

King Street Primary School

Inspection report

Unique Reference Number	130946
Local Authority	Durham
Inspection number	360169
Inspection dates	31 January 2011–1 February 2011
Reporting inspector	Moira Fitzpatrick

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	160
Appropriate authority	The governing body
Chair	Mr Ian McClarnon
Headteacher	Mrs Amanda Pybus-Coates
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 16 lessons and observed seven teachers, one teaching assistant and two visiting music teachers. They held meetings with staff, members of the governing body and groups of pupils. They observed the school's work, and looked at documentation including the school's improvement plan, tracking data, teachers' planning and safeguarding policies and procedures. The responses in 28 questionnaires returned by parents and carers, and those returned by staff and Key Stage 2 pupils were analysed.

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

- The progress that all groups of pupils make and whether attainment is rising as a result of recent initiatives by the senior leadership.
- The effectiveness of provision for pupils with special educational needs and/or disabilities and those pupils who join the school after the start of the school year.
- The effectiveness and consistency of teachers' assessments of learning.
- The involvement of governors and staff in school improvement.

Information about the school

The school is smaller than average. It serves a predominantly White British community. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils who have special educational needs and/or disabilities is above average, and the proportion with a statement of special educational needs is average. The school has a higher than average level of mobility, with many children moving into the school after the start of the school year.

There have been changes to the senior leadership since the previous inspection. A new headteacher and deputy headteacher took up post in September 2009.

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

2

Main findings

King Street is a satisfactory and rapidly improving school. In the last year, there have been marked improvements to the quality of care, guidance and support so that it is now good. This has led to raised attendance from below average to above average, enabled the school to effectively manage the high influx of pupils after the normal start date, and radical improvements to behaviour and the climate for learning. The headteacher and deputy headteacher have worked closely to successfully transform the ethos and environment of the school for the better. Their excellent leadership has ensured that morale is good and that improvements are having a strong impact on outcomes for pupils. Leadership and management, including governance, are now good. The rapid and secure improvements since the previous inspection indicate that the school has a good capacity to improve further. The school recognises the need to review leadership roles and responsibilities, to make the most of staff expertise and enthusiasm to sustain the school's good improvement.

Pupils' progress and achievement are satisfactory. Following a period when attainment remained below average, this has now risen to average in Year 6. In Years 4 and 5, pupils' attainment is at least at the expected level for their age. School data indicate that the proportion of pupils exceeding the expected level for their age is rising. Teaching is satisfactory and improving quickly. In Key Stage 2 and in the Early Years Foundation Stage, there is some good and outstanding practice and teachers promote high expectations of what pupils can achieve. This is helping pupils to learn at a faster rate, which is supporting higher attainment for all groups in these classes. Teachers' use of assessment is not yet consistent enough to ensure good planning for learning in all classes and this is an area for improvement in the school this year. The curriculum is enhanced by visits and visitors, who help pupils to learn new skills and extend their ambitions. In the Early Years Foundation Stage, good improvements to the environment, with better access to outdoor learning, have prompted many improvements so that provision and outcomes for children are now good.

Pupils feel safe because they are well cared for by staff in whom they have great trust. They are taught to respect themselves and each other and take responsibility for creating a caring and happy community. Their good behaviour supports their learning well and they develop good levels of confidence and independence which prepares them well for the next stage of learning. Care and support for pupils who have special educational needs and/or disabilities and for pupils who join school in year are strengths of the school. They enable these pupils to learn alongside their friends and achieve as well as they do.

Up to 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.

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What does the school need to do to improve further?

- Raise standards in English and mathematics, especially in Key Stage 1, by ensuring that teachers have high expectations of what pupils can achieve each lesson.
- Improve the proportion of good and better teaching by:
 - ensuring that all teachers make effective use of assessment to plan the right level of challenge for all groups of pupils
 - providing opportunities for teachers to moderate and check the accuracy of assessments.
- Review leadership and management roles and responsibilities to:
 - achieve a good balance of delegation between senior and middle leaders, so that the expertise and enthusiasm of staff are well used to accelerate improvement.

Outcomes for individuals and groups of pupils

3

Pupils are enthusiastic learners, who enjoy all that school has to offer as their much improved good attendance testifies. They work hard in lessons, because they want to please their teachers and do well. They are very good listeners, who sometimes listen for long periods. They learn best when they are actively learning through independent work and are able to share their ideas with each others. This was seen in a very challenging mathematics lesson in Year 6 when pupils successfully worked out their own methods for problem-solving. They then wrote the equation for their method, displaying persistence and excellent teamwork. Pupils' good behaviour makes a strong contribution to their learning because time is well used and there is a calm and supportive atmosphere in lessons.

