

Cleves Cross Primary School

Inspection report

Unique Reference Number	114093
Local Authority	Durham
Inspection number	325941
Inspection date	19 March 2009
Reporting inspector	Sue Sharkey

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	201
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	Mr Charlie Magee
Headteacher	Mrs Alison Lazenby
Date of previous school inspection	20 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Ferryhill County Durham DL17 8QY
Telephone number	01740 651599
Fax number	01740 651599

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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:

- Whether the strategies that have been put in place to raise achievements and standards in Key Stage 1 are sustainable.
- If there sufficient challenge in all lessons.
- The effectiveness of teachers in using assessment to monitor pupil progress and match this to setting challenging targets.

Evidence was collected from discussion with leaders, governors, pupils and staff, visits to classes, scrutiny of pupils' work and documentation including the views of parents expressed in their questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the schools own assessments, as given in the self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This school is an average sized primary school serving an area which includes social and economic deprivation. The proportion of pupils entitled to free school meals is in line with the average and most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is above average. The school makes Early Years Foundation Stage provision for children in a Reception class. An independent provider runs before and after school care on the premises.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Cleves Cross Primary School provides outstanding education for its pupils, both academically and personally. Pupils spoke very highly of the school during the inspection. It has a deservedly good reputation in the community and parents are full of praise, a typical comment being 'Cleves Cross offers a very high standard of education. We are proud to say our children attend.' Pupils are full of pride when they say that the behaviour in their school is excellent and that they enjoy all aspects of school life, particularly the wide range of after school activities. Pupils love learning, which is a key factor in their good attendance.

At the heart of the school's success is its outstanding leadership and management. The headteacher knows the school's strengths and weaknesses very well and this is evident in the high quality of the school's self-evaluation. The clearly defined leadership role of subject leaders is a real strength and contributes to the excellent teamwork of senior leaders, governors and all staff. The governors have a clear understanding of the school, they both support and challenge the headteacher and are a significant factor in the school's outstanding capacity to improve. The school shows a good commitment to promoting community cohesion but as yet pupils do not get enough opportunities to meet representatives of other communities. Parents value the strong links with school, the friendly welcome they receive and the regular communication through newsletters and the website.

Achievement is outstanding. Pupils' starting points in Reception are generally well below what is typical for their age, particularly in language and literacy skills and mathematical development. Pupils make outstanding progress across the school to reach standards at Year 6 that are above and often well above the national average. Assessments show that pupils effectively build on their skills and knowledge in Key Stage 1 so that they reach average levels for their age in reading, writing and mathematics by the end of Year 2. Recent Year 2 assessments indicate that a focus on reading and mathematics has been successful and pupils should reach their individual targets. In Key Stage 2, pupils achieve extremely well and results at the end of Year 6 in 2008 indicate that standards are well above the national average. Rapid action was put in place to address a dip in standards in science in 2007. The provisional 2008 results indicate how fruitful this action was, particularly for Year 6 pupils at a higher level. Pupils with learning difficulties and/or disabilities are well supported and achieve extremely well.

The quality of care, guidance and support is outstanding. All safeguarding procedures are in place, pupils trust the adults around them and they say this helps them to feel safe. The pupils' personal development and well-being, including their spiritual, moral and social and cultural development, are also outstanding. Pupils regularly take on responsibilities and play an active part in community activities. Members of the Eco Club are keen to encourage pupils to care for the environment. For example, recycling water is a project they are committed to and they aim to get everyone involved. Pupils enjoy the links they have with schools in other countries and in recognition of this the school holds The International Schools Award. Members of the school council take their role seriously, are involved in decisions about the school and respond maturely to opportunities to state their views. Excellent links with other schools and agencies as well as the local and global community brings substantial benefits to pupils' learning and personal development and makes a good contribution to community cohesion. Pupils are very well prepared for the next stage of their education.

