

Breckon Hill Primary School

Inspection report

Unique Reference Number	111587
Local Authority	Middlesbrough
Inspection number	337702
Inspection dates	1–2 February 2010
Reporting inspector	Graeme Clarke

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	440
Appropriate authority	The governing body
Chair	Mr Ian Mawson
Headteacher	Mrs Cherry Diemoz
Date of previous school inspection	Not previously inspected
School address	Breckon Hill Road Middlesbrough North Yorkshire TS4 2DS
Telephone number	01642 243044
Fax number	01642 354418
Email address	breckonhillprimary@middlesbrough.gov.uk

Age group	3–11
Inspection dates	1–2 February 2010
Inspection number	337702

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. A little over half of inspection time was spent looking at pupils' learning. The inspectors made extended visits to 16 lessons and short visits to parts of lessons, taught by 18 teachers or specialist support staff. They also attended a school assembly and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and documentation including samples of pupils' work, assessment data, monitoring records and strategic planning. The views of parents and carers were considered by evaluating the 113 questionnaires returned.

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

- the attainment and progress children in the Early Years Foundation Stage over the past three years
- the progress and achievement for pupils currently in school, and especially for those with special educational needs and/or disabilities and those receiving support for learning English as an additional language
- the quality of the teachers use of marking and assessment
- pupils' use of mathematical and scientific language to support learning.

Information about the school

The school is larger than average. A high proportion of pupils is eligible for free school meals. A quarter of pupils have a White British heritage. Almost three quarters of pupils come from a range of minority ethnic backgrounds, mainly of Pakistani and Czech-Roma origins. A higher than usual number join or leave part way through their primary school education. Seven out of ten are learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average and an average number have a statement of special educational need. Early Years Foundation Stage provision is in the Nursery and Reception classes. The school has achieved Healthy School status, the Sportsmark award and the Silver award for its development of the social and emotional aspects of pupils' learning.

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

The school provides a good education overall. Some aspects of its work are outstanding. Of particular note is that pupils who are learning English and some with special educational needs make good and sometimes excellent progress. This is a result of good teaching and the distinctive contribution of the exceptional quality of the school's care guidance and support. An improved curriculum extends pupils' skills in many subjects, widens their experiences and develops good personal qualities. The strong drive and ambition of the headteacher and leadership team to improve learning are enhanced by exceptionally fruitful partnerships with parents, the community and local agencies. The school very successfully promotes an atmosphere of calm and harmony which truly reflects its values and caring relationships. Good behaviour prevails throughout.

All pupils thoroughly enjoy learning and participate wholeheartedly in lessons. Given their significant levels of individual need, their achievement is good. When children enter the Nursery their skills and knowledge are very low for their age. Good teaching and excellent closely targeted support ensures that most pupils make good progress in overcoming some considerable challenges to learning. Generally over the last three years attainment is broadly average. Where progress slips at times, mainly in mathematics, teachers do not always make their criteria for successful learning sufficiently clear or give pupils precise pointers to improve when marking their work.

The headteacher, senior leaders and governors have an accurate perception of pupils' progress, the school's strengths and areas for development, set out clearly in their self-evaluation. Improvements made since the last inspection are now established. Taking all this into account, the school's capacity for improvement is good.

What does the school need to do to improve further?

- Ensure consistently good progress, particularly in mathematics, by:
 - extending successful initiatives throughout the school
 - ensuring teachers diagnose pupils' difficulties carefully and give them clear pointers to improve.
- Consolidating initiatives to make full use of assessment information for all pupils by:
 - Stating expectations of learning in lessons more precisely
 - refining the criteria for successful learning and use them thoroughly to ascertain the extent of each pupil's progress.

Outcomes for individuals and groups of pupils

2

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

Pupils enjoy school and like learning. Effective teaching helps pupils to learn well. They take part enthusiastically in lessons and are motivated to work hard and do their best to overcome the considerable barriers that many have to learning. Pupils are keen to contribute to discussion and answer questions, for example confidently offering good and often full explanations in reply. They become fully involved in activities and work responsibly on their own, in small groups or within the whole class. As they get older they take a pride in their work and do their best to present it neatly.

