

# Eden Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	133701
<b>Local Authority</b>	Durham
<b>Inspection number</b>	316200
<b>Inspection dates</b>	21–22 May 2008
<b>Reporting inspector</b>	Tony Anderson

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	372
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Freda Maddison
<b>Headteacher</b>	Mrs Yvonne Ryle
<b>Date of previous school inspection</b>	1 June 2004
<b>School address</b>	Robson Avenue Peterlee County Durham SR8 5DN
<b>Telephone number</b>	0191 5864186
<b>Fax number</b>	0191 5870886

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Eden Community is a larger than average primary school situated in Peterlee which serves an area of high social deprivation. The majority of pupils come from a White British background. An exceptionally high percentage of pupils are entitled to free school meals and a higher than average proportion has learning difficulties and/or disabilities. The school is currently on a split site and it is due to move to new premises in September 2008. The school has achieved the Healthy Schools Award, the Eco-schools Award and Investors in Children Award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Eden Community Primary is a satisfactory school and provides satisfactory value for money. Pupils' progress and achievement are satisfactory. Standards by the end of Year 6 are well below the national average. Following a dip in the Year 6 results over the last two years, the school's own pupil tracking systems show a slightly improved picture emerging in the current year in reading and mathematics although writing and science remain areas of weakness. Standards at the end of Year 2 are well below the national average as they were in the national assessments in 2007.

A caring family ethos is the backbone of this school. It has a positive impact on pupils' attitudes, contributing well to their good personal development and well-being. Attendance, whilst very well promoted by the school, is below the national average. The school council works hard to improve the school life of their fellow pupils. Older pupils demonstrate a caring attitude when supporting younger ones, for example, as they enter the hall for assembly. Care, guidance and support for pupils is good. The school very successfully meets the needs of its many vulnerable pupils and those with low self-esteem. Pupils with learning difficulties and/or disabilities make satisfactory progress because there is a match of provision to their individual needs.

The quality of teaching and learning is satisfactory. In the best lessons there is pace and challenge and pupils are involved in their own learning. Despite some teachers' marking being of good quality and endeavouring to highlight what pupils need to do to improve, this is not consistent across the school and some pupils are not clear about how to improve their work. The satisfactory curriculum is broad and balanced and is enhanced by a range of extra curricular clubs and visits. The use of information and communication technology to support pupils' progress across the curriculum is satisfactory.

Leadership and management are satisfactory. The headteacher and governors, well supported by the local authority, are actively engaged in restructuring the staff after a period of instability. This has not been an easy task and there are still gaps in the management structure. However, the school is aware of its strengths and areas for improvement and the senior leadership team maintains a clear focus on raising achievement and standards and on its care of pupils. Governors provide effective support to the senior leadership team and they are playing an active role in helping to steer the school through its temporary difficulties. The school's overall improvement since the last inspection is satisfactory; so too is its capacity to improve further.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage is well managed and provides a good start to children's education. Children enter the Nursery with skills and knowledge that are exceptionally below those typical for their age, particularly in communication, language and social skills. Teaching is good and consequently children progress well. There is a good balance of activities between those directed by adults and those chosen by the children. Independence is encouraged, for example when children undress and dress themselves for physical activity. The 'Chatterbox' group effectively enables children to practice key skills of speaking and listening and develop social awareness. In both the Nursery and Reception classes staff provide a welcoming and exciting environment which stimulates children to learn through play. Children with learning difficulties and/or disabilities receive good support. By the time they enter Year 1 most children do not reach the

levels expected for their age, especially in language development. Children's personal development and well-being are good. The curriculum provides very good opportunities for children to be creative and effective use is made of the indoor and outdoor environments.

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

- Improve standards, particularly in writing and science.
- Develop subject leadership.
- Raise the quality of teaching and learning to that of the best.
- Achieve consistency in the use and effectiveness of teachers' marking to help pupils understand what they need to do to improve.

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**

Pupils' achievement is satisfactory and standards are well below average by the end of Year 6. Pupils reach standards that are well below average in reading, writing and mathematics at the end of Year 2. Nevertheless, this represents satisfactory progress for these pupils from their very low starting points when they joined Year 1. There has been a decline in standards at Key Stage 2 since the last inspection and standards were well below average in the 2007 national tests for eleven-year-olds. However, this too represents satisfactory progress and achievement from the very low starting points of these pupils. School data and inspection evidence indicate that standards have improved in reading and mathematics in the current Year 6, though standards in writing and science are areas of concern which are being addressed by the school. Pupils with learning difficulties and/or disabilities make similar satisfactory progress to other pupils.