The quality of teaching and learning is good with outstanding features. Strengths in teaching include the fast pace of lessons, excellent relationships and good questioning to extend pupils' language and learning. Lessons are planned creatively to support pupils' different learning styles. However, work is not always challenging enough to meet the needs of all pupils. Good use is made of both group and paired work so that pupils can learn together and develop their speaking and listening skills, which they use with confidence. Well trained teaching assistants make a very good contribution to pupils' learning. Marking, while kept up to date, is inconsistent in how it guides pupils in how to improve. Academic guidance is very good. Pupils' progress is tracked closely and pupils are very clear about how to achieve the targets set for them.

The curriculum is first class and has much strength including the way in which different subjects are linked together to motivate and engage pupils. For example, Year 4 children enjoy carrying out research to support their writing and on the same theme they successfully design pieces of carpet inspired by a story they have shared. Frequent opportunities for pupils to research and work independently permeate the curriculum. Information and communication technology (ICT) plays a key role in pupils' learning and pupils get plenty of opportunity to develop and use ICT skills. For example, Year 6 pupils use their small individual computers to record large-scale designs they have made on the floor so that these can be used as part of their writing project on castles. The curriculum is successfully broadened by a wide range of well supported clubs both at lunch time and after school.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The management of the Early Years Foundation Stage is outstanding. It ensures that children are given an excellent start to their full-time education. When children enter the Reception class their skills are below what is typical for their age and very low in communication, language and literacy and mathematical development. Children's love of learning begins in the Reception class where they are well nurtured and cared for in a safe environment. Relationships between staff and parents are extremely good, which helps children to quickly settle into their first year in school. Children soon develop excellent relationships; they work well together, are industrious and have very positive attitudes to learning. Stimulating activities are well chosen and children are given every opportunity to explore the world around them both indoors and outdoors. The outdoor area is well planned so that it provides an outstanding level of challenge and motivation. Outstanding leadership ensures that adults plan well together as a team and have a very clear understanding about how young children learn. Children's progress is checked regularly, providing a clear picture of what they need to learn next. By the start of Year 1 children have made good and often excellent progress and most are reaching broadly average standards. Children talk confidently when learning through play, for example, when visitors arrive at the garage to fill their cars with petrol! There is an excellent balance between activities led by teachers and those developed by children themselves. Children behave extremely well and the progress in their personal, social and emotional development is outstanding. Children with learning difficulties and/or disabilities make very good progress because early assessment highlights their needs and first-rate teaching assistant support is provided.

What the school should do to improve further

- Ensure teachers provide ample challenge that meets all pupils' needs well and the marking of work consistently helps pupils to know how to improve.

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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?	1
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	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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	1

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?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

20 March 2009

Dear Pupils

Inspection of Cleves Cross Primary School, Durham, DL17 8QY

I am writing to thank you for making my colleague and me so welcome when we inspected your school. We were really impressed with how tidy the school was and what super work you had displayed around it. We really enjoyed talking to you and have good memories of your friendliness, not just with us but also towards each others. We were impressed with how keen you were to talk, telling us about your many activities. We would have loved to join you in your many eco-activities or had our cars filled with petrol by children in your Reception class. You also told us how much you enjoyed school and this is partly because of the way all the adults care for you. We agree with you that all the adults in school look after you extremely well.

We looked at other parts of school life, including how the school helps you to understand about being healthy. You have an excellent understanding of the importance of healthy food, regular exercise and how to keep safe.

We enjoyed spending time in each of your classrooms, not just watching you learning inside, although that was very good, but outside as well. Your teachers work very hard. We were impressed with the way you all use computers, not only in school but when you do your homework as well. Years 5 and 6 use their individual computers brilliantly well! When teachers plan your lessons we thought that the way they link all the different subjects together is very clever. In fact we thought that the curriculum they use to help you learn is excellent. We were delighted to see how well all the adults in your school, including the governors, work together. In fact, we thought they did this outstandingly well!

Even though your school is outstanding, it can always be better. We have asked the school to challenge you even more during lessons and also to mark your work more often with comments that will help you to know how to improve your work.

Thank you for all your help and for holding the doors open each time we walked through; I know how proud the school is of all you do. Well done and I hope you all continue to work hard and enjoy being part of an outstanding school.

Yours sincerely

Sue Sharkey

Lead inspector