

# Ferryhill Station Primary School

## Inspection report

---

<b>Unique Reference Number</b>	114078
<b>Local Authority</b>	Durham
<b>Inspection number</b>	325938
<b>Inspection dates</b>	30 June –1 July 2009
<b>Reporting inspector</b>	Gianna Ulyatt

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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	70
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>	Mr Valman Woods
<b>Headteacher</b>	Mrs Val Jago
<b>Date of previous school inspection</b>	1 March 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>	Chilton Lane Ferryhill Station Ferryhill County Durham DL17 0DB
<b>Telephone number</b>	01740 651291
<b>Fax number</b>	01740 655040

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	30 June –1 July 2009
<b>Inspection number</b>	325938

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one additional inspector.

## Description of the school

The school is smaller than most schools and serves a village community. The socio-economic factors are well below average. The school has higher than average pupil mobility. The proportion of pupils eligible for free school meals is above the national average. There are no pupils from minority ethnic groups. Over 40% of pupils have learning difficulties and/or disabilities. All pupils are taught in mixed-age classes with the exception of Year 6. Most of the children in the Early Years Foundation Stage join the school from the on-site Sure Start setting. The Sure Start provision is inspected and reported upon separately by Ofsted. Children receive full-time education during their Reception Year in the same class as Year 1 pupils.

## 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 and improving school. A key success of the school is the caring and welcoming ethos which promotes the outstanding personal development and well-being of pupils. Parents wholeheartedly praise all aspects of the school's work which is evident in the high number of returned questionnaires. The headteacher and staff are held in high regard by pupils and parents. The views of many parents are reflected in the comment: 'My children are making excellent progress ... due to the excellent teachers and individual care given to each of my children.' Pupils care very well for one another and 'buddies' take a particular pride in looking after everyone in the playground. Pupils say they thoroughly enjoy school and this is reflected in their good attendance and very positive attitudes to learning.

Standards fluctuate from year to year because cohorts are small and the percentage of pupils with learning difficulties varies. Pupils' achievement is good from their individual starting points and they reach standards which are broadly average by the end of Year 6. Standards at the end of Key Stage 1 are below average. Nevertheless they are rising in response to improvements in reading, writing and mathematics for the current Year 2. The new scheme of work to support reading and writing is proving to be most effective. Since the last inspection, standards have risen significantly at the end of Key Stage 2 in mathematics and science. School data indicates a similar picture of average standards for the current Year 6 cohort. In English, standards are below average at the end of Key Stage 2, but there have been some improvements from last year. The school's own data confirms that all pupils make good progress from their below average starting points and most exceed the targets set for them.

Good quality 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 ability in mixed-age classes. Pupils enjoy their lessons because they say teachers make learning fun. Teachers share with pupils what they are to learn in each lesson and make sure all are clear about the small steps they need to take to improve their work. Academic guidance is good. Teachers mark pupils' work well to enable them to fully understand what they have achieved. The quality of the curriculum is good and there is a strong focus on developing basic skills. Subjects are generally taught separately and as a result pupils do not make sufficient meaningful connections in their learning across different subjects. Pupils' progress is carefully tracked and prompt action is taken to address any areas of underachievement.

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. 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. This is one of the reasons why standards are improving. Governors have a good understanding of the work of the school and provide a good level of support and challenge. Community cohesion is promoted well. Issues identified in the previous inspection have been tackled successfully; therefore the capacity to improve is good. The school provides good value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Provision is good and has improved since the last inspection. Children enter the Reception Year with skills and abilities that are well below those typical for their age, particularly in their early literacy skills and mathematical understanding. Children achieve well. By the start of Year 1, standards in all areas of learning have improved although remain generally below average. Standards for the current very small Reception cohort are average. Teaching is good and firmly established activities match children's interests well. Behaviour is extremely good. Children concentrate well and are motivated to learn. The balance of child-initiated and adult-led activities is planned well and is underpinned by regular assessment based on direct observation. Therefore, planning matches children's needs. Children learn and play alongside Year 1 pupils who are good role-models for them. Adults interact sensitively and take children's learning forward. Teaching focuses well on literacy and mathematics; the recent introduction of a structured scheme to teach letters, sounds and writing is having a positive impact on improving literacy skills. Children learn in a happy, safe and attractive learning environment. The area indoors is used to full advantage and offers an enticing range of activities through which children pursue independent learning. The thematic approach to planning captivates children successfully. For example, staff have created a beach area as part of the seaside topic to give children real-life experiences. Planned refurbishment of the area outdoors has been approved and, once completed, access to the area outside will be directly from the classroom. Children have been involved in designing how they wish this area to look. Children's welfare is well promoted. Weekly visits in the summer term before children start the Reception class enable staff to get to know children and their parents well. Consequently, children settle quickly and gain in confidence. Teamwork is strong and leadership is good. Leaders use the outcomes of observations to improve provision and staff are eager for further success.

