

Staindrop CofE (Controlled) Primary School

Inspection report

Unique Reference Number	114226
Local Authority	Durham
Inspection number	338320
Inspection dates	24–25 June 2010
Reporting inspector	Gordon Potter

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	150
Appropriate authority	The governing body
Chair	Mrs S Armstong
Headteacher	Mr S Whelerton
Date of previous school inspection	Not previously inspected
School address	Black Swan Wynd Staindrop Darlington DL2 3NL
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 21 lessons taught by seven teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised 90 questionnaires returned by parents and carers as well as questionnaires from staff.

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

- the quality of teaching and its impact on the rates of progress made by high attaining pupils
- pupils' understanding of life in other countries and the multi-cultural make-up of society in the United Kingdom.

Information about the school

This is a smaller than average school. The proportion of pupils known to be eligible for free school meals is below average. Most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils with a statement of special educational needs is below average. More pupils than usual enter or leave the school throughout the course of the year. The school has achieved the Healthy Schools and Activemark awards in the last two years. There have been various changes to the senior leadership team since the last inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

In this outstanding school pupils attain high standards because an exciting curriculum and exemplary teaching stimulate them and help them to make exceptional progress. The school's Christian values inform the exceptionally high quality care from all staff which enables pupils to thrive as happy, confident, articulate and well-motivated individuals. Pupils have an advanced understanding how to stay healthy, behave extremely well and are certain that they feel safe in school. They have highly developed spiritual, moral, social and cultural awareness, are keenly aware of life in other countries, of different faiths and cultures and have a clear understanding of the multi-cultural make-up of society in the United Kingdom. Their highly developed skills in English, mathematics and information communication technology, allied to their above average attendance, ensure that they are extremely well prepared for their future economic well-being. They make a major contribution to the life of the school and to the local community.

The vibrant curriculum is strongly focused on developing not only pupils' skills in English and mathematics, but also their high achievement in art, sport, science and the humanities. While pupils attain high standards at the end of Key Stage 2 because of extremely skilful teaching, there is scope for them to be higher still by allowing even more opportunities for pupils to investigate together, to solve problems and to apply their skills. The school has much useful data about pupils' skills and abilities and employs it well to plan work to engage pupils at all levels. Highly effective refinements to the way in which pupils with special educational needs and/or disabilities are supported mean that they make exceptional progress. There is outstanding provision in the Early Years Foundation Stage where children flourish and are given a flying start to their education. There are outstanding partnerships with outside agencies.

The excellent leadership of the headteacher, very ably supported by leaders at all levels and by an outstanding governing body, has ensured that the school has continued to improve. Their clear sighted self-evaluation has meant that initiatives, including improved provision in the Early Years Foundation Stage, a more stimulating curriculum and more effective assessment strategies, have maintained high standards and outstanding progress. Recent improvements to site security continue to ensure that pupils' safety is given high priority. Given the excellent quality of provision and remarkable outcomes for pupils, this ensures that the school's capacity to improve is extremely secure, and it provides outstanding value for money.

What does the school need to do to improve further?

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- By 2011, raise pupils' attainment to even higher levels by providing further opportunities to:
 - investigate together
 - solve problems
 - apply their skills across a range of subjects.

Outcomes for individuals and groups of pupils**1**

Inspectors observed very high levels of enjoyment and achievement in all classrooms by all groups of pupils. Pupils have excellent attitudes, are extremely courteous, form very strong relationships and show great keenness to do well in their work. They achieve highly and clearly enjoy their learning. They achieve particularly well in writing, information and communication technology (ICT) and in studying the environment. They especially enjoy challenging and lively activities, such as using role play to investigate 'Charlie and the Chocolate Factory' or experimenting to discover which structures are best when building a bridge.

From starting points in the Reception class which, overall, are in line with national expectations, pupils attain high standards by the end of Year 6. Attainment at the end of Year 2 is above average. Pupils make outstanding progress to attain these high standards. Refinements to teaching and an increasingly stimulating curriculum are enabling pupils to make even more rapid progress, especially the younger children who are benefiting from improvements to the way reading is taught. Pupils with special educational needs and/or disabilities are exceptionally well supported and make outstanding progress.

Pupils are extremely aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their keen involvement in physical education and sport and the high take-up of healthy school meals. They care for one another extremely well, have great respect for each other and for the adults in the school, and say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils willingly take on roles as playground helpers and house captains, and older pupils help younger children settle into school and develop their confidence. They make an extremely positive contribution to the school community through the school council, which manages its own budget and has used links with local businesses to fund playground equipment. Pupils support a range of charities and participate in competitions, activities with the local church and support improvements in the local environment. Pupils are extremely well-equipped for their future economic well-being because their skills in ICT and in speaking and listening are securely developed. They have high basic skills in English and mathematics and above average attendance.

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.

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Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Outstanding teaching is a central feature of the school and contributes to the excellent progress pupils make. Teachers guide learning extremely well using discussion, investigation and computers to engage pupils and to stimulate their thinking. During the inspection, teachers were observed using changes in football equipment to encourage pupils to think about historical evidence. Teachers make it clear to pupils how they will know if they have succeeded in their work, skilfully directing and checking their learning. Marking is effective so that pupils are clear about what they have achieved and know what they have to do to improve further.

The curriculum contributes to high standards by offering pupils a wide range of challenging and creative activities. There are many opportunities for pupils to write in subjects other than English. Pupils' high abilities mean that they would benefit from even more opportunities to investigate together, to solve problems and to apply their skills. Links with schools locally and abroad, and the highly successful International Week, strongly support pupils' global and cultural development. Visits by theatre groups and authors and their own trips to places, such as The Sage in Gateshead, enrich their learning and support their skills in music, history and science. They participate enthusiastically and successfully in a range of extra-curricular activities.

