

Farringdon Primary School

Inspection report

Unique Reference Number	133344
Local Authority	Sunderland
Inspection number	319568
Inspection dates	13–14 October 2008
Reporting inspector	David Earley

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)	314
Government funded early education provision for children aged 3 to the end of the EYFS	75
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Mick Clough
Headteacher	Mrs Ann Henderson
Date of previous school inspection	1 June 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Archer Road Farringdon Sunderland Tyne and Wear SR3 3DJ
Telephone number	0191 5535994
Fax number	0191 5535995

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized school on the edge of Sunderland. A high proportion of pupils are eligible for free school meals and most pupils are of White British backgrounds. The proportion of pupils who speak English as an additional language is well below average. The proportion of pupils with learning difficulties and/or disabilities is above average. The school provides extended provision for pupils before and after the school day. It has achieved the Activemark and Silver Artsmark. Following an inspection in June 2007, the school was given a Notice to Improve.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a good and improving school. Since the previous inspection the school has made rapid and sustained improvement. A significant factor in this is the outstanding leadership provided by the headteacher, well supported by the acting deputy headteacher, bursar, leadership team and local authority. A very thorough self-evaluation, including careful analysis of performance, has led to the implementation of strategies which are helping to accelerate the rate of progress for most pupils and to sustain the drive for improvement. Achievement is good and by the end of Years 2 and 6 standards for most pupils are average and getting better. However, the school needs to provide more challenge for higher ability pupils in order to improve their rate of progress.

Personal development, including spiritual, moral, social and cultural development, is good. Most pupils have very positive attitudes to learning, enjoy their work and behaviour is exemplary. Attendance is satisfactory. Pupils have a good understanding of how to lead healthy lifestyles and say that they feel safe and well cared for. Pupils are well prepared for the next stage in their education and contribute well to the school and local community.

Teaching and learning are good. Lessons are generally lively and conducted at a brisk pace so that pupils sustain their interest and learn well. Assessment is used well in order to build on pupils' prior knowledge. In the best lessons stimulating dialogue between teacher and pupils ensures that they enjoy their learning and are eager to do well. In a minority of lessons fewer opportunities for pupils to work independently lead to a slower pace of learning.

The curriculum is good. It is enriched by a wide range of visits and visitors and before and after-school clubs. The skills of literacy, numeracy and information and communication technology (ICT) are enhanced by opportunities for their use in other subjects in order to extend learning. There are good links between Early Years Foundation Stage (EYFS) curriculum and Key Stage 1 to enhance continuity of learning. Curriculum organisation is flexible so that teachers can respond to pupils' interests.

Care, guidance and support are good. The school does all that it can to ensure that pupils are safeguarded. Excellent links with outside agencies enhance support for vulnerable pupils. Pastoral care and guidance are good and there are strong links with parents. Rigorous assessment and tracking of progress contribute significantly to rapidly improving performance.

Leadership and management are good. The headteacher's excellent leadership and clear vision for improvement have helped to create a strong team of staff and governors committed to raising standards. There are insufficient opportunities for pupils to learn about communities in this country and abroad. Governance is good. Governors play an important role in acting as critical friends and supporting the school. The school provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision in the Early Years Foundation Stage (EYFS) is good. Children achieve well based on their well below expected levels on entry to the Nursery. By the time they start in Year 1, they have made good progress, although they are still below nationally expected levels in all

areas of learning, particularly communication, language and literacy. Children's personal development and well-being are a particularly high priority. Children benefit from meeting their teacher at home before they start in the Nursery and the daily key person groupings throughout EYFS. They are encouraged to express their needs and feelings and develop confidence. Children blossom in their relationships with others by taking turns, working in small groups and playing well alongside others indoors and outdoors. Children learn well because they are encouraged to follow their interests, for example, visiting the outdoor garage. Assessment procedures are rigorous. Children have targets to work to and the next steps in their learning are clearly based on the outcomes of systematic observational assessments and shared discussion. Children's welfare is promoted well. Liaison with parents is a strong feature, particularly in the partnership forged in the twice weekly family learning sessions. Leadership and management are good and well planned professional development is helping staff to accelerate progress.

What the school should do to improve further

- Accelerate progress and raise standards for more able pupils.
- Provide more opportunities for pupils to learn about the wider national and global community.