Pupils feel safe and secure and say that they trust all adults to look after them well. They understand the rules for a healthy lifestyle from an early age and are keen to follow these and 'stay fit'. Older pupils comment on the very good improvements to behaviour in recent years, while members of the 'Respecting Rights' team say that learning about these things has helped all pupils to understand the part they play in making the school a happy place to learn. The result is that pupils have a well-developed sense of citizenship, seen in their good contribution to their own community by respecting each other, driving improvement through the school council and by supporting rules that make the school run smoothly. Pupils are active fund-raisers who recognise the needs of others and understand and tolerate difference. These qualities and their good spiritual, moral, social and cultural development prepare them well for the future.

Pupils' achievement is satisfactory, because all pupils, including those with special educational needs and/or disabilities and those who move into the school after the start of the school year, make satisfactory progress from their below-average starting points in Reception. School tracking data and inspection evidence shows that in Key Stage 2 progress is accelerating and the proportion of pupils making good progress is rising. School data indicates that pupils in Year 6 are on course to exceed their targets and improve on last year's performance in national tests. This is because of the very successful intervention strategies the school has implemented to support all pupils to reach the level expected for their age.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teaching is satisfactory and improving as new systems and high expectations from senior managers are taking effect. High expectations are reflected in the increasing amount of good teaching and some outstanding practice in Key Stage 2. In most lessons teachers share clear learning intentions and check on these as the lesson progresses. They ensure that pupils are set work that they can tackle independently, which is where pupils make most progress. In some lessons, notably in Key Stage 1, teachers talk for too long, which reduces the time available for independent work to consolidate pupils' learning. Teachers' use of assessment is inconsistent. There are examples of good practice, where information about pupils' learning is taken into account when planning the next steps - so that challenge is well matched to pupils' needs. Where this quality of assessment is not evident, progress is slower and learning is less engaging for pupils.

The senior leadership team is extending and enriching opportunities for learning through a more creative curriculum. Visits, visitors and opportunities for enterprise bring in new expertise and interest which fire pupils' enthusiasm for learning. The school's provision for instrument tuition is paying off with good standards in music and a school community that delights in singing - and sings well. Provision for basic skills is satisfactory and improving as teachers develop opportunities to reinforce these skills in other subjects. The

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curriculum is appropriately adapted for all groups of learners, and sometimes exceptionally well, by teaching assistants for pupils with a statement of special educational needs.

Since the previous inspection, the school has established effective pastoral systems and routines to support its high expectations for pupils. These have impacted very well on improving attendance from below to above average, improving punctuality and behaviour and in enlisting the support of parents and carers to assist with their children's learning. Parents and carers overwhelmingly agree that their children are well cared for and secure in school. Staff know pupils and their families well. They are vigilant in spotting signs of concern and take prompt action to deal with them. The school's very good support for pupils whose circumstances put them at risk of being vulnerable is seen in the sustained care they receive to help overcome barriers to learning. This enables them to integrate and learn alongside their friends. The school makes very good arrangements for inducting the many pupils who join in the school year so that are able to settle well and get on with learning.

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 headteacher and deputy headteacher have given excellent direction to developing the school since taking up post. Their strong teamwork is a strength of the school. Staff expectations have been raised and many areas of the school's work have improved significantly. Other senior staff have made significant contributions to improvement, for example, by developing pupils' self-esteem and sense of responsibility through the 'Respecting Rights' initiative. School self-evaluation is accurate and effective in identifying the most significant areas for improvement, for example, improving teachers' use of assessment in planning new learning. The headteacher's ambition and clear vision for the school is well supported by staff and governors. Senior staff rightly recognise the need to expand the leadership and management roles of some staff whose expertise and enthusiasm would accelerate the school's improvement.

