

# Neville's Cross Primary School

## Inspection report

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<b>Unique Reference Number</b>	114130
<b>Local Authority</b>	Durham
<b>Inspection number</b>	363815
<b>Inspection dates</b>	18–19 May 2011
<b>Reporting inspector</b>	Ann Wallis

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Darren Knowd
<b>Headteacher</b>	Mrs Hazel Bullock / Mrs Pamela Monaghan
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Relly Path Neville's Cross Durham DH1 4JG
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## Introduction

This inspection was carried out by three additional inspectors. They observed teaching and learning in 14 lessons and saw 11 teachers teach. They held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at pupils' books, pupils' progress data, safeguarding information, and other documentation. They analysed 90 questionnaires from parents and carers and also those from pupils and staff.

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

- The extent to which all groups of pupils make the progress of which they are capable, particularly at Key Stage 1 and in writing.
- Whether teaching, learning and assessment are consistently good across the school and how effective the school's efforts are to improve these further.
- Whether the extent to which pupils contribute to the school and wider community, their adoption of healthy lifestyles and their development of workplace and other skills are strengths of the school.

## Information about the school

This is an average-sized primary school. An above-average proportion of pupils are from minority ethnic groups and a similar proportion speaks English as an additional language. An average proportion of pupils are known to be eligible for free school meals. The proportion of pupils who have special educational needs and/or disabilities is above average. The school has gained Healthy School status and has the Activemark and International School Awards.

Two co-headteachers currently lead the school.

**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. Since the last inspection, standards have risen and pupils' progress has accelerated, particularly at Key Stage 1. The governing body, leaders and managers have a firm focus on improving the school further and have identified appropriate priorities for improvement. Good strategic planning is ensuring a seamless transition between the retirement of one of the co-headteachers and the permanent full time appointment of the other. The school's self-evaluation is accurate and the governing body, leaders and managers know the strengths and weaknesses of the school well. The school has a good capacity to improve further. The school's current focus on improving writing has already brought about an improvement in attainment in writing tests and assessments. However, the school is not complacent and recognises that pupils can improve their writing even further if they are given more opportunities to write at length in lessons.

In this inclusive school, all groups of pupils receive good care and guidance, which contribute well to their personal development. They are polite, behave well and are respectful to each other and to staff and visitors. Pupils clearly know how to stay safe and have an excellent understanding of what constitutes a healthy lifestyle. Pupils who join the school from overseas, those with English as an additional language and those with special educational needs and/or disabilities are all supported well so they make good progress.

Children receive a satisfactory start to their education in the Reception classes, where they settle quickly into school routines. They make good progress as they move through the school so that their attainment is above average when they leave Year 6. Pupils respond well to the good teaching they receive. In lessons, teachers explain topics clearly and work is well matched to pupils' needs. Varied resources are usually used to make lessons interesting and add to pupils' enjoyment of learning. However, this good practice has yet to be fully shared across the school. In some lessons, the pace of learning is a little slower when expectations are not sufficiently high. In the Reception classes, activities are not always challenging enough and opportunities for outdoor learning are not as well developed as those indoors. Across the school, assessment is good. Books are marked regularly but pupils are not always given specific short-term targets so they know precisely how to improve their work.

## What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment so that all lessons are good and more are outstanding by:
  - giving pupils dedicated time in lessons to write at length
  - when marking books, setting specific short-term targets for pupils so they know precisely how to improve their work

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- sharing good practice more widely across the school.
- Improve provision and accelerate children's progress in the Early Years Foundation Stage by:
  - ensuring all activities are suitably challenging to enable children to make good progress
  - further developing the outdoor learning area to give children more opportunities for purposeful independent play.

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

**2**

Pupils enjoy learning and achieve well. Most are keen to succeed and work hard in lessons. Pupils with special educational needs and/or disabilities receive sharply focused support from teachers and teaching assistants so they make the same good progress as their peers. In a science lesson, pupils were seen to be responding enthusiastically when asked to devise a fair test to check the effect of sugary drinks on their teeth. Work displayed on classroom walls and in pupils' books confirm the good achievement of current pupils. Children enter the Reception classes at the levels expected for their age and make good progress so their attainment in tests and assessments is above average when they leave Year 6. In 2010, partly as a result of the school's focus on improving writing, pupils attained particularly well in English. Attainment at the end of Year 2 has risen steadily over the last three years. The school's detailed progress data shows that pupils were on track to reach their challenging targets in recently taken tests.

Pupils are confident and keen to talk to visitors about the things they enjoy at school. They have a good range of opportunities to contribute to their school and the wider community and speak enthusiastically about fundraising for charities, helping younger pupils and acting as members of their class council. They have an excellent understanding of how to adopt a healthy lifestyle and are highly aware of the dangers of, for example, smoking and harmful drugs. They have a keen sense of right and wrong, a growing spiritual awareness and a good knowledge of other cultures. They develop good basic skills in literacy, numeracy and information and communication technology and consequently are well prepared for the next stage of their education and for future life.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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 and learning are never less than satisfactory and in most lessons are good. Pupils are keen to learn and lessons are conducted at a brisk pace with pupils moving smoothly from one activity to the next. Teachers manage their classes well and make good use of a range of interesting resources to capture pupils' interest. Work is usually well matched to pupils' differing abilities so all make good progress from their starting points. Teachers' questioning is perceptive and extends pupils' knowledge and understanding well. In a few lessons which proceed at a slower pace and where tasks are not as challenging, pupils' progress, although satisfactory, is slightly slower. Pupils' books are marked regularly and teachers make good use of praise to reward good work. However, the use of specific short-term targets and pointers for improvement is underdeveloped.

