

Captain Cook Primary School

Inspection report

Unique Reference Number	130337
Local authority	Middlesbrough
Inspection number	381260
Inspection dates	12–13 December 2011
Reporting inspector	Linda Buller

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	396
Appropriate authority	The governing body
Chair	Brian Fitzgerald
Headteacher	Judith Buckley
Date of previous school inspection	6 March 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 25 lessons and observed 15 teachers. They held discussions with members of the governing body, staff, pupils, parents and carers. They observed the school's work, and looked at a selection of documentation, including teachers' planning, safeguarding documentation, the school's tracking of pupils' progress and evidence of monitoring such as lesson observations. Inspectors scrutinised inspection questionnaires returned by pupils, staff and 66 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' progress in Key Stage 1 to determine the impact of teaching and changes to curriculum provision.
- The progress of pupils in English to determine if teaching and curriculum provision are effective in bringing about good outcomes for all groups of pupils.
- The progress of pupils with special educational needs and/or disabilities to determine the impact of the school's provision of care, guidance and support.
- The success of the school in addressing identified weaknesses to determine the capacity of leaders and managers to bring about and sustain improvement.

Information about the school

This is a larger than average primary school. The majority of pupils are of White British heritage, with a small percentage of pupils from minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is below the national average as is the proportion of pupils known to be eligible for free school meals. There have been a number of disruptions to staffing since the last inspection, particularly in Key Stage 1. The school has achieved Healthy School status, Financial Management Standard in Schools accreditation and the ICT Mark and Activemark awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Pupils of all abilities achieve well and develop good personal skills which prepare them well for the future. The school works well in partnership with other agencies to ensure that pupils with special educational needs and/or disabilities are provided with effective care, guidance and support and have an equal opportunity to succeed. As a result, these pupils make the same good progress as their peers with many attaining the level expected by the end of Year 6. Children start in the Early Years Foundation Stage with knowledge and skills which are largely typical for their age. They get off to a good start to their learning in a welcoming and supportive environment in which they develop confidence and enthusiasm for learning. In recent years this good start has not always been built on well enough in Key Stage 1 and has resulted in a decline in attainment by the end of Year 2. More stable staffing, enhanced provision for reading and good targeted support for those in danger of underachieving have halted the decline in attainment and improved pupils' rate of progress.

As a result of consistently good teaching and a curriculum which captures pupils' imagination and provides consistent levels of challenge, pupils do well in mathematics. Consequently, attainment in mathematics by the end of Year 6 is year-on-year significantly above the national average. Pupils' progress in English is more uneven. Although above average, pupils' attainment by the end of Year 6 is not as high as that in mathematics. Through effective questioning and regular marking of pupils' work, teachers have an accurate view of pupils' varying levels of attainment. In the main, this information is used well to adjust curriculum provision so that all pupils make good progress. This is not consistently effective in those English lessons where the activities planned follow national guidance but do not take sufficient account of pupils' differing levels of ability. In these lessons the pace of learning slows and some pupils consolidate what they already know rather than taking their next steps in learning.

Leaders and managers have a clear view of the school's strengths and weaknesses based on accurate self-evaluation. Consistent appraisal of the school's performance has led to good improvement, for example in the number of pupils reaching levels of attainment which are higher than those expected of 11-year-olds. Leaders and managers are diligent in identifying where changes are needed so that decisive actions can be taken to address any weaknesses. The school has a good capacity to sustain and build upon the improvements made.

What does the school need to do to improve further?

- Ensure that pupils make consistently good or better progress in English by:
 - maintaining a good pace of learning in all lessons
 - teachers consistently using assessment information to recognise when pupils are ready to move on to their next step in learning
 - planning a curriculum which is rigorously matched to pupils' varied levels of ability.

Outcomes for individuals and groups of pupils

2

Achievement is good and pupils enjoy their time in school. Over a period of three years attainment has been above average, with attainment in mathematics being particularly strong. This pattern of attainment is reflected in pupils' work in the current Year 6 classes. Pupils respond well to a wide range of interesting activities and most demonstrate the ability to be self-motivated, recognising the responsibility they have for their own learning. They are keen to succeed and work together well in pairs or small groups. These positive attitudes to their work, together with well-developed social skills, good attendance and good behaviour, contribute well to pupils' good progress. Pupils with special educational needs and/or disabilities make good progress as a result of well-targeted support.

Pupils listen carefully to their teachers and each other. They respect the fact that they will have different opinions and value individual strengths; this is particularly evident when working collaboratively to solve mathematical problems. Older pupils, in particular, take great pride in the presentation of their work. Handwriting is legible and well formed and a wide range of vocabulary is used to interest the reader. At times pupils' progress is slower in English when they spend too much time consolidating these skills rather than moving onto new learning. Pupils have a good awareness of how to stay safe and of what constitutes a healthy lifestyle. They make a good contribution to the smooth running of the school and to the harmonious atmosphere which is created to support effective learning. They have a well-developed understanding of those less fortunate than themselves and regularly take the initiative to instigate fund-raising activities. By the time they leave the school pupils develop into mature and reflective learners who have the skills needed to support their future success.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	2
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	2

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

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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are well organised with detailed planning. Teachers' explanations of tasks are clear and in the best lessons pupils are clear about what they need to do to succeed. Good use is made of learning support assistants, particularly to help those pupils who need additional guidance to complete their task. A strong emphasis is placed on curriculum planning for the development of key basic skills. This is particularly successful in mathematics when pupils are guided exceptionally well into recognising how they can apply what they already know, such as place value, or halving and doubling to solve complex three step problems. Lessons are generally purposeful with time used effectively. Good links are made across subjects, including the use of information and communication technology skills, for example, in the setting of mini-challenges in which pupils research topics of interest to themselves. Occasionally, the pace of learning slows in English lessons when teachers do not use the assessment of pupils' prior learning well enough to plan tasks which will move all pupils forward in their learning.

