

# Shotley Bridge Junior School

## Inspection report

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<b>Unique Reference Number</b>	114037
<b>Local Authority</b>	Durham
<b>Inspection number</b>	338279
<b>Inspection dates</b>	17–18 March 2010
<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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	126
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Maurice Smith
<b>Headteacher</b>	Dr Helen Cardy
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Snows Green Road Shotley Bridge Consett DH8 0ES
<b>Telephone number</b>	01207 503248
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The majority of time was spent looking at learning. The lead inspector visited six lessons and conducted several learning walks. All six teachers were seen teaching, a scrutiny of pupils' work was carried out and meetings were held with the headteacher, governors, staff and groups of pupils. Inspectors observed the school's work, and looked at school documents, including policies relating to the safeguarding of pupils, the school development plan, self-evaluation records, minutes of governors' meetings and the school's own assessment data. The lead inspector analysed questionnaires from 43 parents and carers, 20 pupils and six staff.

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

- the amount of progress made by all groups of pupils, particularly in writing
- the quality of pupils' cultural development, particularly in relation to community cohesion and pupils' understanding of life in a multicultural society
- how well teachers use day-to-day assessment information to plan lessons which meet the needs of all groups of pupils
- the effectiveness of marking and feedback in helping pupils understand what they have to do to improve their work.

## Information about the school

This school is smaller than most primary schools. The proportion of pupils eligible for free school meals is lower than the national average. There are very few pupils from a minority ethnic background and none has English as an additional language. The proportion of pupils with special educational needs and/or disabilities is slightly higher than that found nationally. There are a number of pupils who join or leave the school at other than the usual times, including many who leave at the end of Year 4 to attend middle schools in a neighbouring local authority. The school has achieved the Healthy Schools Award, Activemark and the Eco-schools bronze and silver awards.

**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 for its pupils. Parents and carers have very positive views of the school, including that 'the school is very inclusive and takes every opportunity to involve parents', and that the school provides 'a positive environment for children to progress and learn'. Over several years, pupils' results in national tests have been significantly above average and they make good progress from their starting points which are broadly average overall. In all lessons there is a high level of mutual respect and trust in the relationships between staff and pupils and between pupils themselves.

The school puts the well-being of all pupils, and the raising of their self-esteem, at the heart of all it does. As a result, pupils are mature, confident individuals by the time they leave the school. Pupils' behaviour is exemplary in lessons and around the school. They are extremely polite and courteous and show great care and concern for each other. Pupils make an outstanding contribution to the local and wider community through extensive and generous fund-raising, including sponsoring a child in South Africa. The school is held in high regard by the local community and pupils are excellent ambassadors for the school. They engage enthusiastically in a range of activities such as singing with the Durham Choristers at Durham Cathedral and are successful when participating in sporting events with local schools. Pupils take their responsibilities within school very seriously, particularly as 'young leaders', organising games for younger pupils and as school councillors, librarians, prefects and eco-councillors. Pupils' spiritual, moral, social and cultural development is good. The promotion of community cohesion is good, although pupils have a limited understanding of life in multicultural Britain and national links with other communities, although evident, are not yet fully established.

The headteacher and senior leaders are very clear about what needs to be done to improve the school and their self-evaluation is accurate. Leaders at all levels have the accountability and freedom to pursue innovation in teaching and the curriculum in the areas for which they hold responsibility. The quality of teaching and the curriculum are good. However, in a few lessons, pupils are expected to listen passively to the teacher for too long and are not as actively engaged in their learning as they could be. This limits opportunities for pupils to develop independent learning skills and make accelerated progress. Given the good quality of provision, good outcomes for pupils and the improvements made since the last inspection, particularly in respect of raised achievement in mathematics, the school's capacity to improve is good. The school provides good value for money.

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

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- Improve the quality of teaching and learning from good to outstanding by 2011, by:
  - embedding independent and creative learning across all subjects in the curriculum to promote accelerated progress
  - ensuring that pupils are more actively engaged in their learning in all lessons.
- Improve community cohesion by 2011, by:
  - further developing national links to enable pupils to understand more about other faiths and cultures and the multicultural nature of modern British society.

