

Shiney Row Primary School

Inspection report

Unique Reference Number	108826
Local Authority	Sunderland
Inspection number	356433
Inspection dates	27–28 September 2010
Reporting inspector	Alison Thomson

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	315
Appropriate authority	The governing body
Chair	Mr A Falconer
Headteacher	Mr P Ashton
Date of previous school inspection	21 November 2007
School address	Rear South View Shiney Row Houghton le Spring DH4 4QP
Telephone number	0191 3823088
Fax number	0191 3823090
Email address	shiney.row.primary@schools.sunderland.gov.uk

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

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

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

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

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

T: 0300 1234 234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 15 teachers and 16 lessons, and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and analysed 54 questionnaires from parents and carers, 93 from pupils and 15 from staff. The team also looked at documents and policies, including those relating to safeguarding, the school's information on pupils' progress and the monitoring records regarding the quality of teaching.

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

- How high the attainment is and how much progress is made by, pupils in Key Stage 2, especially in writing and by more-able pupils and those with special educational needs and/or disabilities.
- How good pupils' understanding is of cultures other than their own.
- How well teachers match work to the needs of all pupils and how effectively they use assessment to help pupils to improve their work.
- How effective the school's monitoring and evaluation procedures are, particularly in respect of teaching and learning.

Information about the school

This is a larger than average sized primary school. The proportion of pupils known to be eligible for free school meals is much higher than average. Almost all pupils are White British and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is much higher than average, although a much smaller than average proportion of pupils have a statement of special educational needs. The school has Healthy School status in recognition of its promotion of pupils' healthy lifestyle.

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

Shiney Row provides a satisfactory education in a good, caring and supportive environment. This results in pupils feeling very safe and secure at school. Pupils reported, when asked to describe their school, that, 'It's fun and exciting, and you make lots of friends because everyone is nice'.

Since the previous inspection there have been many improvements. These include the now good behaviour and better attendance. Good partnerships with the local authority have helped both these aspects to improve. The school has many strategies in place to bring about improvement in pupils' attainment. Some are already having the desired effect, such as in raising attainment significantly in reading. Pupils' progress in mathematics and writing is also quickening, but some initiatives are still in their early days and have not yet had time to show their full impact. Teaching has improved, but it is no better than satisfactory, overall. In some lessons, objectives for learning are not always clear and pupils are not sure of what they are aiming for or how well they are doing. Currently, assessment information is not always used well enough by teachers to inform lesson planning, so that in some lessons, activities are not always closely enough matched to the needs of all pupils. Despite this, the gap in the amount of progress made by pupils of different ability is closing.

Pupils are welcoming and polite and many aspects of their personal development are good. For example, they have a good understanding of what it means to have a healthy lifestyle. While pupils' spiritual, moral, social development is satisfactory overall, their cultural development is not quite as strong as the other aspects. At present, pupils do not have enough experience of people from a range of cultures. The school recognises this and is planning to build links with schools, nationally and internationally, that reflect a different ethnic make up to that of its own. The existing link with a local school that has a different socio-economic make up is strengthening its satisfactory community cohesion.

The headteacher and senior staff have brought about a drive and determination to secure improvement and most parents and carers are very happy with the school. The school's self-evaluation is largely accurate and has been strengthened by a closer focus on individual pupils' progress, particularly in literacy and numeracy. There is much good practice in the school, which is not shared well enough at present. Currently, lesson observations do not occur often enough. In addition, they are not sharply enough focused on learning or on the previously identified areas for development. As a result, improvements in teaching and, therefore, in pupils' achievement, are slower than they might be. Despite this, the many improvements in key areas show that school's capacity for further improvement is satisfactory.

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

What does the school need to do to improve further?

