

# Bowesfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	111540
<b>Local Authority</b>	Stockton-on-Tees
<b>Inspection number</b>	337698
<b>Inspection dates</b>	25–26 November 2009
<b>Reporting inspector</b>	Christine Inkster HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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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 of pupils on the school roll</b>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie McGee
<b>Headteacher</b>	Miss Emily Hodgeon
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Northcote Street Stockton-on-Tees County Durham TS18 3JB
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 18 lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at school documents including assessment and progress tracking files, minutes of governing body meetings, policies, leaders' monitoring records, and examples of pupils' work, the school improvement plan, safeguarding information and local authority evaluations. The questionnaires returned from 20 staff, 24 pupils and 38 parents were also examined.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment and progress of all groups of pupils
- the quality of the curriculum, teaching and learning and the use of assessment
- the provision for and the progress made by children in the Early Years Foundation Stage
- how well the school meets current requirements and regulations for care, guidance and support and safeguarding
- the effectiveness of leaders and managers in securing consistent improvement
- the way in which the school promotes equality of opportunity for all pupils and community cohesion.

## Information about the school

This is a smaller than average size primary school. Pupils come from a wide range of backgrounds. The proportion of pupils eligible to take a free school meal is well above the national average. Approximately two-thirds of pupils are from a minority ethnic background and the vast majority of these do not speak English as their first language. The majority of pupils come from a Pakistani background and there are 12 minority ethnic groups represented in the school. A third of pupils have special educational needs and/or disabilities which is higher than the national average. A high proportion of pupils join the school after the Early Years Foundation Stage and leave before the end of Year 6. The school provides for pupils in the Early Years Foundation Stage within the Nursery and Reception classes. The school has achieved the Gold Healthy Schools award, the Bronze eco-schools award and Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Bowesfield Primary School provides a good education for its pupils. Pupils flourish both academically and personally in this warm and caring environment. Pupils say they really enjoy coming to school and two children echoed the views of many when they said, 'It's a great environment to learn in. Our teachers are really helpful and so is the headteacher because she is understanding,' and, 'I like learning because it is going to help me when I'm older.'

Pupils' achievement is good. From well below average starting points pupils leave Year 6 with average attainment, demonstrating good progress. Standards are improving in English, mathematics and science because of successful efforts to improve the quality of teaching and learning and the curriculum. Pupils enjoy coming to school because they experience a good curriculum which gives them effective opportunities to practise their skills in other subjects. Teaching and learning are good, with particular strengths in opportunities for speaking and listening and for pupils to use information and communication technology (ICT) effectively to support their learning. Assessment is used well throughout the school and pupils know what they have to do to improve their work. However, in the Early Years Foundation Stage, there are not enough systematic and focused observations and assessments on children's learning, particularly when they are choosing their own activities. In addition, the limited amount of assessment information which is available is not used effectively enough to plan for children's individual needs and interests. Parents are not yet fully included in the initial assessment process when children enter the Nursery.

Pupils benefit from the good quality care, guidance and support provided and as a result, they have positive attitudes to learning and their behaviour is good. Pupils' spiritual, moral, social and cultural development is good and this is shown by the great care and consideration pupils show to adults and to one another. Pupils understand how to stay safe and how to live healthy lifestyles. Attendance is satisfactory, but improving. However, parents are not always as involved in school life as they could be, particularly to ensure that good attendance habits are developed, when children first start school. Pupils make a satisfactory contribution to the community as, although they contribute well in school, their contribution to the wider community is less well developed. In addition to making good progress in their basic skills, pupils are involved in a variety of projects to develop their enterprise skills. They develop their skills in teamwork, have confidence, good self-esteem and positive attitudes towards learning. As a result, they are well prepared for the next steps in their education.

The determined leadership of the headteacher, supported by the close teamwork and dedication of leaders and staff, is pivotal to the improvements made. Governors are

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closely involved in monitoring and evaluating the work of the school and provide good challenge and support. The school's self-evaluation is robust and has identified appropriate priorities to improve, which are rigorously monitored and evaluated. Community cohesion is satisfactory. Within the school it is strong. However, opportunities for pupils to engage with the wider community, including developing national and global links, are limited. Standards have risen in all subjects at the end of Key Stage 2 and pupils in Key Stage 1 are currently making better progress. Curricular provision has improved since the last inspection, as there are now many more opportunities for pupils to apply their learning across different subjects. As a result, the school's capacity to secure sustained improvement is good.

