

# Hurworth Primary School

## Inspection report

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<b>Unique Reference Number</b>	114196
<b>Local Authority</b>	Darlington
<b>Inspection number</b>	325963
<b>Inspection date</b>	19 January 2009
<b>Reporting inspector</b>	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.

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<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)	213
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 Peter Snowden
<b>Headteacher</b>	Mrs Joy Vening
<b>Date of previous school inspection</b>	1 April 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>	Westfield Drive Hurworth Darlington County Durham DL2 2ET
<b>Telephone number</b>	01325 720028
<b>Fax number</b>	01325 720028

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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:

- how well tracking and data analysis are used to ensure that all groups of pupils are supported
- what strategies are in place to continue to raise standards and achievement in Key Stage 1
- the way the curriculum is planned to enable pupils, including the more able, to be extended and challenged in all subjects.

Evidence was gathered from discussion with leaders, pupils and staff, Local Authority School Improvement Partner, visits to classes, scrutiny of pupils' work and documentation. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's 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 smaller than the average primary school. The proportion of pupils entitled to free school meals is below average and most pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is below average but above average for the pupils with a statement of special educational need. The school provides education for children in the Early Years Foundation Stage (EYFS).

## 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. Parents have positive views praising the school for 'going the extra miles to accommodate the needs of all children'. Good links with other schools, agencies and organisations help to meet the diverse needs of all pupils and brings considerable benefits to their learning and personal development. Pupils' behaviour throughout the school is good, they have positive attitudes and enjoy learning, demonstrated by their good attendance.

In this very secure and happy environment, all necessary safeguarding procedures are in place, and pupils thoroughly enjoy all aspects of school life. Pupils' good progress through the school is marked by the good standards of care, guidance and support. They say teachers help them with their learning, there are lots of different activities and they learn new things every day with their friends. Their personal development and well-being including spiritual, moral, social and cultural development are good. Pupils know right from wrong and take an active part in helping others, including regularly raising funds to support pupils in their new school in Sri Lanka. They respect the diversity of others' beliefs but are less well informed about how these effect life in a multicultural society. Pupils' understanding of how to keep safe and be healthy is outstanding. From an early age pupils know how to eat healthily and take an active part in the wide range of opportunities which provide energetic exercise. Members of school council take their role seriously and support healthy eating by ensuring that there is fresh fruit available for pupils to purchase each day. Pupils with learning difficulties and/or disabilities are well supported and achieve well.

From a starting point that is above what is typical for their age pupils make good progress so that by the time they leave at the end of Year 6 standards are significantly above the national average. The good progress established in the EYFS continues through Key Stage 1. Action was put in place to address the Key Stage 1 dip in standards in 2006 and 2007 so that by the end of Year 2, in 2008, pupils were achieving significantly above national averages in reading and mathematics. Writing remains in line with national standards because no pupils exceeded the level expected for their age. However, recent assessments indicate that strategies adopted to improve pupils' writing skills, in both Key Stages 1 and 2, are succeeding. This can be seen in an increase in pupils achieving higher levels and boys' growing enthusiasm and enjoyment in writing. In Key Stage 2 pupils achieve well in English, mathematics and science so that standards have been significantly above the national average for several years and provisional results for 2008 national Year 6 tests indicate that these high standards have been maintained.

Pupils make good progress through school because the quality of teaching and learning and the curriculum are good. Lessons contain a good range of activities and teachers use questions well to check what pupils have learned. Good use is made of both group and paired work so that pupils learn together and develop their speaking and listening skills, which they use with confidence. Occasionally, the challenge in lessons is missing because pupils are not given enough opportunity to work independently or to follow their own line of enquiry. Marking is regular and positive in tone, but does not always help pupils to know what they have to do to improve their work. There has been good improvement in the provision for information and communication technology (ICT). Teachers use interactive whiteboards well and, accompanied with good pace in lessons, pupils are motivated and engaged in their learning. Skills in ICT are taught effectively, but pupils do not have enough opportunities to extend the use of these skills across subjects. Teachers work hard to enliven the topics they teach with educational visits and a variety of visitors. Pupils in Years 5 and 6 have the opportunity to take part in

residential activities. These activities help to raise pupils' awareness of different people's needs and life experiences, ensuring that they are well equipped for their future life. Teaching assistants play an active role within the classroom and beyond, and support pupils' learning well. A wide range of exciting clubs is available to pupils and pupils also enjoy learning French, German and Japanese.

The school is well led and managed by the highly respected headteacher who has good support from her leadership team. Good systems to assess and track pupils' progress are used effectively and enable managers to pinpoint issues as they arise. These systems are developing well but it is too early to measure the real impact on achievement. The contribution to community cohesion is good and staff celebrate the different backgrounds of all pupils. The school values links with the local community as well as supporting a school in Sri Lanka. As a result, pupils respect people from differing backgrounds. Governors are well informed about all aspects of school life and carry out their monitoring role well whilst providing challenge. Subject leaders are involved in monitoring their subject so that they can ensure that achievement and standards continue to improve. The quality of the school's evaluation is outstanding. It is detailed and accurate. Responses to concerns are swift and impact positively on standards. The school has good capacity to improve.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The provision of the EYFS is good and gives children a good start to their education. Children enter the Reception class with levels of skills and understanding that are above what is typical for their age, but this can vary from year-to-year. Children in the Reception class settle well because of excellent attention given to their welfare which includes strong parental involvement and good staff liaison with local nurseries. Personal development and well-being are good. Children flourish in their first year in school when they learn to share, follow routines and quickly establish politeness and courtesy that leads to children creating purposeful relationships with adults and other children. They make good progress, which is checked regularly so that when they start in Year 1 most pupils have reached well above average standards. Within a stimulating environment activities are well chosen and children enjoy performing in their theatre whilst others are making music in the outdoor area. Children behave very well and are keen to learn. There is a good balance between activities led by teachers and those chosen by children themselves. Leadership and management of the EYFS are good and ensure that adults plan well together as a team and have a clear understanding of how children learn. Children with learning difficulties and/or disabilities make good progress because early assessment highlights their needs and good teaching assistant support is provided.

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

- Ensure that the skills pupils develop in ICT are used across the curriculum.
- Improve the challenge in lessons by providing more opportunities for pupils to work independently and suggest their own line of enquiry.

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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?	1
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	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	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	1
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**

20 January 2009

Dear Pupils

Inspection of Hurworth Primary School, Darlington, DL2 2ET

We are writing to thank you for making us feel so welcome when we inspected your school. We really enjoyed talking to you and have good memories of how friendly you were, not just towards us but also towards each other and your teachers. The teachers care for you well and we were so impressed with the good care and friendliness you show towards each other. It was good to see that you raise funds for charity and help in your community as well as helping children in Sri Lanka.

We looked at many parts of school life, including how teachers help you to understand about being healthy. When we asked you about this it became clear that you have an excellent understanding of looking after yourselves. You know about 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 good, but outside as well. It is clear that you make good progress and that standards are high. We were impressed with your ICT room and the awards that you get for ICT but we have asked your school to try and include computers much more so that it is part of all your other work. Teachers always try to do their very best for you and we both agree that their teaching is good. I think this is helped because they plan exciting lessons for an interesting range of experiences. To make this even better we have asked your school to check that the planning for your lessons allows you time to work more independently, in all areas of the curriculum, so that many of you can achieve higher levels.

I was pleased to tell your headteacher that your school is a good school. I know how proud the school is of all you do. Well done and we hope you all continue to work hard and enjoy school.

Yours sincerely

Sue Sharkey and Mary Sewell

Inspection team