All staff have detailed knowledge about individual pupils so that they are extremely well cared for and develop high self-esteem, respect and sense of responsibility. A key recent initiative has been the development of the excellent provision for pupils with special educational needs and/or disabilities, particularly for those with complex learning needs. Well established practices involve parents and carers when their children enter school,

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move from class to class and transfer to secondary school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher has ensured that that this outstanding school has continued to excel. He has successfully built upon excellent existing practices and managed rapid changes in staffing and leadership. These have brought about further improvements in the curriculum, care and the Early Years Foundation Stage. He has distributed more responsibility for reviewing school effectiveness and analysing data to senior leaders and subject coordinators who are very clear about their roles and respond well to the accountability. The school knows itself very well; plans for improvement, to which all staff and governors contribute, are clearly delineated and are monitored regularly. There are detailed and appropriate priorities to effect further improvements in the curriculum. The school is proud of its inclusive nature and its place at the heart of the community. The school informs parents and carers regularly about pupils' progress and uses homework well so that learning can be well supported at home. It has close links with outside agencies to support the individual needs of pupils from a range of backgrounds and those with medical needs, showing the school's commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any group is avoided at all times.

The governing body has skilfully led the school through a period of several changes in the leadership of the school, offering strong support and rigorous challenge to the school and closely monitoring its work. The school's arrangements for safeguarding pupils are extremely robust and meet government requirements. There are good procedures to ensure the safety of all pupils. The school makes an excellent contribution to community cohesion and its role in helping pupils realise their place as global citizens and as members of a culturally diverse society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1

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	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
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	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Despite a range of ability, most children's skills on entry to Reception are in line with those expected for their age. Recent improvements to the outdoor provision and excellent teaching help children to make excellent progress so that they are above average as they enter Year 1. Caring relationships ensure that children feel safe, are confident, happy and settled. They care for one another extremely well, share their toys, work together happily and behave extremely well. The school provides an attractive, well set out and vibrant learning environment, indoors and outdoors, so that children flourish in all areas of learning. They particularly enjoy playing in their fort and visiting their garden area to explore the plants and the mini-beasts. There is a particularly strong emphasis on developing children's skills in reading, writing, mathematics and in their knowledge and understanding of the world. A range of healthy snacks and drinking water and many opportunities for exercise, help children develop an excellent understanding of how to stay healthy.

Staff are rigorous in ensuring that requirements regarding children's safety are met. The leader of the Early Years Foundation Stage has an extremely clear understanding of how children learn. There is much useful information about children and their progress, and observations and assessments are very well used to inform their day-to-day planning. There is a very strong team ethos amongst the adults who skilfully and sensitively support children with a range of diverse needs. There are highly effective partnerships with parents and carers that enable children to settle quickly into the Reception class, and there are excellent arrangements for transition into Year 1.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The majority of parents and carers responded to the questionnaire. The respondents support the school very strongly. Almost all like the way in which the school prepares pupils for their future and helps them to feel safe, stay healthy and enjoy their learning. Most parents and carers are strongly supportive of the quality of teaching, leadership and the way the school supports good behaviour and informs them about their children's progress. The inspection team agrees that these are positive features of the school. However, a few parents and carers indicated that they believed the school could take more notice of their concerns and that some pupils were not making sufficient progress. Inspectors believe that the school has done much to improve communication with parents and carers and to ensure that all pupils make excellent progress and do not consider that these are areas for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Staindrop CofE (Controlled) Primary School to complete a questionnaire about their views of the school.

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

The inspector received 90 completed questionnaires by the end of the on-site inspection. In total, there are 150 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	83	83	16	16	1	1	0	0
The school keeps my child safe	72	72	23	23	3	3	0	0
The school informs me about my child's progress	45	45	47	47	7	7	0	0
My child is making enough progress at this school	53	53	34	34	10	10	2	2
The teaching is good at this school	58	58	37	37	2	2	0	0
The school helps me to support my child's learning	45	45	39	39	8	8	1	1
The school helps my child to have a healthy lifestyle	64	64	32	32	1	1	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)	48	48	45	45	0	0	0	0
The school meets my child's particular needs	39	39	45	45	7	7	2	2
The school deals effectively with unacceptable behaviour	40	40	39	39	10	10	2	2
The school takes account of my suggestions and concerns	61	61	32	32	2	2	1	1
The school is led and managed effectively	97	97	2	2	0	0	0	0
Overall, I am happy with my child's experience at this school	94	94	3	3	1	1	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.



28 June 2010

Dear Pupils,

Inspection of Staindrop CofE (Controlled) Primary School, Darlington, DL2 3NL

On behalf of the team, thank you so much for making us welcome when we inspected your school recently.

You go to an outstanding school. We saw many excellent things during our visit, and this included the way you all work and behave. The team was impressed by the pride you take in your work, how hard you work in lessons, your writing and your eloquence. You behave very well, show great respect for one another and look after one another admirably. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as, visitors, visits and clubs. Your parents and carers like the school very much. All staff care for you extremely well. Your excellent teachers make your lessons fun. They help you learn well, let you know the level of your work and tell you clearly how to improve it. They also know what to do to make the school even better.

I have asked your teachers to do the following to make your school even better:

- to help you to reach even higher standards at the end of Year 6 by giving you more chances to investigate together, solve problems and to apply your skills.

You can help by continuing to do your best and by continuing your good attendance. I wish you every success in the future.

Yours sincerely,

Mr Gordon Potter

Lead Inspector

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