Achievement and standards

Grade: 2

Achievement for all pupils whatever their age or ability is good. Standards are average and improving. In 2007 the school's results of assessments at the end of Year 2 in reading, writing and mathematics were significantly below average. However, these represented a considerable improvement on results in recent years. Results in the national tests in 2007 at the end of Year 6 were significantly below average in English and science and broadly average in mathematics. This was also much improved on results in previous years. The unvalidated results in 2008 were better overall at both key stages. Most pupils in the current Year 2 and 6 make good progress and are on track to reach broadly average standards by the end of the year. Inspection evidence and analysis of school data indicate that these substantial improvements are sustained. However, the progress of some of the more able pupils is not yet rapid enough.

Personal development and well-being

Grade: 2

Personal development and well-being, including spiritual, moral, social and cultural development, are good. Pupils enjoy coming to school and behaviour is excellent. This makes a positive contribution to achievements and standards. There are many opportunities to take on responsibility, for example, through the prefect system or membership of the school council. Pupils say that they were consulted about the construction of the climbing frames, the amphitheatre and the outdoor classroom and this gives them ownership of their school. They say that they feel safe and have a good understanding of how to stay healthy and keep fit. Pupils make a good contribution to the local community and attendance is average. The improvement in the basic skills of literacy and numeracy and their high self-esteem and confidence help to prepare pupils well for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. During the inspection all lessons seen were at least satisfactory, mostly good and occasionally outstanding. Where teaching is good, teachers ensure that pupils know clearly what they must do to make their work even better. They ask probing questions which help pupils to focus their thinking and they make good use of discussions between pupils to enhance their learning. In the outstanding lessons teachers' lively and interesting delivery ensures that pupils are engrossed in their tasks and enjoy learning. In satisfactory lessons there are fewer opportunities for independent learning and as a result pupils' interest is sometimes lost. Teachers make good use of assessment, including marking of work, to ensure that pupils build on their prior learning. Teaching assistants are well used, particularly in support of pupils with learning difficulties and/or disabilities, so that they make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well planned so that skills are built securely on previous work. Lots of visits, visitors and after-school clubs help to enrich the curriculum. This makes learning exciting so that pupils want to learn. The skills of literacy, numeracy and ICT are used well in other subjects so that there is a relevance to learning and skills are extended. The curriculum is flexibly organised in order to respond to pupils' needs and interests. For example, there are close links between the EYFS curriculum and Key Stage 1 in order to help pupils who need more time to reinforce their knowledge and skills. The before and after-school clubs make a good contribution to meeting the needs of the local community by enabling the school to provide full day care.

Care, guidance and support

Grade: 2

Pupils' care, guidance and support are good. This is a very caring school with a strong family atmosphere. The school does all that it can to ensure that pupils are safeguarded. Teachers know their pupils well and there are strong links with families who appreciate the care provided by the school. Speaking for many, one parent commented that, 'I have never seen my son so happy at school.' There are excellent relationships with outside agencies which help to ensure that vulnerable pupils are well supported. The school makes good use of its rigorous assessment and tracking systems to check the progress of each pupil and ensure that challenging targets are set for improvement.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides dynamic and inspirational leadership. In a remarkably short space of time she has established a clear vision for improvement shared by staff and governors, leading to an impressive recovery in achievement and standards. An important element in this is the school's rigorous monitoring of its performance and the

systematic way each member of staff is involved with the leadership team in setting challenging targets to ensure the progress of each pupil. The promotion of community cohesion is satisfactory overall. The school needs to provide more opportunities for pupils to become aware of the wider national and global communities. Staff form a strong team, committed to raising standards and strengthened by the appointment of a bursar. There are well defined roles for all staff who share in the production of a clear development plan and the relentless drive for improvement. In this they are well supported by governors who know the school well and provide both support and challenge to ensure the best for each pupil. The school has good capacity to improve further.

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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?	2
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?	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
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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 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

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?	3
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**

15 October 2008

Dear Pupils

Inspection of Farringdon Primary School, Sunderland, SR3 3DJ

On behalf of the inspectors, I would like to thank you for your warm and friendly welcome when we came to inspect your school. Your school is good. We were pleased to see that you know how to keep fit by getting lots of exercise and eating healthily. It was also good to hear that you feel safe and well looked after. The school council does a good job in helping to make the school a better place. Buddies and head boy and girls and their deputies are also very helpful in helping to look after the school and pupils. We were all impressed by your courtesy and good manners.

These are some of the things your school does well.

- Your behaviour is excellent and you enjoy learning.
- Your work is getting better and you are making quicker progress.
- The school keeps a good check on how well you are doing.
- There are lots of interesting visits and visitors and this helps you to learn.
- You get off to a good start in the Nursery and Reception classes.

These are some of the things we have suggested to help the school to get better.

- We have asked the school to ensure that more of you reach the higher levels in your work.
- We would like you to have more links with children in our own and other countries.

Thank you again for your help and kindness.

David Earley

Lead inspector