

Errington Primary School

Inspection report

Unique Reference Number	111655
Local Authority	Redcar and Cleveland
Inspection number	310651
Inspection date	13 November 2008
Reporting inspector	Andrew Scott

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	250
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Tina Richardson
Headteacher	Mrs Christine Stinson
Date of previous school inspection	1 March 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Windy Hill Lane Marske-by-Sea Redcar TS11 7BL
Telephone number	01642 482002
Fax number	01642 502211

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors, who evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the provision for writing
- the challenge within teaching and the curriculum, especially for more able pupils.

Evidence was gathered from observations of lessons, analyses of pupils' work, performance data, parents' questionnaires and the school's documentation, and from discussions with pupils, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is a slightly larger than average school in a coastal village where socio-economic conditions are broadly average. Almost all pupils are from White British families. The proportion of pupils with learning difficulties and/or disabilities has risen appreciably in recent years and is currently above average. The school has a 10 place Support Base for pupils with moderate learning difficulties. The school building has just benefited from major refurbishment and renewal. The Early Years Foundation Stage (EYFS) comprises Nursery and Reception classes. There is child care provision which caters for pupils before and after school. This is operated privately and has been inspected separately. The school has achieved many awards in recent years, including the Basic Skills Quality Award, the Activemark for sport, the School Travel Plan Gold Award and the Green Flag for environmental activity.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Errington Primary is a good school. Its particular strength is the excellent quality of care and support for pupils, reinforced by impressive links with outside agencies, that enable them to make outstanding personal development. Helped by the gleaming new building and refurbishment, the school is a bright, positive environment, where all are made equally welcome. Indeed, parents praise the warmth of the atmosphere and the approachability of staff. It is 'a friendly, happy, hard working school,' one parent wrote, echoing others. It is a school at the heart of its community but reaches out to the wider world successfully.

All pupils achieve well in their work. Pupils with learning difficulties and/or disabilities do especially well and generally exceed national averages for their age. The school's belief that more able pupils do not achieve quite so well is indeed true in writing, but not so apparent in other subjects. Standards in all subjects fluctuate to some extent by the end of Years 2 and 6, but tend to be average, sometimes higher. Standards are influenced by the different abilities of year groups and other factors. In 2008, for example, almost half of the Year 6 pupils had learning difficulties and/or disabilities and several of these had joined school during Key Stage 2. Overall performance in 2008 showed good progress from below average standards when pupils were in Year 2. The school is well aware that writing is a comparative weakness; pupils' technical skills are sound, but their range of vocabulary and expression is not broad enough. However, efforts to raise standards have not thus far been wholly successful.

The school's provision, through teaching and the curriculum, is good. There are common strengths in all lessons. The outstanding rapport with all staff enables pupils to develop an excellent work ethic. It also allows teachers to present new learning clearly, sure in the knowledge that pupils are highly focused. Teachers use questions adeptly to check pupils' understanding and strengthen their speaking and listening skills. Support for less secure pupils and those with learning difficulties and/or disabilities is effective, not least in the Support Base. However, the quality of teaching is variable. In the better lessons, the energy of teachers and their good expectations galvanise pupils and ensure a swift pace of learning. In other lessons, teaching is often satisfactory because teachers do not match the work skilfully enough to meet pupils' needs nor motivate them enough. Understandably, pupils said that they much preferred practical activities, such as investigations in science.

The curriculum has many strengths. The added enrichment of exciting visits, visitors and activities include art weekends, a Robot club and antique cycle demonstrations. Pupils think these are 'brilliant'. They are right. The provision for social and health development is excellent. However, the pupils' daily diet of learning varies from stimulating to mundane. In the weakest teaching, teachers do not use interesting topics regularly enough for pupils to develop basic skills, especially in English, nor do pupils have enough scope to work independently at their own pace.

