

# East Rainton Primary School

## Inspection report

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<b>Unique Reference Number</b>	108794
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	324834
<b>Inspection dates</b>	24–25 March 2009
<b>Reporting inspector</b>	Christine Inkster HMI

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.

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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 (total)	108
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Janet Meek
<b>Headteacher</b>	Mrs Sara Toole
<b>Date of previous school inspection</b>	31 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	School Road East Rainton Houghton le Spring Tyne and Wear DH5 9RA
<b>Telephone number</b>	0191 5536505
<b>Fax number</b>	0191 5536506

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<b>Age group</b>	3–11
<b>Inspection dates</b>	24–25 March 2009
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

This is a smaller than average primary school. It is situated in a village on the outskirts of Sunderland and serves a rural community. The percentage of pupils eligible for free school meals is slightly higher than the national average. The vast majority of pupils are of White British heritage and almost all speak English as their first language. The percentage of pupils with learning difficulties and/or disabilities is lower than that found nationally. The school makes provision for the Early Years Foundation Stage through a mixed-age Nursery and Reception class. As cohorts of pupils are small, there are also mixed-age classes in Key Stage 2. The school provides a breakfast and after-school club.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. A key success of the school is the caring and welcoming ethos which promotes the good personal development and well-being of pupils. Parents praise all aspects of the school's work and the view of many parents is reflected in the comments, 'staff have the best interests of children at heart' and 'this is a small school with a very big family atmosphere'. The inspector agrees with these views. The headteacher and staff are held in high regard by pupils and parents. The commitment of the school to provide a breakfast and after-school club is also appreciated by parents. Pupils care very well for one another and older pupils take a particular pride in looking after younger children. Pupils say they thoroughly enjoy school and this is reflected in their good attendance and very positive attitudes to learning.

Pupils' achievement is good from their individual starting points and they reach standards which are above average by the end of Key Stage 2. Since the last inspection, standards have risen significantly, particularly in reading, mathematics and science and a high proportion of pupils achieved the higher Level 5. Fewer pupils reached the higher Level 5 in writing. However, rigorous target setting linked to detailed analysis of previous learning, has resulted in improvements in writing for current pupils. Standards at the end of Key Stage 1 have been broadly average, but have risen steadily over time, and are now slightly above average. Work in lessons, and in pupils' books, together with the school's own data confirms that current pupils make good progress from their starting points and are on track to reach their challenging targets.

The good quality of teaching enables pupils to make good progress in their learning. Lessons are well planned and staff take care to ensure that activities are suited to pupils' different levels of attainment, particularly in mixed-age classes. Teachers ask probing questions to check pupils' understanding in their learning and there are good opportunities for discussion, particularly through 'talk partners'. Teachers share with pupils what they are to learn in each lesson, but do not always explain the smaller steps needed to improve their work or enable pupils to fully understand how well they have achieved. The quality of the curriculum is good and there is a strong focus on developing basic skills. Pupils have good opportunities to practise these skills in other subjects. Academic guidance is good. Pupils' progress is carefully tracked and prompt action is taken to address any areas of underachievement. Pupils know their individual targets well. However, although the quality of marking and feedback is good, in some lessons pupils do not always have the opportunity to correct their work or make the suggested improvements.

Leadership and management are good. The headteacher and senior leaders demonstrate their determination to improve the quality of education and care for pupils through rigorous monitoring and evaluation of the work of the school. All subject leaders are involved in a wide range of monitoring activities and have a good understanding of the strengths and areas for improvement in their subjects. They contribute well to whole school planning. Governors have a good understanding of the work of the school and provide a good level of support and challenge. Community cohesion is promoted satisfactorily, but national and global links are not yet fully developed. Issues identified in the previous inspection have been tackled very well and therefore the capacity to improve is good. The school provides good value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Early Years Foundation Stage with a wide range of skills and abilities that overall are broadly typical for their age, although skills in reading and calculation are sometimes lower. Recent cohorts have made good progress and most have reached and many exceeded the national expectations for their age. The recent improvements to the outdoor learning environment have had an impact on improving children's physical development. Children quickly settle into routines because of the good arrangements for starting school. Staff visit nursery settings and make home visits. The quality of teaching and the curriculum are good and as a result, children make good strides in their learning and personal development. There is a good balance of adult-led and child-led activities and children are able to work independently. They cooperate well with one another and have good relationships with adults. Procedures in place to promote children's welfare are good and children thrive in the warm, nurturing environment. Children are also well cared for in the breakfast and after-school clubs. As a result, their personal development and well-being are good. Staff check and record children's progress accurately and this information is used to plan future learning, resulting in good progress. The Early Years Foundation Stage is well led and managed and plans are well thought out to enhance the provision further.

