

Esh Winning Primary School

Inspection report

Unique Reference Number	114138
Local Authority	Durham
Inspection number	338304
Inspection dates	28–29 June 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	246
Appropriate authority	The governing body
Chair	Mrs E Grimes
Headteacher	Mrs D Kime
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. As well as short visits to parts of lessons, they made extended visits to 11 lessons and observed the work of all teachers in the school at the time of the inspection. They examined a variety of examples of pupils' written work. Inspectors held meetings with members of the governing body, teachers and a group of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans, records of pupils' progress and minutes of meetings. They analysed 37 questionnaires from parents and carers, 93 from pupils in Years 3 to 6 and nine from members of staff.

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

- how effectively assessments of children's attainment in the Early Years Foundation Stage provide a sound basis for judging children's progress
- how well the school is reversing the recent decline in standards in English and mathematics
- the extent to which pupils' with special educational needs and/or disabilities make good progress – in class or when supported in small groups or individually
- the impact of all the school's measures to reduce persistent absence and improve attendance.

Information about the school

This average size school serves a village community to the west of Durham City. A high proportion of pupils are eligible for free school meals. Almost all pupils are from White British backgrounds. A very high proportion of pupils have special educational needs and/or disabilities: fewer than average have a statement of special educational need. The school holds the International School, Eco-school and Healthy School awards, the Activemark and the Artsmark. Privately-organised childcare provision for Early Years Foundation Stage children was inspected separately and the report is available on the Ofsted website. A pre-school playgroup uses the premises each day.

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?

3

The school's capacity for sustained improvement

3

Main findings

Under the purposeful leadership of the headteacher, all staff successfully encourage pupils to uphold values of respect for others, politeness and good behaviour. Effective arrangements safeguard the welfare of pupils. In this calm and orderly school, pupils conduct themselves safely and very considerately. Good quality care, guidance and support underpin the sound progress made by pupils with special educational needs and/or disabilities. Of particular note is the success of the school's work with families to improve punctuality and attendance. Persistent absenteeism is now negligible and attendance has improved from a low level to average. Productive partnerships with community organisations, visits, visitors and a broad range of interesting activities widen pupils' horizons and successfully promote good spiritual, moral, social and cultural development. Pupils thoroughly enjoy activities during and after school that promote a healthy lifestyle. They happily play their part well to support their school and local community in many ways, for example, by contributing to environmental improvement. Following a dip in attainment last year, a new initiative begun this year improved reading and writing but, until pupils build on the new approach in years to come, is yet to have its full effect. Year 6 attainment in English rose and is close to average. The school recognises more work is needed to improve progress and attainment in mathematics and English. From the time they join the school, pupils' progress and achievement are satisfactory in the Early Years Foundation Stage, and in Key Stages 1 and 2. Teachers plan lessons diligently so that pupils find learning interesting and enjoyable. However, teachers' use of assessment information to match activities to pupils' different abilities is inconsistent. On occasions, lesson activities are too challenging and not well-enough structured for the range of pupils' abilities and experience in classes. In the Early Years Foundation Stage day-to-day assessments are not used systematically to help plan children's next steps. When marking pupils' work, teachers' comments indicate where pupils can make improvements in English but very rarely in mathematics. Self-evaluation is satisfactory and the school accurately evaluates initiatives for their impact on pupils' progress. Development planning is over-detailed and not sharply focused on its key priorities to be a really useful process. Nevertheless, recent improvements are beginning to be successful in raising attainment and the school has a satisfactory capacity to improve further.

What does the school need to do to improve further?

- Improve the progress of children in the Early Years Foundation Stage by ensuring that:

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- when teachers and assistants intervene with children during activities they initiate, they take all opportunities to foster further learning
- day-to-day assessments are noted methodically and used to plan children's next steps in their learning.
- Improve progress and raise attainment in English and mathematics by ensuring that:
 - initiatives to improve reading and writing are consolidated
 - planned initiatives to improve mathematics are implemented without delay
 - teachers make more use of information from assessing pupils' work to match activities in lessons closely to their abilities
 - lessons are always structured sufficiently to motivate pupils and enable them to rise to the challenge posed
 - when teachers mark pupils' work,
 - pupils know the levels they can aspire to reach in writing and mathematics and what they are expected to do to reach them
 - teachers analyse pupils' errors in mathematics and give specific help to put them right.
- Enhance the value of development planning by ensuring:
 - priorities for improving progress and raising attainment are clearly stated
 - actions to be taken and criteria for success are clear and focus sharply on improving progress.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning. They are enthusiastic and quickly become involved in lesson activities where they work responsibly on their own or in small groups and become engrossed in learning. They develop confidence with speaking through taking part wholeheartedly in discussions with their classmates. They all take care to present their written and mathematical work neatly and handwriting is clear and legible.

