

Frederick Nattrass Primary School

Darlington Lane, Norton, Stockton-on-Tees, TS20 1BZ

Inspection dates 24–25 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children make good progress in the Nursery and Reception classes as they receive outstanding support for their personal development and settle into school quickly. Pupils also make outstanding progress in speaking and listening and early reading skills.
- Pupils make good progress in Key Stage 1, and standards in reading and mathematics have improved because of more effective teaching, particularly in reading.
- Progress is good and sometimes outstanding in Key Stage 2 due to an increased amount of outstanding teaching. This accelerated progress has ensured that pupils reach broadly average standards by the time they leave school.
- The school has used the money to support pupils with specific needs well. Skilful teaching assistants are well deployed resulting in pupils making good progress overall.
- The majority of teaching is good and a growing proportion is outstanding due to thorough monitoring, evaluation and support that has improved the quality of teaching overall.
- The headteacher's rigorous approach to improving teaching has been instrumental in driving improvements. She is well supported by a very effective deputy headteacher and teachers who are committed to ensuring pupils make good or better progress.
- Governors have been very proactive in supporting the school's drive to improve. They have challenged as well as supported the school and, consequently, the school has a good capacity to improve further.

It is not yet an outstanding school because

- Attainment in writing needs to improve to match those in reading and mathematics across both key stages and the Early Years Foundation Stage.
- There needs to be more outstanding teaching that ensures pupils are more responsible for their own learning and progress.

Information about this inspection

- Inspectors observed 25 lessons or parts of lessons of which three were joint observations with the headteacher. Inspectors also observed groups of pupils working with teaching assistants and listened to some pupils from Year 2 read and others in lessons.
- Inspectors talked to a range of pupils including the school council about the school.
- They met with four governors as well as teaching staff, including senior and middle leaders. They also met with a local authority representative.
- Inspectors took account of three responses to the on-line questionnaire (Parent View) in planning the inspection. They also looked at the school’s parent questionnaires.
- They observed the overall work of the school and looked at a number of documents including the school’s data about pupils’ current progress. They also looked at documents relating to safeguarding, behaviour and attendance.
- Inspectors looked at a range of other evidence including school displays, its website and evidence representing the school’s wider achievements beyond the classroom.

Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Anne Firth

Additional Inspector

Full report

Information about this school

- The school is an average sized primary school.
- A well above average proportion of pupils are known to be eligible for the pupil premium.
- The proportion of disabled pupils and those who have special educational needs is well above average. A well above average number of pupils are supported at school action, at school action plus and have a statement of special educational needs.
- Almost all pupils are of White British heritage although there is an increasing number of pupils who speak English as an additional language.
- The school has the Basic Skills Quality Mark and Healthy School and Active Sports Mark Awards.
- The school meets government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has a breakfast club managed by the governing body.
- The Early Years Foundation Stage is taught in a unit next to the main school.

What does the school need to do to improve further?

- Raise standards in writing across the whole school by:
 - giving pupils specific guidance about how they can succeed in writing across all subjects
 - improving pupils' letter formation and handwriting fluency in order to accelerate their progress
 - providing pupils in the Nursery and Reception classes with exciting and imaginative play activities that encourage them to write
 - ensuring that pupils' efforts in writing are celebrated through a range of activities.
- Increase the amount of outstanding teaching by:
 - ensuring that, in lessons, groups of pupils have specific points for improvement so they know how to be successful in their learning
 - making sure pupils are more independent in their learning by providing more opportunities for them to assess their own and others work
 - effective use of marking and feedback in other subjects matching the good quality marking in their creative writing books
 - ensuring that teachers provide more creative learning opportunities in class so that pupils are more engaged in lessons
 - using existing outstanding teaching within the school as well as seeking other outstanding practice to develop the quality of teaching further.

Inspection judgements

The achievement of pupils

is good

- Pupils enter the Early Years Foundation Stage with skills that are well below what is typical for their age. They make good and sometimes outstanding progress by the time they move on to Year 1. Speaking and listening are strengths in the work of the Nursery, as is how well pupils settle into school. Children in Reception are well supported with their reading skills. As a result they are well prepared for the next stage of learning.
- Pupils make good progress in Key Stage 1 to reach standards that are below average overall but continuing to improve. The school has been successful in improving progress in mathematics and particularly reading due to better teaching. Writing has improved but not at the same rate as other subjects, because pupils are not always given enough specific guidance when writing in other subjects across the school.
- Pupils make good and some outstanding progress in Key Stage 2 to reach standards that are broadly average and continuing to improve. Standards in writing are relatively weaker due to pupils' very low starting point on entry. Although the school is closing the gap, pupils' handwriting skills inhibit their progress and good writing is not sufficiently celebrated to encourage pupils to do even better.
- Pupils who are disabled or have special educational needs are well supported by very effective teaching assistants. They make good progress overall. Staff are well deployed and support is well matched to pupils' needs.
- Achievement in reading is strong across the school with pupils making good progress at both Key Stage 1 and 2 due to the schools systematic approach. This approach to teaching reading and writing together has been successful, although writing, stubbornly, remains weaker. Pupils reach standards that are just below average at the end of Year 2 and by the time pupils leave the school in Year 6 standards in reading are broadly average.
- Pupils known to be entitled to the pupil premium are well catered for as the money is used well to provide additional staff. One-to-one support and targeted interventions have ensured that the school is rapidly closing the gap and pupils are achieving well.