### What the school should do to improve further

- Improve pupils' cultural development and promote community cohesion further by developing more national and global links.
- Ensure that pupils know precisely what steps they need to take to improve their work and enable them to understand how well they have achieved.

## Achievement and standards

### Grade: 2

Pupils' achievement is good and standards are above average. Standards have improved significantly year-on-year at the end of Key Stage 2 from well below average five years ago. In 2007, national test results showed standards were broadly average in English, above average in science and well above average in mathematics. There has been a significant improvement in reading, mathematics and science since the last inspection, particularly as a high proportion of pupils achieved the higher Level 5 in these subjects. Fewer pupils reached the higher Level 5 in writing. However, the school has taken steps to address this and tracking systems and pupils' work show that they are now making much better progress. In the provisional results of the 2008 national tests, there was a dip in standards, particularly in mathematics, partly because there were a higher proportion of pupils with learning difficulties and/or disabilities than usual in this small cohort. This still demonstrates good achievement from their starting points. Occasionally, results can fluctuate as there are very few pupils in each year group and therefore one pupil can represent a high proportion of the results. Nevertheless, pupils make good progress across Key Stages 1 and 2 to reach above average standards. Standards at the end of Year 2 have been broadly average, but steadily rising over time and are now slightly above average, particularly in reading and writing. This demonstrates good progress from pupils' individual starting points. Pupils with learning difficulties and/or disabilities and those with English as an additional language make similar progress to their peers because of the good support they receive.

## Personal development and well-being

### Grade: 2

Pupils' personal development, including their spiritual, moral and social development is good. Pupils have a good understanding of other faiths and spiritual development is promoted well through lessons in religious education and assemblies which offer good opportunities for prayer and reflection. However, their understanding of other cultures is less well developed. Pupils are considerate, sociable and confident and know the difference between right and wrong. They say they really enjoy school and they have very positive attitudes to learning. Pupils' behaviour is good and they show great care for one another. They are fully aware of the benefits of healthy eating and exercise and make healthy choices at mealtimes. They are very aware of how to keep safe and are confident they can use the 'worry box' or approach an adult if they have a problem or concern and it will be promptly resolved. Pupils take their responsibilities very seriously, for example, as school councillors or as members of the 'playground squad', organising games and clubs for younger pupils and supporting them when needed. Through a variety of fundraising activities, pupils play an active part in the local community and demonstrate their awareness of the needs of others. The development of good basic skills and participation in a variety of enterprise projects such as a 'first steps in business day', prepares pupils well for the next steps in their education.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good. Teachers know pupils very well and use their good subject knowledge effectively to plan lessons that take account of pupils' individual needs. Good support is given to all pupils including those with learning difficulties and/or disabilities and those who are gifted and talented which enables them to make good progress. Teachers question pupils well to check their understanding and the pace of learning is brisk. Information and communication technology is used very effectively to make new learning clear as well as consolidating and extending pupils' understanding. There are good opportunities for pupils to develop speaking and listening skills through work in pairs. There is a consistent approach to teaching as learning objectives are shared with, and explained to pupils at the start of each lesson. However, pupils are not always fully aware of the smaller steps they need to take to achieve the learning objective and they are not always fully involved in assessing their own or other pupils' work.

### Curriculum and other activities

#### Grade: 2

The curriculum is good and well matched to pupils' abilities and interests. There is a strong focus on developing skills in literacy and numeracy. The revised curriculum is impacting positively on standards and motivating pupils well. There are good opportunities for pupils to practise their basic skills across the curriculum, particularly in the use of information and communication technology. The curriculum makes a valuable contribution to pupils' good personal development through personal, social, health and citizenship education and through the social and emotional aspects of the learning programme. Pupils benefit from working cooperatively, such as creating a nature garden, to enhance their learning. They participate in a wide range of educational visits, including residential visits, and enrichment activities. These include visits to a local

Mosque, Sikh Temple and local churches where they learn about other faiths. There is an extensive variety of extra-curricular activities including music and sporting activities which are well attended and pupils also have the opportunity to learn French.