### What the school should do to improve further

- Improve standards in English in Key Stage 2 to match those in mathematics and science.
- Make learning more meaningful for pupils by making better connections between subjects.

## Achievement and standards

### Grade: 2

Standards are average and pupils' achievement is good. On entry to Year 1 standards are usually below average. The very small size of classes and variety of ability affect the overall standards in the school. National assessment results in 2008 for Year 2 pupils were below average in reading, writing and mathematics. Almost 60% of this cohort has learning difficulties and these pupils achieved well especially in reading and writing. Progress from pupils' individual starting points is good in Key Stage 1.

National test results indicate that standards in Key Stage 2 have improved since the last inspection and have been broadly average for the past three years. In the 2008 tests, pupils' attainment in mathematics and science was average. In English, it was below average. School data for the current year indicates higher levels of attainment at the end of both key stages and national test results show most pupils in Year 2 and Year 6 exceeded their challenging targets in all subjects. At the end of Key Stage 2 attainment in English remains lower than in mathematics and science. Pupils with learning difficulties and/or disabilities achieve well and make good progress because they are well supported.

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

### **Grade: 1**

Pupils' personal development and their spiritual, moral, social and cultural development are outstanding. Pupils thoroughly enjoy learning, developing new skills and taking part in the wide range of learning opportunities and activities that the school provides. They say lessons are fun and this makes learning a pleasurable experience. This is one of the reasons why attendance is above average. Pupils are proud of their work and of their school and talk with enthusiasm about the opportunities and responsibilities they are given; some are playground buddies, others tidy away after lunch or keep the classrooms in order. The school council is involved in running the fortnightly shop and in managing the budget. The council also suggested the focus of some after-school clubs. Pupils say that they feel safe in school and make the comment: 'Show respect and be respected'. Relationships are excellent and as a result, pupils are very well behaved in and around the school. Successful assemblies promote pupils' feelings for those less fortunate than themselves. Community involvement, including singing for the elderly and participating in village events, is embedded in the school's work and pupils willingly raise money for those in need. The strong links with a town in Kenya resulted in pupils raising money for a school there. Pupils show good levels of self-esteem and confidence because they know their efforts and achievements are valued and rewarded through a comprehensive award scheme. They have an excellent understanding about keeping healthy and make very wise choices at lunchtime and participate with enthusiasm in the range of physical activities on offer. These significant benefits, along with their achievements ensure they are well prepared for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good and has improved since the last inspection. The consistent approach to sharing with pupils what they are to learn ensures pupils know what is expected of them. It contributes to pupils' improving progress and good achievement. The pace of lessons is good. Consequently, pupils listen carefully and concentrate well. Teachers make learning meaningful and fun, therefore pupils enjoy their lessons. Planning comes to life in the range of activities offered. Teachers make good use of their knowledge of pupils' attainment to ensure activities match pupils' interests and wide stages of learning, especially in mixed-age classes. In the best lessons, teachers question pupils to challenge their thinking and encourage them to respond and discuss their ideas with their classmates. In less effective lessons, the level of questioning does not always challenge pupils and opportunities for peer discussion are inconsistent. Throughout the school pupils benefit from working in small supported groups. Teaching assistants are a strength, working effectively alongside teachers and contributing significantly to the quality of pupils' learning.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum contributes well to pupils' personal and social development and gives suitable priority to literacy and numeracy. Activities for pupils with learning difficulties and/or disabilities are effectively planned to meet individual needs and ensure equal opportunities. The recent introduction of a new approach to the teaching of phonics, spelling and writing is