Pupils make good progress, improving their attainment at a good rate from their very low levels of development when they join the school. Test results at the end of Year 6 vary greatly, depending on the lower starting points of a significant number of the pupils in individual cohorts. This variation led to a sharp fall in attainment in 2009. In addition the number of pupils leaving and joining the school part way through Key Stage 2 affects the school's national test results. However, taking a three year trend, including pupils in the current Year 6, attainment is broadly average overall. As a result of new initiatives to improve learning in reading, writing and mathematics good progress is now the norm. Very effective support helps many of those learning English and some with complex special educational needs to make good and for some, exceptional progress.

Pupils feel and act very safely, and say they feel secure. They are well informed about the importance of a healthy diet, know how to seek help with emotional difficulties and participate keenly in physical and sporting activities. Spiritual, moral, social and cultural development is outstanding. This contributes to good behaviour throughout. Through exceptionally effective links with local organisations, the mosque and community organisations in the area, pupils make a good contribution to both the local and school community. They readily support local and worldwide charities to help others less fortunate than themselves. Through their very active and effective school council, as playground buddies and as school helpers they sustain an atmosphere of mutual respect and harmony which prevails throughout. They have a strong understanding of cultures other than their own through good international links and drawing upon their own experiences of visiting their home countries. Attendance is average but, in comparison with similar schools, persistent absence is low. Pupils' very well developed social skills, and adequate basic skills equip them satisfactorily for future life.

These are the grades for pupils' outcomes

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

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good throughout and leads to pupils' good learning and progress seen in lessons. Teachers and teaching assistants assiduously plan lessons. They use information from assessing pupils' attainments to arrange activities that suit their abilities well. Sharing criteria for successful learning with pupils at the beginning of the lesson is now well-established. In some lessons though they are too general and hence do not allow the teacher to identify precise difficulties when they are reviewed at the end. A lively pace sustains pupils' involvement and enjoyment and in turn they work hard. Pupils who have special educational needs and/or disabilities, those who are gifted and talented and those learning English benefit from expert assistance. A new initiative to raise standards in mathematics is working well with younger pupils in Key Stage 2 but is not yet used throughout. Teachers' marking helps pupils, particularly in English. They celebrate pupils' accomplishments and give pupils useful pointers to bring about improvement. In mathematics teachers give fewer pointers to improve and often they are not precise enough to give pupils clear direction.

A now firmly established curriculum very successfully helps pupils develop their knowledge and skills through pertinent links between subjects. Careful planning ensures breadth and balance. A good range of sporting and interest clubs after school complement lesson activities. This themed approach has successfully improved writing standards by encouraging pupils to practise common skills in different subjects. Visits, visitors and participation in Extended Schools initiative substantially extend pupils' experience and understanding, for example in the way pupils gain insight through an in-depth project combining the history, heritage and life in the Tees valley. Such work

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

makes a vital contribution to facilitate community cohesion.

The school's outstanding arrangements offer a truly personalised approach to support its vulnerable pupils exceptionally well. Following careful and methodical analysis of the school's diligently compiled track record of pupils' progress, senior leaders arrange closely targeted support to help each pupil at risk of falling behind and to ensure continuity of learning from one year to another. In turn most make good and some make excellent progress. Well trained teaching assistants and learning mentors make a vital contribution to supporting pupils' learning and developing their confidence. Together with multi-agency partnerships provide specialist help just where it is needed. Close cooperation between the school and families ensure parents are fully involved from when their children begin school and as they prepare for secondary education. Rigorous arrangements encourage regular attendance and, as a result of the partnership with parents, reduce persistent absenteeism.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Senior leaders have an admirable team spirit and ambition to help pupils attain and achieve highly. Under the excellent leadership of the headteacher, the senior leadership team foster a very caring school and constantly seek improvement. All staff and pupils share a common vision and promote the school's aims and ethos. Senior leaders have rigorous monitoring roles which are at the heart of their approach to improve teaching quality and pupils' learning. New initiatives, such as for developing mathematics, are established in part but not throughout.

Governors are well informed. They make sure all aspects of safeguarding legislation is correctly applied. Their self-review has appropriately led them to enhance their role through training and to use their expertise well to support the school. They benefit from the headteacher's informative reports and gain for themselves a first-hand perspective of the school's work. Through many avenues the school fosters a very strong partnership with parents with the outcome that almost all feel well informed about their children's progress, are happy with the school's provision and support its work. The school makes an excellent contribution to community cohesion by promoting partnerships with families, local authority agencies and community organisations together with fostering links with the church, mosques and heritage centres. Partnerships successfully help pupils find out about many aspects of their local heritage

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

and give them insight and awareness of different cultures globally.