The governing body is well organised through a good committee structure to monitor and evaluate the school's work. They provide good challenge and support. They ensure that equal opportunity is well promoted and that any discrimination is challenged. Safeguarding procedures and practice meet requirements and ensure pupils are safe and secure in school. Community cohesion is good because it is based on a thorough understanding of the local community's needs. The school reaches out well to the local community giving support to families, including those new to the area, and is a hub for family learning. This work considerably strengthens support for pupils' learning and is a factor in their rising

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attainment. The school has plans to extend its understanding of other communities through national and international links. Links with parents and carers are good; a genuine partnership is established with them to support their children's learning. External partnerships provide good support and advice for pupils who have special educational needs and/or disabilities and those pupils whose circumstances put them at risk of being vulnerable.

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

Early Years Foundation Stage

Children settle quickly and feel secure when they join Reception because of good induction procedures and good care and support. They quickly gain confidence and develop good levels of independence so they are able to direct their own learning confidently. They achieve well, from below expected starting points, and make good gains in their personal and social skills, and language and communication skills. By the end of Reception, the majority reach the goals expected for their age and each year some children exceed these. Children enjoy learning to share and work together, as seen when they were building a house for the Three Little Pigs, or constructing runways for water. They thoroughly enjoy the recently developed outdoor area, and cold weather is no deterrent to their enthusiastic and happy play.

Direct teaching is good and sometimes outstanding. Staff make good observations of children at play so they know exactly where their interests lie and how well they are developing. Good links with families, through homework diaries and learning journals, are welcomed by parents and carers, who feel 'really involved' in their children's learning. The Early Years Foundation Stage leader has developed provision well since the previous inspection. She has appropriate and ambitious plans for further development. Responsibilities are well delegated and staff are keen to improve provision further.

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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 of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly positive about the school. They agree wholeheartedly that their children are safe and well cared for in school. Some parents have noted improvements to their children's learning and are delighted with the new routines to welcome them and their children each morning before school starts. Inspection evidence endorses the parents' and carers' positive views of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at King Street 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	68	8	29	1	4	0	0
The school keeps my child safe	19	68	9	32	0	0	0	0
My school informs me about my child's progress	14	50	13	46	0	0	0	0
My child is making enough progress at this school	16	57	10	36	1	4	0	0
The teaching is good at this school	16	57	11	39	0	0	0	0
The school helps me to support my child's learning	12	43	14	50	1	4	0	0
The school helps my child to have a healthy lifestyle	13	46	14	50	1	4	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)	13	46	14	50	0	0	0	0
The school meets my child's particular needs	15	54	12	43	0	0	0	0
The school deals effectively with unacceptable behaviour	12	43	15	54	1	4	0	0
The school takes account of my suggestions and concerns	11	39	16	57	0	0	0	0
The school is led and managed effectively	16	57	11	39	0	0	0	0
Overall, I am happy with my child's experience at this school	17	61	10	36	0	0	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 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 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.

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.



2 February 2011

Dear Pupils

Inspection of King Street Primary School, Spennymoor, DL16 6RA

Many thanks for the warm, friendly welcome you gave to the inspection team when we visited your school recently. We were very impressed by your civilised, caring behaviour, which makes your school such a calm and welcoming place. You certainly follow the school's teaching in respecting the rights of others and accepting the responsibility to build a good community. Your school provides a satisfactory education and most of you reach the level expected for your age by Year 6. You learn at the expected rate, because teaching and the curriculum are satisfactory. We could see that many things are improving rapidly. In some lessons you are learning more quickly and are very confident because your teachers allow you to work out things for yourself. We have asked the school to share the good ideas from these kinds of lessons so that more of you make quicker progress. We agree with those of you who told us that staff look after you well and make sure you are safe and happy.

You develop good personal qualities which prepare you well for the future, because your school gives you plenty of opportunities to learn about yourselves and the wider world and has stressed the importance of good attendance. It also gives you plenty of things you can enjoy, such as art and music. It was a great pleasure to hear you singing in assembly - and a big challenge for you to sing four parts in harmony. Well done - I hope your families take the opportunity to come and hear you singing like that. It will make them even more proud of you! Years 5 and 6 deserve a thank you too for their splendid instrument playing. I was delighted to see you all concentrating so hard and producing the sound of a wind band. First rate teamwork - well done!

Your headteacher, staff and governors want the very best for you and have been developing many things to make the school even better. Inspectors have asked the school to involve staff more in driving the school forward using their good ideas and expertise. You can help by working as hard and enthusiastically as you do now and by continuing to enjoy coming to school everyday.

The team send very best wishes to all at King Street Primary for a successful year.

Yours sincerely

Mrs Moira Fitzpatrick

Lead inspector

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