enhancing learning. As a result, attainment in Key Stage 1 is improving. Art is a highly valued subject which contributes positively to a bright and colourful school environment. Pupils say they enjoy using computer technology in their art work and in aspects of English, but, overall, there is not enough transfer of information and skills across separate subjects. Pupils therefore do not make meaningful connections between subjects. Learning is enriched by a range of visits to places of local and cultural interest. The regularly planned visit to France for older pupils is exciting and broadens their horizons. The wide range of extra-curricular clubs, including sporting activities, French, cookery and creative sessions are well attended. Pupils participate in enterprise activities and team building projects such as the 'Secret Garden' development and growing vegetables in the school allotment.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. The ethos of the school is one of welcome and care, because every pupil is known personally to every staff member. This provides a safe and secure environment for learning. Safeguarding procedures meet national guidelines and risk assessments are in place to ensure the health and safety of pupils. Good links with external agencies ensure pupils' needs are addressed and individual education plans meet their specific and emotional needs. The school provides a range of successful intervention programmes. Pupils' work is rigorously marked, helping them to understand what they have done well and what they need to do next to improve. The school has an effective system to track the performance of pupils and highlight those whose progress has stalled or who are not meeting the targets set for them. The school has recently taken better account of pupils of above average ability to make sure they too are fully challenged. Visits to the local secondary school help prepare pupils for smooth transition to their next stage of education.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher, who is well supported by the deputy and senior leadership team, provides thoughtful direction for the work of the school. The care of its pupils and the improvement of standards are central to its vision. School leaders have worked determinedly to improve the way pupils' progress is tracked and the way assessment results are analysed. The outcome of this work is beginning to be evident and attainment is rising in both key stages. Self-evaluation is detailed and focuses on the right areas for improvement. Training and development is successful in helping subject managers give a clear lead for improving provision. Issues from the last inspection have been fully addressed and the school has good capacity for further improvement. The school's provision for community cohesion is good. Carefully planned links within the locality and the international scene promote in pupils an understanding of today's society and their role within it. The school uses resources and visitors well to make pupils aware of the diversity of British society. Governance is good. Governors are knowledgeable, loyal and supportive of the school. They undertake their role seriously, evaluate the work of the school and hold it to account.

**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
---	----------------

### 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?	1
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	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

---

<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>	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

<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?	2
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**

1 July 2009

Dear Pupils

Inspection of Ferryhill Station Primary School, Durham, DL17 0DB

I thoroughly enjoyed the two days I spent in your school. You are very friendly and very helpful. You certainly enjoyed your recent visit to France where you saw the Eiffel Tower, Monet's Garden and the Mona Lisa. Your school is bright and cheerful because of your beautiful art work displayed in the corridors. I was very impressed with your allotment and seeing the vast selection of vegetables you are growing. I was pleased to see your excellent behaviour in your lessons and around the school. You are also helpful with one another. I know you feel very safe in school because everyone knows everyone else and buddies are always on hand to ensure no one is left out. The discussions I had with you in classes and around the school led me to believe that you are growing into very mature and sensible people who are clearly well prepared for secondary education.

Yours is a good school. In lessons you work very hard and it is good to see standards improving throughout the school. You achieve particularly well in mathematics and science. I know you also enjoy English lessons because many of you were very proud to show me your work and explain what you have been learning. In Key Stage 2, your standards are better in mathematics and science than they are in English so I have asked the school to look more carefully at your English work and help you to make better progress. You in turn must practise harder with your writing and reading. You could even try to practise reading and writing at home too, if you can.

I know your teachers work very hard to provide interesting work for you. Teachers know you very well and try to match your work to your individual ability. Your work that is displayed around the school shows how well you are doing in your subjects. I have asked the school to look at ways subjects can be linked together to make new learning more meaningful for you.

I wish you every success in the future and hope you continue to enjoy your education.

Yours faithfully

Gianna Ulyatt

Lead inspector