During their time at school, pupils develop into mature, reflective and responsible individuals. Some of their Remembrance Day poems were rather poignant. Pupils love their school. Their attitudes to work show very positive aspirations and how much they respect staff. They feel valued by all staff, heartened by the excellent pastoral care that surrounds them. The procedures for safeguarding learners meet current government requirements. Attendance has improved and is above average. Behaviour is excellent - not perfect, as the pupils are the first to admit, but hard to fault, allowing for the ups and downs of growing up. They respond enthusiastically

to the school's high focus on health and safety. Year 6 pupils, for example, act as fire marshals and most readily adopt an active lifestyle and a healthy diet, although not all lunch-boxes show a total commitment. Strong bonds with the local community are bolstered by overseas links with schools in Uganda and France, and other cultures within the United Kingdom. As a result the school makes an outstanding contribution to community cohesion. All in all, pupils are well prepared for the next phase of their education.

The dedicated, enlightened leadership of the headteacher, well supported by all staff, succeeds in maintaining the school's qualities. They have done particularly well in improving mathematics and assessment, issues at the last inspection. The cohesive and effective management structure includes the governors, who hold the school to account well. Good self-evaluation leads to imaginative and smart priorities within a well crafted development plan. However, senior managers are not quite rigorous enough in highlighting all areas for development in teaching and the curriculum. Even so, the school is in good shape and has good capacity to bring about necessary improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Effective leadership ensures good provision in the newly established EYFS. Staff are well trained and dedicated, so teaching and learning are good. Children generally enter Nursery with developmental levels below those typical for their age. Home visits by staff are very successful in helping children to settle quickly into routines. These visits begin to develop a strong partnership with parents and carers, many of whom comment that their children have settled well and made good progress in the first few weeks of term. They find staff approachable and are kept well informed about their children's progress. Staff are extremely good at promoting children's welfare and provide a mantle of care in which pupils feel wholly safe. The 'Journey through the Early Years Foundation Stage' provides an excellent record of the progress made by each child in words and photographs.

There is a good balance of activities between those directed by adults and those initiated by the children, though limited space both indoors and outdoors does not make it easy for children to be inquisitive and to explore. Children access resources independently and show good levels of concentration. They enjoy learning and make good progress in all areas, although not always fully challenged in their activities. Individual needs are identified early and the school has found that through the Sure Start provision, which is now on site, they can access specialist support much more quickly. Basic skills are well taught and children learn how to cooperate with others and show consideration. By the end of Reception, the majority of children are working securely at age-related expectations and are well prepared for Key Stage 1.

What the school should do to improve further

- Improve the consistency of teaching and teachers' expectations of all pupils through rigorous monitoring.
- Enrich the day-to-day curricular diet to strengthen the learning of basic skills, especially writing.

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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?	2
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?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	1

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 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 eliminated	2
How well does the school contribute to community cohesion?	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

14 November 2008

Dear Pupils

Inspection of Errington Primary School, Redcar and Cleveland, TS11 7BL

I am writing to thank you for the warm welcome you gave to Mrs Packwood and me when we recently visited your school. We were very grateful for your thoughts and opinions that helped us to understand your school well in a short time. I would like to tell you what we discovered about your school.

We agree with you that yours is a good school. We were especially impressed by the excellent care that all staff take of you, and the support and guidance they give you. These help you to make outstanding progress in your personal development. I know a few of you think behaviour could be better but we were very impressed with it; there will always be some foolishness. Your attitudes to learning are admirable, even when learning is not very exciting and looking after one another is just second nature. Your attendance is improving and is now good. Your keenness to adopt a healthy lifestyle is extremely good, although your lunchboxes could be a bit healthier.

You make good progress in your work because of good teaching and, of course, your commitment. Overall you achieve well. Mostly, lessons are interesting and teachers expect good things from you, but not always. Your standards are average compared to other pupils across the country, but your writing could be better. We have asked the school to make lessons more stimulating and expect more from you particularly in writing. We believe that you will not only enjoy this, but also improve your knowledge and skills.

We would like to congratulate your headteacher, all staff and governors for their hard work in keeping your school a happy, positive and successful place. They are going to make sure that it is even better by double-checking that their plans are as good as they can be. I wish you every success for the future in your gleaming new school.

Yours sincerely

Andrew Scott

Lead inspector