

Yohden Primary School

Inspection report

Unique Reference Number	114197
Local Authority	Durham
Inspection number	338312
Inspection dates	14–15 June 2010
Reporting inspector	Kate Pringle

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Mrs G Robinson
Headteacher	Mrs A Smith
Date of previous school inspection	26 November 2006
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 12 lessons and saw all teachers teach. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. The views of stakeholders in the school were also considered through questionnaires from 57 parents and carers, 14 staff and 96 pupils.

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

- how well the actions of leadership in the Early Years Foundation Stage are impacting upon outcomes for children
- the impact of developments in teaching and guidance upon improving standards for all pupils especially in writing, mathematics and for those of higher ability
- how successfully the development of leaders' and managers' skills are contributing to improving the quality of provision and outcomes for pupils.

Information about the school

Yohden Primary School is a school of average size where the majority of pupils are White British. A very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils with special educational needs and/or disabilities is higher than the national average and there are presently no pupils with a statement of special educational needs.

The school holds a number of awards including: Becta ICT Mark, Activemark, Basic Skills, ECO silver, International Schools Foundation Stage, Financial Management Systems in Schools and Investors in Children status.

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

This is a good school. It is rapidly developing and is one which has the needs of individual pupils as its prime consideration. The clear vision and focused priorities of the headteacher and senior leaders has resulted in strong teams each playing a part in the development of the whole child. The excellent relationships with parents and carers, and with other partners, assure the support pupils need to remove barriers to learning. This has resulted in excellent behaviour. Staff apply strategies consistently so that pupils feel extremely safe and fully understand the consequences of anti-social actions.

The integration of personal development and citizenship addresses the emotional needs of pupils providing practical and creative experiences, which build confidence and self-esteem. A successful focus upon developing healthy lifestyles fruitfully engages pupils so that they have an excellent understanding of how to keep well both physically and mentally. Good teaching engages pupils as they experience new challenges through a rapidly developing curriculum. Pupils really enjoy school: they work hard and make good progress. Most children get off to a good start in the Early Years Foundation Stage. From entry levels that are well below the expectations of children of this age, they make good progress. However, in mathematics, they are given too few opportunities to practise their skills and so progress is slower in this subject. By the time pupils leave Year 6 standards are above average. The attainment of individual pupils is tracked well across the school and teachers have a clear understanding of the pupils' strengths and weaknesses. However, not all teachers use this information effectively enough to provide challenge for all pupils, because the work set is not always well matched to pupils needs. This is particularly true for pupils of higher ability. Central to pupils' needs is the rapid identification of vulnerable pupils and their families. Extremely high levels of care, guidance and support enable vulnerable pupils and those with special educational needs and/or disabilities to engage fully in their learning and, as a result, they make good progress.

The school knows its strengths very well. It identifies areas for development effectively and all staff work with commitment to bring about improvements. Areas that have recently been successfully improved include: leadership responsibilities; attendance, the curriculum and the quality of pupils' writing, which has resulted in higher levels of attainment in English. Overall improvements in many aspects of the school's work and improving outcomes for pupils demonstrate a good capacity to improve further.

What does the school need to do to improve further?

- Increase the opportunities for children in the Early Years Foundation Stage to

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engage in practical activities in order to improve their knowledge and understanding of calculation and so improve outcomes.

- Ensure pupils' consistent progress in all classes by improving the use of individual success criteria to raise expectations and provide more challenge, especially for those of higher ability, by:
 - finely tuning tasks to meet the needs of individual pupils, especially for those of higher ability
 - using marking to share with pupils their success against personal targets and what their next steps in learning need to be.

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

Pupils have positive attitudes to school. Good relationships with teachers mean that pupils apply themselves very well to their learning and make good progress in lessons. Pupils effectively use 'talk partners' aiding their communications skills. They especially enjoy lessons where they are able to participate in problem-solving and practical, creative activities with their friends.