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

The extent to which pupils achieve and enjoy their learning is good. In lessons, pupils are keen and motivated learners. They take a pride in their work and have a good understanding of what they are expected to learn. They are aware of their individual targets and strive to achieve them. They listen carefully to the teacher and to one another and work cooperatively in groups and pairs when they have the opportunity. They give thoughtful and mature responses to questions and are able to explain and justify their answers. They are avid readers and in Year 6, pupils were able to give clear explanations about the quality of the 'setting' in the books they were reading. Pupils make good progress from their individual starting points and reach standards that are significantly above average. Pupils with special educational needs and/or disabilities also make good progress because they are well supported by teachers and teaching assistants.

Pupils are confident that they are safe in school and they know that all members of staff will help them if they have a worry or concern. Pupils are aware of the importance of a healthy diet and of taking plenty of exercise, but they do not always make healthy choices of food, particularly in packed lunches. However, they are very involved in a range of sports with high participation rates in activities provided including tennis, cricket and football. Pupils' behaviour is excellent and they show great respect for each other and for the adults in the school. They make an outstanding contribution to the community, taking on a range of roles, including house captains, prefects and monitors. They have a 'strong voice' and are involved in reviewing school policies, such as those about 'equality and diversity' and in changing routines, such as providing more play facilities at lunchtimes. Pupils are well prepared for the next steps in their education as their attendance is above average; they have above average basic skills in mathematics and English, and are able to work effectively in groups and teams. They develop their enterprise skills through selling fruit and organising school productions and charity fund-raising events. Pupils' spiritual, moral, social and cultural development is good. They have a great sense of reverence as seen in time for reflection and prayer in assembly and they have a very clear understanding of the difference between right and wrong. They have a good understanding of their local community and also global communities through extensive fund-raising and learning about other cultures and religions in religious education and geography lessons. However, their understanding of life in multicultural Britain is less well developed.

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*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>	2
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>1</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>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teachers promote pupils' learning well, using discussion and open questions to engage pupils and to stimulate their thinking. Speaking and listening skills are developed well, including through drama, which encourages pupils to share and develop their ideas. Pupils are encouraged to become keen readers and these skills are helping to raise their confidence and attainment in writing. There are good opportunities for pupils to develop effective skills in information and communication technology as seen in pupils' topic work. Teachers plan lessons very effectively using prior assessments to ensure work closely matches the needs of all groups of pupils. Teachers involve teaching assistants effectively to ensure that pupils who need help participate fully. In a few lessons, lengthy presentations occasionally limit time for active learning and completing tasks independently and the pace of learning slows. Pupils have a good understanding of their individual targets and work hard to achieve them. Marking and feedback are consistent across the school, identifying clearly what pupils have done well, what they need to do to improve and allowing opportunities to respond to marking. Pupils, as well as teachers, give feedback to others in lessons and this reinforces learning for all. Individual progress

<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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is monitored rigorously so that the school can quickly identify any pupils who may be underachieving and respond accordingly.

The curriculum contributes well to pupils' good achievement because it caters effectively for the needs of all groups of pupils and is broad and balanced. Cross-curricular links are strong and pupils have written poetry inspired by scientific concepts, such as ice and snow melting, and learn concepts in mathematics, for example, through art and geography. Pupils have produced some excellent project work on 'the Titanic' and regularly hold exhibitions of their work to share with parents and carers. The school provides many opportunities which enrich pupils' learning, for example, a Tudor Feast; visits to residential outdoor learning centres; and lessons in French and in learning to play the ukulele. There are high participation rates in a range of extra-curricular activities including a 'ready to cook club', craft club and a variety of musical and sporting activities.

Pupils benefit from the sensitive and effective care and support they receive. Provision for pupils who are vulnerable is well managed and there are effective programmes for intervention and support so that all groups make similar progress. There are strong links with a wide range of other agencies including health professionals, social workers and educational welfare officers. Pupils settle very well into school as there are good procedures for induction, particularly for those who join later than at the usual times. Good relationships with local secondary schools ensure that pupils are confident when moving on to the next phase of their education.