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

### **Grade: 2**

Pupil's understanding of working together is good and older children show their sensitivity to the needs of younger ones by helping them in assemblies and the playground. Pupils say that they feel safe and enjoy their lessons. The trusting, caring relationships they have with the staff and with each other play a major part in developing their social skills, self-respect and clear moral values. Attendance is below the national average despite the very best efforts of the school. The school successfully encourages pupils to adopt healthy lifestyles, and they display a growing commitment to healthy eating and regular exercise. They eagerly participate in an extensive range of extra-curricular activities and clubs. Pupils' contribute effectively to the school and wider community and their spiritual, moral, social and cultural development is good. A wonderful moment of spirituality was observed before the start of the school day as a small boy sat on the grass in the sunshine playing a golden trumpet, much to the appreciation of a small group of children who listened and watched in awe.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory. Some lessons are lively and interesting and clearly enjoyed by pupils. In these lessons, objectives and success criteria are shared with pupils and work is well matched to pupils' different needs. However, too many lessons lack clear learning objectives, and at times pupils cannot explain what they have learned. Relationships between pupils and their teachers are often strong but in some lessons, the modest pace and challenge leads to some underachievement. In one lesson, pupils worked well in pairs but the teacher's low expectations slowed their progress. Teachers' marking, whilst variable in quality, often gives pupils a good idea of how well they have done. However, there is inconsistency in the guidance given to pupils about how to improve. Teaching assistants provide effective support for those with learning difficulties and/or disabilities and these pupils make satisfactory progress in lessons.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and meets statutory requirements. It gives emphasis to the core skills of literacy and numeracy, and has recently improved the focus on information and communication technology (ICT) and science. The impact on standards in these subjects is not yet apparent. The good attention given to pupils' personal development is a major strength of the curriculum. It teaches pupils how to stay safe, healthy and form good relationships. The school works closely with the local authority and receives specialist advice and support for individual pupils. The school has plans in hand to develop the curriculum so that it increases their enjoyment of learning and creates links between subjects. There are some good additional elements which enrich the curriculum and build on pupils' interests and talents, promoting future lifelong enjoyment for example instrumental tuition, concerts, visits, visitors and extra curricular activities. The school works closely with the local authority and receives specialist advice and support for individual pupils.

### Care, guidance and support

#### Grade: 2

Care, guidance and support are good overall. Statutory requirements for safeguarding pupils are rigorously observed. Child protection training is very recent for all staff. Staff and governors have a good knowledge of health and safety requirements, and risk assessments are carried out appropriately. Staff are fully committed to the personal and emotional needs of pupils. Pupils receive strong pastoral support through a special learning programme known as SEAL (Social and Emotional Aspects of Learning) and this is used effectively across the school to promote respect and pupils' ability to make choices. Arrangements for supporting and guiding pupils who find learning difficult are thorough. The school does all it can to promote good attendance. Guidance for learning is not consistent across the school. While some of the marking is good and provides support and advice for pupils, other marking is cursory and gives no help for pupils to improve. A new school tracking system keeps a close eye on the progress of individuals and enables the school to set challenging targets for groups of pupils. However, the use of individual targets for improvement is less well developed.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher provides determined leadership but progress has been hampered by recent staffing instability. The recent appointment of two assistant headteachers is adding strength to the senior leadership team. Some temporary gaps in middle management are currently being addressed with the active support of the local authority. There is evidence of improving standards in reading and mathematics as a result of initiatives taken this year. The school has maintained its good level of pastoral support and guidance for pupils ensuring they develop good personal skills and confidence. The school's evaluation of its work is accurate. The senior leadership team and governors have maintained their focus on pupils' achievement and standards and they are aware that pupils' progress in writing and science are particular areas of concern. Governors fulfil their statutory obligations and display a strong level of commitment to the school's work through regular visits and attendance at meetings. They are very closely involved with the senior leadership team and local authority in bringing about successful and effective changes to the staffing structure. The present leadership team demonstrate a satisfactory capacity to improve further and the school provides satisfactory value for money. A small number of parents expressed concerns about the levels of progress being made by their children due to the instability of staffing. Inspection found that the school is doing all it reasonably can to reduce the impact of this situation.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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	3

### 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>	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

26 May 2008

Dear Children

Inspection of Eden Community Primary School, Durham, SR8 5DN

Thank you for the kind and friendly welcome given to us during our recent inspection of your school. We enjoyed watching you and talking to you as you took part in your lessons and also when you were playing a variety of games in the school playground. You told us that you like your school but a few of you also told us that you sometimes seem to have quite a number of different teachers. You also showed by your good attitudes and behaviour in classrooms and around the school that you enjoy your lessons and that the school looks after you very well.

We feel that you are receiving a satisfactory education at the present time but that there are a few things the school can do to improve your learning.

- We want your teachers to help you more with your writing and understanding of science and also to increase your learning in reading and mathematics.
- We have asked the school to try to ensure that you have the same teacher in the classroom as much as possible so that this will help you more with your lessons.
- We have also asked the school to ensure that the best teachers share their ideas and suggestions with the rest of the staff so that this will also help you with your learning.
- We have asked your teachers to ensure that you know how well you are doing in your lessons and also to help you more, through their marking of your work, to fully understand what you need to do to improve.

You can help your teachers by listening carefully to what they tell you and, for some of you, by ensuring that you come to school each and every day.

Thank you again children for making our visit to your school so enjoyable.

Yours sincerely

Tony Anderson

Lead inspector