The particular focus upon narrowing the gap between boys and girls has been successful with little difference now at the end of Year 6. Similarly, the priority to raise standards in writing has been very effective and present indications are that achievements in this aspect outperform reading and mathematics. The rising trend of improvement in Key Stage 2 is testament to improvements to address the needs of most pupils. However, there is more to be done to ensure that pupils of higher ability are challenged further in order that they make similarly good progress. Pupils with specific needs make good progress owing to precise recognition of individual needs and well supported interventions.

The 'Respecting Rights' programme together with other strategies enables pupils' to understand their emotional, moral and social responses which impacts positively upon the actions they take in school and the local community. Pupils readily take advantage of opportunities to engage in a range of physical, horticultural and cookery activities to keep themselves well and healthy. Pupils act as ambassadors to relay the message of how to improve lifestyles to others. The growing enjoyment of school, together with consistent strategies to reduce absence, has resulted in improved attendance and fewer persistent absentees. Pupils are proud of their responsibilities as they care for younger pupils, act as buddies, work for each other through the school council and recognise the need to improve the environment through the 'Eco' group. There is a good understanding of the rules of the school and pupils understand that such rules underpin life in the wider community to ensure that everyone can be safe and happy. Global links provide pupils with the opportunities to understand the lives of others from different cultures and backgrounds.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good skills and knowledge, including the use of information and communication technology (ICT). They teach with enthusiasm and exhibit considerable understanding of each of their pupils. Assessment is rigorous and clearly identifies the progress pupils make. The sharing of learning objectives with pupils enables them to understand the purpose of each lesson and there are clearly identified success criteria for each one. However, not all criteria and tasks meet the needs of individual pupils and there can be a lack of challenge for some pupils, especially those of higher ability. Similarly, marking does not always reflect achievement against personal targets and this too can inhibit the progress of some pupils.

The much improved curriculum provides many opportunities to make learning fun for pupils with additional focus upon creative and practical activities. The use of ICT, reading and writing supports learning in other subjects well. Links to include personal, social and emotional development are inbuilt to promote the development of pupils' awareness of citizenship and impact successfully upon pupils' well-being. The high uptake of extra- curricular activities, including origami, sports and dance, of 'privilege time' and a range of visits and visitors enables pupils to access an ever widening range of skills and knowledge.

Yohden's highly inclusive ethos together with the sensitive support provided ensures that concerns are quickly highlighted and addressed. The extremely effective practice of

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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personalised programmes for vulnerable pupils and their families is well supported by staff in liaison with a wide range of external agencies and partners. As a result, all pupils are able to access the whole curriculum. Every pupil is recognised as an individual. Responses from pupils' questionnaires, and those from parents and carers, indicate that they fully understand that strong and unquestioning support is there whenever there are problems or concerns. Excellent communication with parents and carers enables them to be involved in their children's learning. Highly effective links with other establishments mean that pupils settle quickly and confidently. Similarly effective links with the local high school enable excellent transfer to the next phase of pupils' education.

These are the grades for the quality of provision

The quality of teaching	2
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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The clear vision of the headteacher and her senior leaders is shared by all staff, and leaders convey a strong sense of common purpose. Clearly defined roles afford those with delegated responsibilities to drive improvement, well-supported by professional development strongly linked to the developing needs of the school. The monitoring and evaluation of provision has a good impact upon teaching and learning. Target setting is realistic but challenging. Leaders have a good understanding of the strengths of the school and clearly identify and target areas for development. Key to the increasing success of the school is the trust and confidence staff has in each other and their strong commitment to provide an inclusive school. The school provides good value for money. Safeguarding is very secure. Effective steps ensure a healthy and safe environment and regular checks minimising risk. The planned curriculum activities pupils undertake promote their safety and complement the well-embedded safeguarding procedures that are in place. Governors fulfil their statutory responsibilities and are aware of the need of regular quality assurance checks; they have a real commitment to supporting pupils and the school. Recent development and training undertaken by the governing body support their understanding of their role to challenge the school in order to drive further improvement.