The quality of teaching

is good

- Teachers plan their lessons well and, as a result, teaching generally meets the needs of all pupils, so they make good progress overall.
- Teaching is sometimes outstanding because of the way some pupils are challenged to extend their thinking. This was seen in an outstanding lesson in a Year 5 and 6 class where the teacher used a mathematical investigation very effectively to promote pupils' understanding of how to analyse statistical information.
- Teachers are very effective at using questions to clarify pupils' understanding and deepen their knowledge of what they are learning. In some lessons teachers are less effective at ensuring that pupils know how to be successful in their lesson, although this was seen to good effect in some lessons.
- Pupils books are regularly marked and they receive good quality feedback in their creative-writing books and this has improved pupils' writing skills overall. Feedback is not, however, as effective in other subjects and does not always help pupils to make better progress.
- Some teachers are very effective at engaging pupils and this was seen to good effect in a Year 5 lesson where pupils were building shelters and evaluating their models. Some teachers are not sufficiently creative in allowing pupils to learn independently or assess their own and others' learning.
- Teaching assistants are used very effectively both in and out of class to support pupils' learning. This was seen to good effect in many lessons, but particularly in Year 6 where the teaching assistant was very effective when working with a group of low-ability pupils and ensured they

achieved well.

- The teaching of the sounds that letters make (phonics) is good across the school and this has had a positive impact on developing pupils' overall reading skills. In the Early Years Foundation Stage it is outstanding as staff work with small groups and tailor-make the activities well to the children's needs.
- In the Early Years Foundation Stage teaching is good and some is outstanding particularly when working with small groups. They are very effective at developing pupils' personal and social skills as well as in speaking and listening, although they are less effective at developing writing through play.

The behaviour and safety of pupils are good

- Pupils' behave well as the school is committed to ensuring that they have access to high-quality learning and are well cared for. Teachers also have high expectations of how pupils should behave both in and out of lessons, and manage any challenging behaviour very well.
- Pupils are keen to learn and do their best for their teachers. They pay attention in lessons and respond well to questions and the work they are given to do, although sometimes they are quite passive in their learning. They are not always sufficiently engaged or take responsibility for their own learning.
- The school's curriculum supports pupils' personal development well, ensuring that pupils know how to relate to each other. They have a good understanding of what constitutes bullying and were keen to explain what happens if there was any bullying in school.
- Pupils have a very good understanding about e-safety and how to keep safe generally. This was observed during an assembly on fire safety by the fire brigade when pupils were knowledgeable about how to be safe on bonfire night.
- Pupils relate well to each other in the playground. They are well supported by the 'playtime friends' who take their roles very seriously. Pupils are also well supervised both at lunchtimes and playtimes.
- Attendance has improved due to the school conscientiously ensuring all pupils attend well. The school's parent support adviser has been instrumental in supporting the school's drive to improve pupils' attendance and punctuality. As a result attendance is now broadly average.
- Pupils are polite and well mannered and are proud of their school. They were keen to explain what they were learning about in lessons. Although they were not always sure how to be successful in some lessons, they did know their personal targets.

The leadership and management are good

- The determined and rigorous approach of the headteacher has been successful in driving improvements. The deputy headteacher is very supportive and effective in ensuring these improvements are secured. Other leaders are also fully involved in this drive for improvement and assure the school's good capacity to improve. The school's self-evaluation is accurate and school development plans identify the right areas for improvement.
- The school has rigorously evaluated its performance particularly in terms of teaching and this, along with very effective data analysis, has been a key element in driving up standards. Teaching has improved significantly due to intervention and support and is now securely good; some is outstanding.
- The leadership of teaching is good and continuing to improve overall. The school has already used various strategies to improve teaching. It is well aware that it needs to use the expertise of outstanding teachers to further improve.
- The school has improved its curriculum since the previous inspection and it now meets pupils' needs more effectively. It is well planned and includes good links to other subjects. The school

ensures the pupils have a range of visits and visitors to bring the curriculum to life. It has been effective in raising standards due to a strong focus on pupils' basic English and mathematical skills. The school has a strong commitment to pupils' personal development and pupils get good spiritual, moral, social and cultural development.

- Effective links with a wide range of partners have been developed to support pupils' personal and academic development. These have been effective in raising standards and improving the quality of teaching and learning. A strong partnership with the local authority has been particularly effective in ensuring that the school has improved.
 - Engagement with parents is developing well. The school is keen to involve parents in their children's learning and is constantly trying different ways to enlist parental support and help. This has been particularly effective in the Nursery where home visits are helping children to make a smooth transfer into the school.
 - The school ensures that everyone feels safe and secure and safeguarding meets statutory requirements.
 - Ensuring that pupils have an equality of opportunity is part of the school's vision for its pupils. It has used its pupil-premium money effectively to support pupils who are falling behind with their learning and progress.
 - **The governance of the school:**
 - Has been rigorous and unrelenting in its drive to ensure the school improves. It has been effective in supporting and challenging the leadership of the school to improve the quality of teaching and has a very clear view of the school's strengths and how it needs to improve further. It is determined to ensure pupils get the very best education possible.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	111653
Local authority	Stockton-on-Tees
Inspection number	405349

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	192
Appropriate authority	The governing body
Chair	John Copping
Headteacher	Caroline Reed
Date of previous school inspection	27 January 2011
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