- Ensure that all teaching is consistently good or better in order to raise attainment and improve progress, by:
 - making sure the focus of learning in all lessons is clear so that the learning of individual pupils can be checked more easily
 - providing clear success criteria for learning so that pupils can be more reflective and involved in checking how well they are doing in lessons
 - using assessment data more rigorously to inform lesson planning so that activities always match closely the needs of all pupils.
- Improve aspects of leadership and management in order to accelerate improvements, by:
 - sharing more effectively the good practice that already exists within the school
 - leaders and managers observing lessons more frequently, with a clear focus on learning, to help improve more quickly the aspects of teaching and learning that are less strong
 - involving the governing body more closely in the school's self-evaluation.
- Provide more opportunities for pupils to learn about other cultures, by:
 - building links with schools in the United Kingdom that contrast with the school in terms of the ethnic mix of pupils
 - involving pupils more in the existing link with another school of a different socio-economic make up
 - having links with schools abroad
 - increasing pupils' first-hand experience of meeting people from different cultures through visits and visitors.
- 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

Overall, pupils of all abilities learn satisfactorily. It is sometimes good. For example, in a Year 5 mathematics lesson, groups of pupils made good progress, being fully engaged in independent tasks which were well matched to their abilities. However, in some lessons, for example, in a numeracy lesson, too few pupils made sufficient progress as the learning intentions were not shared well enough with them and many did not understand whether they were doing well or not. Previous underperformance of some groups, such as that of the more-able pupils, has been tackled successfully. Pupils with special educational needs and/or disabilities make satisfactory progress, in line with their peers because of well targeted support, both in lessons and in small groups. Children enter the Early Years Foundation Stage with varying skills, but below those typical of

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

children of their age overall. Most pupils achieve satisfactorily and some make good progress, so that by the time they leave Year 6 their overall attainment is broadly average.

Most pupils behave sensibly and contribute well in class. They worked particularly well in groups in a Year 6 art lesson, where they had to examine particular features of a painting to decide who the artist was. This good cooperation, along with their sound basic skills, including those in information and communication technology (ICT), contribute well to pupils' future economic well-being. Pupils make a satisfactory contribution to both the school and the wider community. Some have roles to play in school such as tidying up, but at present, not enough pupils are involved and the roles are not formalised. Pupils' opinions are voiced through the school council and they talked proudly about being instrumental in the school acquiring some new playground equipment. Years 5 and 6 pupils have been involved in the design of a Miners' Banner, which is to be placed at the entrance of a new housing development.

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	3
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	3

How effective is the provision?

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

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Most lessons have appropriately varied activities to ensure that the vast majority of pupils are engaged well in learning. Although tasks set usually cater well for pupils' differing needs, work is sometimes not challenging enough. Information from assessment data is not always used well enough to support lesson planning. Teachers usually tell pupils what it is they should be able to do by the end of each task, but this is not always clear enough, making it difficult to judge individual's progress. In addition, success criteria are not clarified, nor emphasised sufficiently to enable pupils to judge for themselves if they are doing well. Work is regularly marked, with good praise and sometimes with comments that help pupils to improve. Overall, however, these comments tend to be too general, not relating to particular aspects of pupils' work.

The overall satisfactory curriculum is well organised, weaves together different subjects and is enriched by visits to places of interest, events at school and a range of clubs. Many of these opportunities add to the satisfactory and sometimes good progress that pupils make in their broader personal development. For example, during the inspection, pupils were seen enjoying a lunchtime dance session. The new 'creative' curriculum is aiding enjoyment, although it is too soon to evaluate the full impact of many of the new initiatives on accelerating pupils' progress. The school rightly judges that one of its strengths is the way in which it looks after its pupils as individuals, particularly the most vulnerable. This allows them to participate fully in the life of the school and to make satisfactory progress in line with their peers. The school can point to particular successes in the way in which the school helps pupils overcome their difficulties. Strategies to improve attendance have been successful and parents and carers and pupils strongly agree that the school prepares them well for the next stage in their 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?

The newly restructured senior leadership team has a clear vision for the school. Subject leaders are playing an important role in raising standards. Monitoring and evaluation of pupils' progress has improved and is becoming more rigorous. There is evidence of underachievement having been tackled, with gaps in performance of different groups of pupils closing. This, along with a 'no tolerance' attitude to racism, indicates that equality of opportunity is good. Although leaders and managers have taken some successful action to improve the quality of teaching and learning, their checks on these areas are

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

still too infrequent and lack sufficient focus on how well pupils learn.