Pupils' attainment is broadly average. Following a dip to below average in English in 2009, the school made concentrated efforts to improve reading and writing and as a result, attainment has risen. Taking pupils' starting points into consideration, progress is satisfactory overall but better in English than in mathematics. For the very high proportion of pupils in the school who have special educational needs and/or disabilities, closely tailored support ensures they make satisfactory progress overall. By the end of Year 6 they attain levels similar to their counterparts nationally.

Pupils behave sensibly and safely in lessons and around the school. They value the care adults provide and know why procedures for safe conduct should be followed.

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Appreciative of arrangements for them to register any concerns, they say they feel perfectly safe and that any bullying or misbehaviour is dealt with quickly. A very high take-up of school meals, awareness of emotional well-being and involvement in popular after-school activities all reflect pupils' awareness of fitness and health. Pupils make an admirable contribution to the school community; for example play time buddies help younger pupils develop confidence; the school council represents pupils' views well as in their productive discussion with architects to improve the grounds. Strong partnerships with community organisations, especially those fostering environmental conservation or charitable work, facilitate pupils' good contribution to their locality and help to improve the lives of others. Pupils' charitable work supports others less fortunate than themselves. Close links with local secondary schools, opportunities for enterprise and well-developed social and average basic skills equip pupils satisfactorily for future life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
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	2

How effective is the provision?

Teaching is satisfactory. Clear learning intentions, relevant themes and very effective pair-work discussion encourage pupils to contribute, maintain their interest and work

¹ 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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hard. Adept support from teaching assistants helps pupils with special educational needs and/or disabilities make satisfactory and, for some, good progress. Too often the pace of learning slows because some pupils struggle with tasks that are too difficult for them. Although teachers celebrate pupils' accomplishments when marking their work, they do not always give them clear pointers for improvement. Marking is more helpful in English than in mathematics because errors in mathematics are not clearly analysed and pupils are not shown how to correct them.

Many activities within the curriculum broaden pupils' experience, reflect the particular circumstances of the school and are relevant to pupils' interests. For example, a visit to a local garage increased pupils' awareness of the use of computer technology in business and raised their aspirations. Well-managed and targeted activities support pupils with special educational needs and/or disabilities. Visits, including residential visits to outdoor centres, and visitors make a strong contribution to extending pupils' skills and cultural development. A recent visitor promoting Hindu beliefs and culture intrigued pupils and extended their artwork. However, lesson content is often the same for everyone and does not meet pupils' different learning needs limiting the progress of many in the class.

In this caring school, considerate relationships and assiduously followed arrangements for safeguarding assure the welfare of all pupils. Diligently followed procedures are the basis of a close eye kept on pupils' development and timely support is given to pupils at risk of underachievement. Through beneficial partnerships with the local authority and health service, the school successfully helps pupils whose circumstances have made them vulnerable develop confidence and make generally sound or, for some, good progress in their work. Good arrangements successfully prepare pupils for moving on to secondary education.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders clearly demonstrate a strong team spirit and share determination to improve pupils' progress and raise standards throughout the school. A new initiative to improve reading and raise writing standards is showing clear signs of success but, until pupils build on the foundation laid this year as they move through the school, its full effect is yet to be seen. Preparation to improve mathematics teaching is underway but is yet to be fully implemented. The school ensures that concerted action by all staff

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enables the high number of pupils whose circumstances make them more vulnerable benefit from closely-targeted support so that attendance has improved and these pupils participate fully in school life. Staff and members of the governing body are extensively involved in gathering first-hand views of pupils at work and in reviewing their progress. In turn, they have an up-to-date perspective and make an accurate self-evaluation. Planning for improvement incorporates too many aspects and activities which detract from the key priorities the school has rightly identified. Because they are clouded in detail and not specified sharply enough, the development plan is not as useful a tool as it could be to help teachers and assistants accelerate pupils' progress. Effective partnerships with support and community agencies enhance the quality of education. The school reaches out effectively to parents and carers through newsletters and meetings. They are very positive in their views of the school's work and feel well informed and able to support their child's learning. Liaison to improve attendance and punctuality is particularly effective. Following the governing body's analysis of provision, the school enhances pupils' understanding of their local community. Their awareness of life in other countries is developing well. However, pupils have too few opportunities to develop an understanding of the diversity of life in present day Great Britain. The governing body ensures all measures for safeguarding the welfare of pupils are in place and meet current guidelines but have yet to make systematic arrangements to fully review their effect.

