects are missed, particularly because of the overuse of worksheets. The curriculum for personal development, including programmes for understanding safety and health, is good. There are good levels of

enrichment to extend pupils' learning with effective use of visits and visitors, such as a local basketball team. The activities out of lessons are varied and pupils appreciate them.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Arrangements for child protection and safeguarding pupils meet requirements. The assessment of risk, in and out of school is thorough, promoting pupils' safety and well-being. An example of the school's improvement in security is the new enclosure that links what used to be two separate buildings. There is a good range of partnerships with outside agencies and parents. The recently developed nurture room offers opportunities to give personal and emotional support for those pupils who need it, and is also used to provide guidance for parents in helping their children. Other successful partnerships support pupils' progress in sport and give challenge to older pupils of high ability. In Year 6, there are highly effective arrangements to ensure that pupils have a good understanding of their learning and what they need to do next. However, this aspect of guidance is not yet implemented as effectively in other year groups.

Assessment is satisfactory but the quality of its use varies between classes. In the classes for the older pupils in Key Stage 2, staff have a very good understanding of pupils' skills and knowledge which assists them in planning work tailored to pupils' needs. Elsewhere, assessment does not guarantee that work is matched closely enough to pupils' needs which reduces the progress of some pupils.

Leadership and management

Grade: 3

Leadership and management, including governance, are satisfactory. The headteacher's leadership is purposeful and is determined to raise standards and achievement. Staff are well organised and suitably deployed in order to tackle weaknesses in the school and develop strategies for improving it. The school has recently strengthened its management team by appointing an inclusion manager and has also drawn upon the expertise of key partners, such as the local authority and Sunderland University. The school evaluates itself accurately. Even though it has improved since the last inspection, it recognises that there are too many inconsistencies in the quality of teaching which adversely affects pupils' learning. Effective systems for identifying pupils who are falling behind are now in place and are raising standards, particularly in Key Stage 2. Assessment data are not, however, used consistently to set pupils challenging targets in order to raise standards. At present, school leaders are not being sufficiently rigorous in making sure that all teachers have high enough expectations of their pupils.

Governors have a clear vision for the development of the school. They are fully committed to the achievement and well-being of pupils but are not always sufficiently involved in monitoring how well the school is doing. The school provides satisfactory value for money.

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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	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
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	2
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?	3

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

21 January 2008

Dear Pupils,

Inspection of East Herrington Primary School, Sunderland, SR3 3PR

Thank you for making us so welcome when we visited your school recently. We really enjoyed spending time with you. You were very courteous towards us and happy to talk about your work and school activities. You told us how much you enjoy the visits and visitors that your teachers organise. You also told us how you stay healthy and we were impressed with all of the PE activities you take part in. You have been particularly successful in sporting events. Well done!

We were very pleased to learn how well you attend school and thought your behaviour in lessons and around school was good. We were also impressed with your willingness to take responsibility and to help others by raising money for charities. Keep up the good work.

It is really important when you start school that you get a really good start. We have asked the school to make improvements in the Nursery so that all the children make good progress. In some lessons your teachers set work for you to do which makes you think really hard and this helps you to learn well. We have asked the school to do this more by making sure that all the teaching you receive will help you all to do your very best. We were impressed at how well some of the oldest pupils were able to mark their own, and each other's work, and how this helped them to improve. We think it would be good if everyone was able to do this.

We enjoyed looking at the work in your books. You have some imaginative ideas which make your stories very interesting. However, we sometimes found them a little difficult to read. We have asked the school to help you to organise your writing so that it always makes sense, and you could play your part by working hard at your handwriting and use of words. We also feel that you need more opportunities to write for different reasons.

Carry on looking after each other, attending school well, and enjoying your learning. We wish you all great things for the future.

Janet Bennett

(Lead inspector)