## **Care, guidance and support**

### **Grade: 2**

Pupils are exceptionally well cared for and this contributes greatly to their enjoyment and achievement. New pupils settle quickly into school because of good induction procedures and the support of older pupils. Procedures to ensure that pupils are kept safe and secure, including those relating to safeguarding, meet current requirements. The school has a good range of strategies in place to improve attendance which is now above average. These include the 'Spike' award for good attendance and punctuality. The school works well with parents and a wide range of other agencies to ensure that all pupils, particularly those who are most vulnerable, receive the best possible care. Pupils also receive appropriate support in the breakfast and after school clubs. Staff ensure that any concerns or information are communicated effectively with the school.

Academic guidance is good. Pupils' progress is tracked very carefully and any areas of underachievement are quickly identified and good support is provided to enable them to improve. Pupils know their learning targets and this enables them to understand what they have to do to improve their work. The marking of pupils' work is constructive and helpful. Good work is praised and appropriate comments help pupils improve. However, in some lessons pupils do not always have the opportunity to correct their work or make the suggested improvements. Pupils with learning difficulties and/or disabilities receive good support from teachers and teaching assistants and this enables them to make good progress. Effective assessment and support also help pupils at the early stages of learning English to make good progress.

## **Leadership and management**

### **Grade: 2**

The headteacher and senior leaders are strongly focused on raising pupils' achievement, particularly in the basic skills. Pastoral care and pupils' personal development and well-being are strongly promoted. Teamwork among the staff is strong and all work effectively together for the benefit of pupils. The school's performance is systematically reviewed and as a result, the school knows what it does well and takes positive action to bring about any necessary improvements. All subject leaders are involved in monitoring and evaluating the work in their subjects through checking planning and pupils' work, analysing data, tracking pupils' progress and discussions with pupils. They contribute effectively to whole school planning for improvement. Equality of opportunity is promoted well as staff ensure that all groups of pupils achieve as well as they can. The school receives good support and effective challenge from the governing body. Governors have a good understanding of the work of the school, particularly through links with subject leaders and regular governor visits. They are closely involved in promoting the strategic direction of the school.

Community cohesion is promoted satisfactorily overall, although there are good links with the local community, including the local church and visits to other places of worship. There are also very effective partnerships with other local primary and secondary schools, for example, through

school's sports partnerships and support with technology. However, national and global links are not yet fully developed.

The school has successfully tackled the issues from the previous inspection including improvements in mathematics and science, particularly for more able pupils, and in the greater involvement of subject leaders in school improvement planning. Results have improved significantly over time from well below average to above average overall. This demonstrates the good capacity of the school 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?	2
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 <sup>1</sup> reached by learners	2
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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<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 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**

26 March 2009

Dear Pupils

Inspection of East Rainton Primary School, Sunderland, DH5 9RA

Thank you for making me so welcome when I visited your school. I enjoyed my visit and would like to tell you what I found. Yours is a good school. You make good progress in your work and reach standards that are above those of other children of your age. Please thank your parents for returning the questionnaires and tell them I took all of their views into account. I agree with their views that the school takes good care of you and has a warm family atmosphere.

Children in the Nursery and Reception class get off to a good start because teachers get to know them very well and make sure they settle in quickly. Older pupils are very kind and caring towards them, for example, during playtimes and this also helps them to feel part of the school. Your school is a very friendly and pleasant place to be and you all say you really enjoy coming to school. Good teaching is helping you to learn well and the school provides interesting and fun activities for you. Your behaviour is good in lessons and around the school. You know how to be healthy and how to keep safe. You make good contributions to the school, particularly as school councillors and as members of the 'playground squad', and also to the local community through your links with local churches and fundraising. Your school is very well led by your headteacher and other senior staff. The governors also take every opportunity to make sure the school helps you to make as much progress as you can.

There are some things that can be done to make your school better. I have asked your teachers to make sure that you all know exactly what small steps you need to take to improve your work and help you understand how well you have achieved. I have also asked if the school could help you to learn more about people in other parts of this country and in other countries, so that you can understand more about how other people live their lives.

You can help by working hard and continuing to care so well for each other.

Best wishes for the future

Christine Inkster HMI

Lead inspector