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Mr D D Welsh
Headteacher
Nunthorpe Primary School
Swan's Corner
Guisborough Rd
Middlesbrough
TS7 0LA

Dear Mr Welsh

Ofsted survey inspection programme – Moving through the system

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 8 October to look at work on developing the future economic well-being of pupils in your school. We also looked at how well arrangements are made to support pupils during their transition into secondary school.

The visit provided valuable information which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made, included: scrutiny of relevant documentation, observation of two lessons and interviews with staff and pupils.

Overall, your work in developing the future economic well-being of pupils in your school is good. Most pupils develop a good level of self-confidence and strong team-working skills, which is demonstrated by the initiative and involvement they demonstrate in the classroom and in other activities. Pupils with different levels of attainment, including those with learning difficulties and/or disabilities, are well supported. Their progress is monitored effectively to ensure their well-being from Early Years Foundation Stage to the end of Year 6 and beyond.

Features of effective practice:

- The teaching observed was of high quality. Lessons are characterised by very clear objectives and imaginative planning. Pace is brisk. There is a carefully considered balance of activities common to all pupils and focused provision for pupils of higher or lower ability. Teachers make very effective use of curricular opportunities, for example, to encourage pupils to reflect on life chances in the past and now. Pupils of differing ability collaborated very productively in teams to evaluate what they had learnt from a trip to Hartlepool Quay museum, and thereby extended their use of language. Other pupils responded brightly in whole class teaching to the teacher's questions, which were pitched at the right level of challenge for individuals. Pupils were delighted to use the electronic white board facility. Pupils of all abilities generally make at least sound and



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often good progress, though some of those operating at higher levels in mathematics could be stretched even more.

- The school takes careful note of pupils' learning needs and supports them well as they move through the system. Liaison with families and carers before children enter the nursery is painstaking and ensures that they are well taken care of once they join the school. Very detailed records are made of pupils' development while in the nursery so that reception staff are well briefed about aspects of learning that need particular attention. There is an effective system for tracking pupils' progress throughout Key Stages 1 and 2. Specific areas of weakness in literacy and numeracy are identified, and shared with pupils and their families, so that problems can be tackled. Behavioural development is also closely monitored. There is rigorous analysis of the needs of those with learning difficulties and/or disabilities and additional help is called in where appropriate. Pupils are therefore well prepared for moving on beyond Year 6.
- There are very good links with the adjacent secondary school. About 90% of pupils move to Nunthorpe High school which shares the same site as their primary school. They attend many science sessions at the High School and benefit from input to their learning from sixth form students. Transfer of records and other information is accomplished very effectively. Transfers go very smoothly.

Areas for further improvement, which we discussed, include:

- Most Year 6 pupils assume, too readily, that transfer to the adjacent secondary school is the only option; they are not sufficiently encouraged to confirm their choice by weighing up alternatives. Pupils' ideas about how many years are spent in secondary education and of alternatives beyond that are very hazy.
- Improve pupils' understanding of finance, including the advantages and disadvantages of different types of bank accounts and purchasing deals.

I hope these observations are useful as you continue to develop economic well-being in the school.

As I explained, a copy of this letter will be sent to your local authority and will be published on the Ofsted website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Jim Bennetts
Additional Inspector