**What does the school need to do to improve further?**

- Raise standards and achievement in the Early Years Foundation Stage, particularly in early reading, writing and mathematical development by:
  - increasing opportunities for focused observations and assessments of children's learning, particularly for incidental learning within child-initiated activities
  - using these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for individual children.
- Raise attendance by encouraging the further involvement of parents, particularly when their children first start school.
- Improve community cohesion by:
  - developing further global awareness within the curriculum
  - extending opportunities for pupils to engage with the wider community including developing national and global links.

**Outcomes for individuals and groups of pupils****2**

Pupils are keen to discuss their learning and take a pride in their work. Pupils arrive at lessons prepared to work hard and their positive attitudes help them to make good progress. They listen attentively to teachers and when other pupils are speaking. This helps to encourage all groups of pupils, including those in the early stages of learning English, to answer questions and share their ideas. Pupils make good progress in their lessons and their achievement is good. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make particularly good progress because of the highly effective support they receive. A large number of pupils join or leave the school throughout the school year, most of whom do not speak English as their first language. The school ensures that they have the support needed to make accelerated progress, but standards can be adversely affected by this transience, particularly at the end of Key Stage 1. However, standards are rising and there is a growing trend of improvement at the end of Key Stage 2 as the rate of progress accelerates for all groups of pupils. Pupils are making outstanding progress in mathematics, good progress in science and satisfactory but rapidly improving progress

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in English.

Pupils from a wide range of backgrounds work and play very well together, which contributes effectively to harmonious relationships throughout the school. Behaviour is good and pupils are welcoming and courteous to visitors. Pupils say they feel safe and confident in approaching any adult should they have a problem or concern. Pupils have a good understanding of how to live a healthy lifestyle as shown by their good knowledge of healthy eating and their keen participation in sports and games. Pupils take their responsibilities in school very seriously, particularly as school councillors, but their contribution to the wider community is less well developed. Spiritual, moral, social and cultural development is good. Pupils have a good understanding of the difference between right and wrong and demonstrate great respect for other cultures, religions and lifestyles. Their spiritual awareness is promoted effectively through learning about each other's beliefs in religious education lessons and as a result of thought-provoking assemblies. Attendance is satisfactory but improving. Pupils are well prepared for the next stage of their education because of the good progress they make in their basic skills and through their good levels of confidence and self-esteem.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

Where teaching is best, highly effective strategies include extensive opportunities for pupils to develop their skills in speaking and listening and also their skills in ICT to promote their understanding. Teachers and pupils have good subject knowledge because teachers use probing questions to promote pupils' learning and pupils are expected to give reasons for their answers. Pupils are actively involved in their learning and thoroughly enjoy practical activities, such as carrying out investigations in science. There are good strategies in place to monitor and evaluate the amount of progress pupils make and any pupils who are underachieving are quickly identified and swift action is taken to address their needs. Support for pupils with special educational needs and/or disabilities and for those for whom English is an additional language, is very effective. This is because of the professionalism and commitment of all staff, including teaching assistants, who ensure that pupils make as much progress as possible. Marking is carried out conscientiously and is consistent across the school. It identifies what pupils have done well, what they need to do to improve and opportunities are provided to respond to marking. Assessment strategies are good and pupils are often involved in assessing their own or classmates' work. Very good relationships between staff and pupils result in pupils having very positive attitudes to learning.

The curriculum is good and activities are well planned to ensure that learning is interesting and relevant to pupils' needs. Teachers plan carefully to ensure that pupils develop their skills in a systematic way, providing continuity and progression in learning. A keen focus on literacy, numeracy and ICT underpins teaching and this has a positive impact on pupils' achievement in other subjects. Pupils particularly enjoy the wide range of enrichment opportunities through visits and visitors, extra-curricular activities and residential visits.

The good quality care, guidance and support contribute well to pupils' good personal development. Pupils who may be particularly vulnerable are supported well and the success of this is seen in the good and often very good progress they make. Transition arrangements for pupils joining and leaving the school throughout the year in all age groups, are carefully thought out to ensure that new pupils settle quickly and make friends. There are good links with other agencies, including staff from the Consortium of Traveller Education Services, Attendance Officers, health visitors and the school nurse, to ensure that pupils' welfare and medical needs are well met.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

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## How effective are leadership and management?