Exceptional links with parents and carers, other partners and the local community contribute much to the strong relationships. The school promotes equality well and this is illustrated by the harmonious and tension free ethos within which pupils make good progress. The school's contribution to community cohesion is good. Pupils contribute extremely well within the local community and show a good understanding of global

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diversity. Opportunities to develop sustainable contact with others of different cultures and backgrounds nationally are identified and are at an early stage of development

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	3
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter with skills well below those expected for their age, particularly in communication, language and literacy. Within this safe and secure setting, children integrate quickly, developing positive relationships with each other and their teachers. Children demonstrate increasing confidence and independence as they work happily together learning to share and take turns. Simple rules of hygiene and safety help children to understand how to avoid accidents and to keep healthy. The needs of vulnerable children and those with specific learning needs and/or difficulties, in particular, those who have speech and language difficulties, are quickly identified. Successful interventions and appropriate help from outside agencies ensure that they are supported well. Overall, children make good progress and enter Year 1 with skills at the expected level, except in mathematics, because too few opportunities are given to practice their skills in counting and calculating in their play and planned tasks.

Children enjoy coming to school. Parents and carers appreciate how quickly their children settle into the welcoming environment. New leadership, in regular meetings with the Early Years Foundation Stage team, has identified areas for development, including the lower standards in mathematics. The success with which priorities for development have been addressed has resulted in improved opportunities for learning, in particular in children's communication, language and literacy skills. Well-deployed resources enable children to take full advantage of the learning activities provided.

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There are planned opportunities for children to access the outdoor area by choice which enables them to learn in different environments. Policies and procedures are consistently applied and this contributes to the security of the setting and to children's welfare.

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

An overwhelming majority of parents and carers feel that the school provides excellent provision for their children and hold the headteacher and her staff in very high regard. The care and consideration given to pupils is particularly acknowledged and there is confidence that parental concerns are listened to and acted upon promptly and appropriately. No serious issues were raised and the very few concerns expressed were discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Yohden 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	56	25	44	0	0	0	0
The school keeps my child safe	29	51	28	49	0	0	0	0
The school informs me about my child's progress	22	39	33	58	2	4	0	0
My child is making enough progress at this school	23	40	33	58	1	2	0	0
The teaching is good at this school	26	46	31	54	0	0	0	0
The school helps me to support my child's learning	19	33	37	65	0	0	0	0
The school helps my child to have a healthy lifestyle	24	42	32	56	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)	25	44	31	54	0	0	0	0
The school meets my child's particular needs	19	33	38	67	0	0	0	0
The school deals effectively with unacceptable behaviour	18	32	33	58	2	4	3	5
The school takes account of my suggestions and concerns	13	23	39	68	4	7	0	0
The school is led and managed effectively	19	33	33	58	3	5	0	0
Overall, I am happy with my child's experience at this school	25	44	31	54	1	2	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

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.



16 June 2010

Dear Pupils,

Inspection of Yohden Primary School, Peterlee, SR8 4HP

Thank you for the lovely welcome you gave inspectors when we visited your school recently. Yours is a good school and some things are outstanding. We were very impressed at how well you play and work together. You clearly enjoy school and have good relationships with your teachers. Because your behaviour is excellent, this helps you to focus upon your learning and you progress well. We know that you feel extremely safe in school and have a really good understanding of how to keep healthy. Your teachers take the greatest of care of you and help to guide you and your families when you are upset, have concerns or encounter big problems in your lives.

The responsibilities you have and through the school council, to make your school eco friendly and by looking after the other younger children, all help you to appreciate right and wrong and to understand your growing independence. Teachers provide many opportunities for you to take part in different experiences and plan to make your curriculum even more exciting for you. We know that this will help you to be even more involved in your learning. Your teachers have made lots of improvements recently and we would like to them make a few more changes to help you achieve even more than you do now. We have asked your headteacher and teachers to:

- give children in the Reception class more opportunities for practical activities to use their number skills to work out the answers to problems
- make sure that each of you have work that meets your individual learning needs and that when teachers mark your work it shows what you have done well and what you need to do next, especially for those of you who find the work too easy.

You have a lovely school and you all work very hard for your teachers. We hope that you will continue to work hard and help your teachers.

Yours sincerely

Mrs Kate Pringle

Lead Inspector

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