Good provision of care, guidance and support is one of the reasons for the school's continuing success. Pupils are well cared for and feel safe, secure and happy. They confirm that teachers are always on hand to listen to concerns or to provide additional explanations. Very occasionally, the level of support provided can have a negative impact with some pupils reluctant to develop independent learning and happy to wait for staff to direct their learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders and managers are clear about the actions needed to continue to drive school improvement. They are effective in checking on the progress of different groups of pupils and taking prompt action to address any gaps that begin to emerge. Lessons, progress data and pupils' work are regularly monitored to evaluate the impact of the actions taken to drive improvement in pupils' attainment and ensure their well-being. As a result, the school provides good value for money and ensures no group of pupils underachieve or suffer discrimination. The use of monitoring information to provide teachers with feedback in order to improve the quality of teaching from good to

outstanding is less detailed. Members of the governing body are well informed and have good systems in place to challenge the school and to ensure that statutory requirements are met. Safeguarding procedures are good. Appropriate checks are carried out on all adults involved with the school and nominated governors are trained in safer recruitment procedures. Risk assessments and policies reflect the school's rigour in providing a safe environment. The school has good links with parents and carers, and they are supportive of the school. The school has a good understanding of the community which it serves and has taken effective action to promote community cohesion within and beyond the school. The harmony within the school and the extensive links with schools in Africa are examples of the school's effectiveness in this area of its work.

These are the grades for the 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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Adults provide a secure and caring environment within which safeguarding and welfare requirements are fully met. Partnerships with parents and carers are strong and transition from home to school is well managed to provide children with the best possible start. This is underpinned by strong teamwork between staff and the effective delivery of a wide range of fun and interesting activities. Provision has been further enhanced by improvements to outdoor provision including the creation of a 'forest school'. Children are enthusiastic learners and thoroughly enjoy the opportunities to explore, investigate and create. Role-play areas effectively stimulate the use of imagination, extend language skills and provide good opportunities for collaborative working. For example, the building of a sleigh for Santa from large construction blocks was further enhanced by dressing up and acting out the filling of Christmas stockings in the bedroom. Children's ability to recognise the relationship between letters and the sounds which they make are developing well and this is leading to good early reading skills. Occasionally, the articulation of letter sounds by adults is not accurate enough to enhance children's progress in their ability to use what they hear to begin to write and spell. Leadership and management are good. Children's progress is carefully tracked and weaknesses in any area of children's learning are accurately identified. As a result, children's levels of attainment by the end of the Reception Year have steadily improved. With the exception of writing,

which remains a focus for further improvement, children’s attainment when they enter Year 1 is above average.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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 in the Early Years Foundation Stage	2

Views of parents and carers

A smaller than average proportion of parents and carers responded to the inspection questionnaire. Almost all of those who did so agreed that the teaching in the school is good and that their children enjoy school. All agreed that the school keeps their children safe. In discussion during the inspection, parents and carers expressed appreciation of the information provided to them by the school via regular newsletters and the school’s learning platform. Inspection evidence supports parents’ and carers’ positive views. A very small number of parents and carers expressed points regarding how well the school takes account of their suggestions and concerns. Inspection evidence indicates that the school regularly seeks the views of parents and carers and where appropriate acts upon the responses provided.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Captain Cook 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	74	15	23	0	0	1	2
The school keeps my child safe	48	73	17	26	0	0	0	0
The school informs me about my child's progress	40	61	24	36	1	2	1	2
My child is making enough progress at this school	39	59	24	36	2	3	1	2
The teaching is good at this school	40	61	24	36	0	0	1	2
The school helps me to support my child's learning	44	67	18	27	2	3	0	0
The school helps my child to have a healthy lifestyle	35	53	27	41	3	5	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)	32	48	23	35	3	5	0	0
The school meets my child's particular needs	41	62	21	32	2	3	0	0
The school deals effectively with unacceptable behaviour	30	45	27	41	3	5	1	2
The school takes account of my suggestions and concerns	30	45	23	35	5	8	1	2
The school is led and managed effectively	33	50	24	36	2	3	1	2
Overall, I am happy with my child's experience at this school	45	68	17	26	2	3	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



15 December 2011

Dear Pupils

Inspection of Captain Cook Primary School, Marton – TS7 8DU

Thank you for making the inspection team so welcome when we came to inspect your school. We enjoyed talking to you, observing your lessons and looking at your work. You are clearly very proud of your school and confident that your teachers are always there to provide help if you need it. We found that your school provides you with a good education and that you do particularly well in mathematics. This is because your teachers use all of the information they have about how well you are doing to plan work which challenges you to do the best you can and this leads to your consistently good progress.

There are many things which you also do well. In English, for example, you use a good range of vocabulary in your writing because you understand how this makes what you write interesting for those who read your work. Younger pupils are making good progress in learning how to link sounds and letters to improve their reading and their spelling and older pupils take good care with their presentation. We did find, however, that in some lessons you spend time doing those things that you are already good at and do not move on fast enough to new learning. To help to improve your progress in English, we have asked the school to make sure that teachers use the information they have about your different abilities to make sure your learning moves at a fast pace in all lessons. One of the ways they will do this is by making some changes to what you are taught so that, for example, if you are already working at levels beyond those expected for your age the work you are given takes account of this.

You can help with this by continuing to have positive attitudes towards your work and each other and always trying your best. I hope you enjoyed your Christmas break and returned to school ready to continue with your good learning.

Yours sincerely

Linda Buller
Lead inspector

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