The headteacher has high aspirations and is committed to improving outcomes for pupils. Senior and middle leaders are enthusiastic and keen to make improvements in the subjects and areas for which they are responsible. Self-evaluation practices are good and have resulted in appropriate and realistic plans to move the school further forward. These plans are implemented effectively and regularly monitored and evaluated to ensure progress. Comprehensive professional development is provided for all staff and effective feedback is given to teachers to help them improve the quality of their teaching. Tracking systems are effective and targets set for pupils are challenging. Effective steps are taken to accelerate the rates of progress made by all groups of pupils and as a result, targets are met and sometimes exceeded. The school has taken concerted action to promote equality of opportunity and to ensure that the performance of all groups of pupils is improving. This is shown in the Early Years Foundation Stage where boys were performing less well than girls two years ago. As a result of targeted support and effective strategies, the gap has narrowed and boys' performance has improved. The school's promotion of community cohesion is satisfactory, although links with the wider community are not yet fully developed. Systems for safeguarding and risk assessments meet requirements and are regularly reviewed. Governors bring a wealth of experience to the school that benefits pupils. They effectively hold the school to account by rigorously monitoring and evaluating the work of the school, including through links with individual classes. Outcomes for pupils are good and resources are used effectively, with the result that value for money is good. Close partnerships with other agencies ensure that pupils' welfare is promoted effectively. The school works effectively with parents and carers and takes good account of their views. There are some good opportunities for parents to engage in workshops and projects such as a 'Let's get cooking' project and science workshops.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>



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<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children join the Early Years Foundation Stage with skills and understanding that are well below those expected for children of their age. They make satisfactory progress overall. They make good progress in their personal, social and emotional development and more able children are making better progress in some aspects of communication and language skills, in their knowledge and understanding of the world and also in their physical and creative development. However, children's skills in early reading, writing and mathematical development are still well below expectations by the time they enter Year 1. Children settle in quickly and make friends. They behave well; they have positive attitudes to learning, as shown by their enthusiasm in becoming 'shape detectives'. They show care and consideration for one another. As a result, their personal development is good. Staff form good relationships with children and this ensures that they feel safe and secure. Provision is satisfactory. Teaching is satisfactory with some good features including the provision for pupils to develop their skills in speaking and listening, and in ICT. However, there are not enough systematic and focused observations and assessments of children's learning, particularly when they are choosing their own activities. In addition, the limited amount of assessment information which is available is not used effectively enough to plan for children's individual needs and interests. Parents are not always fully included in the initial assessment process when children enter the Nursery. Leadership and management are satisfactory. Staff training is up to date and all safeguarding requirements are met.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The vast majority of parents are very positive about the school, finding it a safe and happy environment where pupils make good progress. Their views are confirmed by the inspection. The very few concerns identified were about individual matters and were investigated, but have been addressed satisfactorily.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bovesfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 38 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	50	18	47	0	0	1	3
The school keeps my child safe	20	53	17	45	0	0	1	3
The school informs me about my child's progress	22	58	14	37	2	5	0	0
My child is making enough progress at this school	20	53	16	42	1	3	1	3
The teaching is good at this school	24	63	12	32	2	5	0	0
The school helps me to support my child's learning	22	58	13	34	2	5	0	0
The school helps my child to have a healthy lifestyle	24	63	12	32	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	37	19	50	3	8	0	0
The school meets my child's particular needs	14	37	19	50	3	8	0	0
The school deals effectively with unacceptable behaviour	19	50	15	39	1	3	2	5
The school takes account of my suggestions and concerns	18	47	16	42	2	5	0	0
The school is led and managed effectively	20	53	14	37	0	0	1	3
Overall, I am happy with my child's experience at this school	24	63	13	34	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 November 2009

Dear Pupils

Inspection of Bowesfield Primary School, Stockton-on-Tees, TS18 3JB

Thank you for the warm welcome you gave us when we visited your school. We enjoyed coming into your lessons and talking to you around the school.

We found that Bowesfield School is a good school. The quality of teaching and learning is good and as a result, you make good progress in your learning and reach average standards by the time you leave in Year 6. Those of you who find learning more difficult or who do not have English as your first language, also make good progress. The curriculum is good and you have told us that you find many of your activities really interesting, including school visits, clubs and residential visits. Your teachers and other staff take good care of you and you say that they help and support you when you need it. Your behaviour is good and you show great respect and care for one another. Your headteacher, staff and governors have worked very hard to improve your school and to ensure that you all make as much progress as you can. You take your responsibilities very seriously, particularly as members of the school council. I think the governors were very impressed with the presentation you made to them.

These are a few things we have asked the school to do to make it even better:

- ensure that children in the Early Years Foundation Stage reach higher standards, particularly in early reading, writing and mathematical skills, by improving the way in which teachers assess children's learning and plan to meet their individual needs
- improve attendance further by involving parents more in school, particularly when children start Nursery, to ensure that they know they need to come to school every day
- improve the way in which the school engages with people in the rest of the country and in other countries.

You can help by carrying on working hard and by coming to school regularly.

Yours sincerely

Mrs Christine Inkster

Her Majesty's Inspector

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