Safeguarding procedures are good, with comprehensive, clear policies and secure risk-assessment systems. Parents and carers agree strongly that the school takes account of their views well, and provides them with good help so they can support their children's learning, for example, through family workshops. The school has carried out an evaluation of the three aspects of socio-economic, religion and culture, in relation to community cohesion. While its promotion of community cohesion within the school and locally is good, links with schools nationally of a different ethnic make up and internationally are in the early stages of development. There is a wide range of very effective partnerships, including the work with the local authority on improving behaviour and attendance. The governing body is actively involved with the school. Its members know the school's strengths and areas for development and they ask appropriate questions of leaders and managers. However, they are not sufficiently involved in evaluating the school's performance at present. The school achieves satisfactory value for money.

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	2
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

Good induction procedures involve parents and carers well and help children to settle quickly and have a confident start to their school life. Most children play together happily and are well behaved. They make satisfactory progress and, at the end of the Reception Year, their attainment is just below that expected for their age, but it is lower in communication, language and literacy. In particular, children's attainment in early

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

writing skills is well below that expected.

Adults provide well for children's welfare. Children feel safe and secure, as evidenced in the way they approach and speak to new adults in their setting. They show that they understand how to play safely, especially when outdoors and using large- wheeled toys. They demonstrate their understanding of good hygiene by washing their hands before eating and after using the toilet. There is a good balance between teacher-led and child-initiated activities. At present, however, activities are not always structured well enough to allow for good rather than satisfactory progress. Whilst the indoor learning environment clearly addresses all areas of the curriculum, this is not the case for the outdoors. Here, activities are not always as focused and this limits children's learning and progress.

Leadership and management of the Early Years Foundation Stage are satisfactory. The team works successfully together to give the children a happy and productive time. Systems to check on what children know, understand and can do are becoming more robust. However, although adults are continually involved observing, assessing and recording children's development, at times the information gathered is not used well enough to ensure that activities are closely matched to the ability and interests of the children.

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

Just over a sixth of parents and carers returned the questionnaire. They were overwhelmingly positive about all aspects of the school's work, particularly the way in which they felt that the school helps their children to adopt a healthy lifestyle and helps them to support their child's learning. These were aspects that the inspectors felt the school was doing increasingly well. A very small minority did not agree that the school dealt with unacceptable behaviour effectively. Inspectors followed up this concern but found behaviour to be good overall and that any misbehaviour was appropriately dealt with.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shiney Row 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 315 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	61	19	35	2	4	0	0
The school keeps my child safe	29	54	24	44	1	2	0	0
The school informs me about my child's progress	28	52	25	46	1	2	0	0
My child is making enough progress at this school	25	46	27	50	1	2	0	0
The teaching is good at this school	22	41	30	56	0	0	0	0
The school helps me to support my child's learning	26	48	27	50	1	2	0	0
The school helps my child to have a healthy lifestyle	19	35	34	63	1	2	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)	14	26	33	61	2	4	0	0
The school meets my child's particular needs	20	37	33	61	0	0	0	0
The school deals effectively with unacceptable behaviour	25	46	19	35	6	11	1	2
The school takes account of my suggestions and concerns	16	30	35	65	3	6	0	0
The school is led and managed effectively	23	43	27	50	1	2	2	4
Overall, I am happy with my child's experience at this school	30	56	23	43	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



29 September 2010

Dear Pupils

Inspection of Shiney Row Primary School, Houghton le Spring, DH4 4QP

Thank you for giving the inspectors a warm welcome when we inspected your school recently. We enjoyed talking to you, both in your lessons and around the school. Your comments were very helpful to us.

We judged that your school is satisfactory and getting better. You are able to learn in a very friendly atmosphere. You have a good understanding of what it means to be healthy. You behave and work and play together sensibly. Your responses to the questionnaire told us that you enjoy all the things that you do at school and that you feel safe there. They also told us that you feel adults look after you well and are interested in your views.

We have asked your headteacher and teachers to improve your learning and development, by:

- checking more often during lessons how well you are learning
- always making it clear to you what it is that you should be able to do in lessons so that you can tell if you are doing well
- teachers using what they know about how well you are doing to set you work that makes all of you think, but that is not too hard
- making sure that when other adults are observing your lessons they look more closely at how well you are learning
- finding ways of helping you to learn more about people of different backgrounds and cultures, both in the United Kingdom and abroad.

You can help by telling your teacher if it is unclear to you if you are doing well with each of your activities in class.

We would like to wish you all the best for the future.

Yours sincerely

Alison Thomson

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.