These are the grades for leadership and management

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

Early Years Foundation Stage

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Children make satisfactory progress in both the Nursery and Reception Years. They begin Nursery with starting points in all areas of learning that are below those expected for their age, particularly in their personal and social skills and their language development. Following emphasis to improve their progress in these areas, last year, standards at the end of Reception were close to but a little below national expectations. Children made more progress in their mathematical development than in their language skills. Children follow routines, settle quickly and behave considerately. Reflecting their developing confidence, they readily make friends, chat to adults, enjoy working on their own or by joining in activities. Well-organised activities using the indoor and outdoor facilities allow children to exercise choice and move freely between them. At times, children's learning is not fostered sufficiently well because adult intervention in those activities that children initiate, although supportive, does not promote good progress. An atmosphere of care and effective welfare arrangements ensure children's safety.

In this harmoniously managed facility, staff work with a common purpose to support children's learning. Recent attention to ensure accurate use of assessment criteria gives staff a much better view of children's progress. Although day-to-day assessments of children's work are discussed, they are not documented clearly enough to help staff plan children's next steps. Parents value the open arrangements to liaise with them and share information about their children's learning with a key worker who knows their child well. Productive partnerships with outside agencies support children with special educational needs and/or disabilities.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

Almost all parents and carers who returned questionnaires have a very positive view of the school. Everyone was particularly pleased that their children enjoy school, with the way the school ensures that their children are safe, and helps them to have a healthy lifestyle. Most were happy with other aspects of the school's work. The inspectors uphold these views but judge that teaching is satisfactory overall with some that is good. Of those who wrote comments, some were very supportive and a few voiced personal concerns, for example about bullying. Pupils told inspectors bullying is rare and they found pupils have many ways to report any incidents which are dealt with quickly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Esh Winning 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 37 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	68	12	32	0	0	0	0
The school keeps my child safe	21	57	16	43	0	0	0	0
The school informs me about my child's progress	20	54	12	32	3	8	2	5
My child is making enough progress at this school	21	57	13	35	2	5	1	3
The teaching is good at this school	21	57	12	32	4	11	0	0
The school helps me to support my child's learning	19	51	15	41	2	5	1	3
The school helps my child to have a healthy lifestyle	21	57	16	43	0	0	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	49	11	30	1	3	1	3
The school meets my child's particular needs	20	54	14	38	1	3	2	5
The school deals effectively with unacceptable behaviour	16	43	16	43	3	8	0	0
The school takes account of my suggestions and concerns	15	41	18	49	4	11	0	0
The school is led and managed effectively	18	49	14	38	1	3	4	11
Overall, I am happy with my child's experience at this school	22	59	11	30	3	8	1	3

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



30 June 2010

Dear Pupils

Inspection of Esh Winning Primary School, Durham, DH7 9BE

Mr Cain, Mrs Boyle and I really enjoyed our visit to inspect your school. We did enjoy talking with those of you whom we met. You spoke well, were very polite and I would like to thank you for helping us. We were very pleased to see how much you like to take part enthusiastically in activities during and after school. You are well behaved. We were pleased to see how you contribute to school life, for example as school councillors, buddies to help others and by sharing ideas to improve your school. We know the headteacher and all the staff are very proud of you.

Your school gives you a satisfactory education. All the adults in the school look after you well. Good arrangements keep you safe. In many of the lessons we saw you all have the same work so some of you find it easy and some find it too difficult without a lot of help. We have asked your teachers to change it a little to suit all of you, so you all can feel proud of doing it well. Last year, most children in the Nursery and Reception classes, in Key Stage 1 and throughout Key Stage 2 made satisfactory progress. The Year 6 test results in English were below the national average last year and mathematics results were a little higher. New work you do in English is improving your reading and writing this year but we have asked your school to help you make better progress in mathematics as well. When we looked at your books we liked the way your teachers let you know how well you are doing in English and how you can do better. We have asked them to mark your mathematics work in the same way. We have also asked your headteacher and the governors to plan carefully to help you improve so that they can be very precise when they check how well you are doing.

Esh Winning Primary School gives you many opportunities at to learn about life. Some of you will soon be leaving and these should stand you in good stead for the future. We hope that you all do really well.

Yours sincerely

Mr Graeme Clarke

Lead inspector

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