*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>

**How effective are leadership and management?**

The headteacher provides highly effective leadership and is well supported by senior and middle leaders who are united in their strong commitment to improving provision and outcomes for pupils. There is a shared ethos and commonality of purpose that allows the headteacher to offer freedom, with accountability, to subject leaders to develop their areas of responsibility. They are involved in decision making and contribute well to school self-evaluation and the school improvement plan. Rigorous systems for monitoring and evaluating pupils' progress lead to prompt actions to make improvements. As a result, initiatives to improve achievement in mathematics, particularly for more able pupils, have been very successful. Self-evaluation is accurate and all leaders have a clear understanding of the strengths and areas for improvement

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within the school. The school is proud of its inclusive nature and shows its commitment to promoting equal opportunities by involving pupils, parents and carers in reviewing policies and ensuring that discrimination against any group is avoided. The school makes a good contribution to community cohesion and plans and evaluates its work in this area effectively. The sense of community within the school is strong and there are good links with the local community and with the global community. However, pupils' do not have a clear understanding of life in Britain's diverse and multicultural society. Governors are committed to the work of the school. They are well informed through regular visits to classrooms and school events and are prepared to offer challenge to influence the strategic direction of the school. They are readily available to discuss any issues with parents and carers and to listen to their views. Parents and carers are warmly welcomed into the school and the school communicates with them effectively through regular newsletters and assemblies and other events such as workshops. Statutory requirements for safeguarding are rigorously met. They are subject to systematic and regular refinement.

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

**Views of parents and carers**

Responses from approximately one-third of parents and carers show that support for the school is strong. All parents and carers say their child enjoys school and that the school keeps their child safe. A very small minority of parents and carers feel that their child is not making enough progress, but inspectors judged that all groups of pupils make good progress, although as indicated in the report, in a few lessons, the pace of learning



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slows if pupils are expected to listen for too long. A very small minority were concerned about the way in which behaviour is managed and feel that the school does not promote healthy lifestyles. However, inspectors found that behaviour was exemplary throughout the school and, although pupils are aware of how to lead healthy lifestyles, they do not always choose to eat healthy foods, including in packed lunches.

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

Ofsted invited all the registered parents and carers of pupils registered at Shotley Bridge Junior 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	53	19	44	0	0	0	0
The school keeps my child safe	31	72	11	26	0	0	0	0
The school informs me about my child's progress	25	58	17	40	1	2	0	0
My child is making enough progress at this school	24	56	14	33	3	7	0	0
The teaching is good at this school	22	51	18	42	3	7	0	0
The school helps me to support my child's learning	21	49	21	49	1	2	0	0
The school helps my child to have a healthy lifestyle	19	44	20	47	4	9	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)	18	42	21	49	1	2	1	2
The school meets my child's particular needs	23	53	18	42	2	5	0	0
The school deals effectively with unacceptable behaviour	18	42	22	51	3	7	0	0
The school takes account of my suggestions and concerns	19	44	21	49	1	2	0	0
The school is led and managed effectively	19	44	19	44	2	5	2	5
Overall, I am happy with my child's experience at this school	22	51	19	44	0	0	1	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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 pupil's 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.**



19 March 2010

Dear Pupils

Inspection of Shotley Bridge Junior School, Consett, DH8 0ES

On behalf of the team, thank you so much for making us welcome when we inspected your school. We enjoyed coming into your lessons and talking to you around the school. You go to a good school. You make good progress and reach above average standards in your work because the quality of teaching and the curriculum are good. The staff care for you very well and you all say you feel really safe in school. We were very impressed by your excellent behaviour and the way in which you take your responsibilities very seriously in caring for others, including the child you are supporting in South Africa. You are extremely generous in becoming involved in events to raise funds for others and with your time, for example, when older pupils organise games for younger pupils at playtimes. We were particularly impressed with your beautiful singing which brought tears to our eyes!

Your headteacher, governors and all leaders and staff run your school effectively and are very keen to ensure that you all learn as much as you can. However, occasionally, in a few lessons you are not always involved in practical activities or have enough opportunities to work in groups, pairs or independently in order to develop your skills and make even more progress. Although you have a good understanding of people in your local community and also about those in other countries, for example, through your links with Turkey, we have asked your teachers to ensure that you learn more about other people who live in Britain.

You can help by continuing to do your best and attending school regularly. You should be very proud of yourselves and your school.

Yours sincerely

Christine Inkster

Her Majesty's Inspector

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