The curriculum meets pupils' needs well. It is made more creative and relevant for pupils by grouping subjects around interesting topics, such as 'recharging the earth'.

Opportunities for pupils to improve their writing skills further by writing at length are not yet fully developed. Good links with partners and specialist teachers help to enrich the curriculum. Older pupils were very enthusiastic about sports, such as cricket, which are taught by visiting coaches. They also enjoy the wide range of visits the school provides, such as that to France and those to participate in outdoor activities.

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Pupils and their parents and carers are very appreciative of the good care, guidance and support the school provides. All pupils feel confident that they can approach members of staff with any worries or concerns they may have. The school makes good links with outside agencies to ensure that any specialist help pupils need is readily available. Pupils whose circumstances make them potentially vulnerable are particularly well supported, as are those with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Members of the governing body, leaders and managers have a very clear vision for improving the school further which is shared by all staff. There is a firm focus on improving teaching and learning and an awareness of the need to share further the good practice which exists within the school. Members of the governing body know the school well and provide both support and challenge in equal measure. They are fully involved in monitoring the school's work and determining its strategic direction. Safeguarding procedures are satisfactory and meet requirements. The school promotes equal opportunities well so all groups of pupils make equally good progress and are fully involved in the life of the school. Discrimination of any kind is not tolerated. The promotion of community cohesion is good, because the school provides pupils with good opportunities to engage with a range of cultures and communities, both in the United Kingdom and overseas, which differ from their own.

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

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Most children start school with the skills that are expected for children of their age. By the end of the Reception Year, they have made satisfactory progress and enter Year 1 with skills and knowledge which are in line with the national average. Key workers support children well and offer high levels of care so that children feel safe, grow in confidence and are happy. They encourage children to share, to take turns and to behave well. Children clearly enjoy their learning, especially discovering about new life and watching chicks hatch and grow. Staff ensure that requirements regarding children's safety and welfare are met. Policies and procedures are consistently applied and this contributes to the security of the setting. There are assessments of children's skills and abilities on entry, during and when they leave the Reception class. This information is used satisfactorily to plan appropriate work and enable children to have access to a variety of activities. Where activities are well planned and teaching is good, children make the best progress. However, sometimes tasks and activities lack an appropriate level of challenge. Activities within the outdoor environment could be further developed so that children learn as well here as they do indoors.

Leadership and management of the Early Years Foundation Stage are satisfactory. The new leader has a developing understanding of the Early Years Foundation Stage curriculum and is beginning to identify key priorities for future development. New initiatives to accelerate children's progress are beginning to have an impact on learning. The team works well together to ensure a successful setting where children engage well. Planning is detailed and organisation ensures that children settle quickly into their new routines.

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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

Of the parents and carers who returned the questionnaire, the overwhelming majority are entirely happy with the education the school provides. They are very appreciative of the good progress their children are making and of the effective way in which the school is led and managed. Inspection evidence entirely supports these views. A few parents and carers felt that the school did not deal effectively with unacceptable behaviour and did not take account of their suggestions and concerns. Inspectors found behaviour to be good and any minor misdemeanours were well managed by all staff. Communications with parents and carers were found to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Neville's Cross 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	62	32	36	1	1	0	0
The school keeps my child safe	64	71	24	27	1	1	0	0
My school informs me about my child's progress	61	68	26	29	3	3	0	0
My child is making enough progress at this school	48	53	41	46	1	1	0	0
The teaching is good at this school	53	59	36	40	0	0	1	1
The school helps me to support my child's learning	49	54	36	40	4	4	0	0
The school helps my child to have a healthy lifestyle	51	57	34	38	3	3	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)	47	52	36	40	0	0	0	0
The school meets my child's particular needs	49	54	38	42	3	3	0	0
The school deals effectively with unacceptable behaviour	40	44	40	44	6	7	0	0
The school takes account of my suggestions and concerns	40	44	36	40	8	9	1	1
The school is led and managed effectively	56	62	32	36	0	0	0	0
Overall, I am happy with my child's experience at this school	58	64	31	34	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 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



20 May 2011

Dear Pupils

**Inspection of Neville's Cross Primary School, Durham, DH1 4JG**

Thank you for the warm welcome you gave us when we inspected your school this week. A particular thank you to those of you who talked with us and told us about all the things you enjoyed doing at school.

This is what we have said about your school in our report.

- You go to a good school where you achieve well and make good progress.
- Your attainment is above average.
- You behave well, attend school regularly and have an excellent understanding of how to stay healthy.
- The way your school is led and managed, the curriculum you follow and the quality of teaching and learning are all good.

This is what we have asked your school to do to make it even better.

Make your lessons and the assessment of your work even better by:

- giving you more time in lessons to write at length
- when marking your books, setting you short term targets so you know precisely how to improve your work
- sharing ideas for interesting ways to teach you more widely across the school.

Improve the education of the youngest children in the Reception classes by:

- giving them challenging activities so they make good progress in their learning
- providing more interesting opportunities for them to learn outdoors.

All of you can help your school improve by continuing to behave well and by working with your teachers to achieve the very best you can.

Yours sincerely

Ann Wallis

Lead inspector

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