The school earnestly promotes equality of opportunity and eliminates discrimination by making certain all groups of pupils are enabled to participate fully. Governors and the school ensure careful financial management leads to very effective use of resources. Given pupils' good progress combined with good and outstanding aspects of personal development, the school gives good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress from joining the Nursery to leaving the Reception classes. They begin with well below average starting points in all areas of learning. Their competencies are especially low in their use of language, communication and calculating. Children make good progress although their standards at the end of Reception remain below average, particularly in writing and calculating. Children learning to speak English and those with special educational needs also make good progress. All children make best progress in aspects of their personal development. For example, they settle to routines quickly, are able to work both independently and cooperatively and clearly enjoy taking part in activities.

Staff make good use their expertise in children's development and diligent assessments to foster children's learning in a well organised way. Key workers ensure children learn well from effective use of facilities and a mix of activities which children initiate or adults plan and support. Good caring and working relationships prevail throughout. Phonics work which helps children develop knowledge of letters and sounds are particularly

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

successful, such as in a Reception group where children paid avid attention and were fully involved in active learning.

Adults pay close regard to the care and welfare of children. Parents help make the beginning of a session particularly effective through opportunities afforded for them to contribute to settling their children and speak with staff. Thorough assessment, diligent planning and effective communication consolidate a strong productive partnership with parents. Helpful information offers parents guidance on how to help children learn at home. Children make good progress as a result of thoroughly good management in this well led stage of their education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all parents who returned questionnaires were overwhelmingly supportive. They were particularly pleased that their children enjoy school, are safe, with the way the school is meets their children's particular needs and how well it is managed. Very few wrote comments which were also positive or were about individual concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Breckon Hill 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 inspection team received 113 completed questionnaires by the end of the on-site inspection. In total, there are 440 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	53	50	44	2	2	1	1
The school keeps my child safe	53	47	55	49	2	2	1	1
The school informs me about my child's progress	41	36	63	56	5	4	4	4
My child is making enough progress at this school	40	35	61	54	10	9	0	0
The teaching is good at this school	47	42	60	53	2	2	2	2
The school helps me to support my child's learning	41	36	59	52	6	5	2	2
The school helps my child to have a healthy lifestyle	44	39	63	56	2	2	2	2
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)	32	28	71	63	4	4	1	1
The school meets my child's particular needs	39	35	68	60	4	4	1	1
The school deals effectively with unacceptable behaviour	47	42	58	51	5	4	1	1
The school takes account of my suggestions and concerns	34	30	66	58	7	6	1	1
The school is led and managed effectively	44	39	63	56	4	4	0	0
Overall, I am happy with my child's experience at this school	50	44	59	52	2	2	2	2

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



3 February 2010

Dear Pupils

Inspection of Breckon Hill Primary School, Middlesbrough, TS4 2DS

My colleagues and I really enjoyed our visit to inspect your school. Thank you for helping us when we came to see you at work in your lessons and assembly. You were very polite and we did enjoy talking with those of you whom we met. We know the headteacher and all the staff are very proud of you. We were delighted to see how much you like to take part enthusiastically in all the activities arranged for you. You are well behaved and polite in lessons. We were pleased to see how you contribute to school life and help others.

Your school gives you a good education. All the adults in the school look after you really well and keep you safe. Your school gives you a good range of activities with special projects, visits and visitors. We like the work you are doing about the history and traditions of Teesside. Last year most children in the Nursery and Reception classes made good progress. Those of you learning to speak English or needing extra help do well because adults help you exceptionally well. We have asked your school to ensure you all make as much progress as you can, particularly in mathematics by helping everyone to learn and understand more. When we looked at your books we liked the way your teachers let you know how well you are doing and how you can do better. Sometimes the purposes of lessons are not clearly explained and teacher's comments are not clear enough to help you, especially in mathematics. We have asked your teachers to be very precise when they check what you have learned and point out what you need to do to improve.

You have many opportunities at Breckon Hill Primary School to learn about life and these help you to prepare for the future. We hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.