

# Ouston Primary School

Arisaig, Ouston, Chester le Street, County Durham DH2 1RQ

## Inspection dates

20–21 September 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school.

- Leadership and management are good. The headteacher and governors, with support from other leaders, lead the school well.
- The areas for improvement from the previous inspection have been addressed systematically. As a result, the quality of teaching, learning and assessment has improved and is now good.
- Teachers plan and deliver engaging opportunities for learning that reflect pupils' interests and meet their learning needs. As a result, teaching overall is consistently good and pupils achieve well. Occasionally, teachers miss opportunities in lessons to recognise when pupils could be moved on to new learning more swiftly and confidently apply their learning.
- Pupils, including the most able, make good progress in a range of subjects, especially in writing. The rate of progress of current pupils continues to improve. However, those pupils with low and middle prior attainment, including those who are disadvantaged, do not progress quickly enough to achieve even higher standards in mathematics.
- The provision for pupils who have special educational needs and/or disabilities and for disadvantaged pupils ensures high-quality support and good outcomes for pupils because of strong and effective leadership.
- The school's curriculum is well balanced to meet the needs and interests of pupils. Children who leave the Reception class with lower levels of literacy receive skilful support that helps them to catch up rapidly.
- A strong focus on spiritual, moral, social and cultural development allows pupils to discuss issues and have a good understanding of life in modern Britain.
- Children have strong foundations put in place in the Reception class. The early years learning environment is stimulating and engaging, promoting opportunities for children to use their imagination and express themselves.
- Pupils' behaviour is good. They take personal responsibility for their actions. They take part enthusiastically in lessons and are respectful and considerate to each other. The school is very calm and supportive and keeps pupils safe.
- The role of middle leaders has not been fully developed in some aspects. As a result, their evaluation of assessment information is not being used well enough to ensure that teachers have high expectations for some ability groups.

## Full report

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

- Improve further the overall quality of teaching in order to raise standards and accelerate pupils' progress by ensuring that:
  - pupils move on quickly in lessons once they have shown that they have an understanding of what is being taught
  - pupils deepen their learning through increased challenges
  - leaders better use assessment information to ensure that teachers have high expectations for different ability groups, particularly for the most able in the early years.
- By the end of Year 6, improve the progress for pupils who have low and middle prior attainment in mathematics, including those who are disadvantaged, by ensuring that:
  - through their monitoring and evaluation senior and middle leaders acquire a more accurate picture of the progress pupils make
  - across the curriculum teachers provide increased challenges and opportunities to extend mathematics skills so that pupils apply their understanding to explain and solve problems
  - leaders provide further opportunities for the training of teachers to ensure that they provide challenging tasks to increase pupils' confidence and understanding.

## Inspection judgements

### Effectiveness of leadership and management

Good

- The headteacher is fully committed to improving teaching and learning so that standards rise. Her resolute and principled leadership, well supported by the governors and other leaders, ensures that outcomes for pupils continue to improve rapidly. This is because where poor teaching persisted, it has been addressed, expectations have been raised and staff, and parents and pupils, have contributed to helping to improve the school.
- Teachers are very well motivated. They respect the headteacher's continual push for improvement and give her strong support. Staff shared that they believe the school is well led and managed. The energetic approach of staff has raised pupils' aspirations.
- Previously disappointing outcomes have been addressed. Decisive action by school leaders has seen standards and progress rapidly improve by the end of the Reception class and Year 2. Pupils currently in key stage 2 are making good progress in their work. However, to continue this swift progress, leaders need to provide further training for teachers to ensure that they provide challenging tasks.
- The school's curriculum is broad and balanced, and provides pupils with opportunities to explore key concepts in some depth. Homework provides further opportunity for pupils to practise skills and to explore facts and ideas.
- The school provides a wide range of extra-curricular activities, which encourage art, creativity and particularly sport. Leaders make effective use of the primary physical education and sport premium to increase opportunities for pupils to engage in physical activity and develop healthy lifestyles.
- The additional funding the school receives for disadvantaged pupils and for those who have special educational needs and/or disabilities is used creatively and well. Leaders have accurately identified the barriers for learning and ensure that the money is used effectively to provide opportunities for these pupils to make good progress.
- The good provision for pupils' spiritual, moral, social and cultural development is seen in the culture of the school. There are rich opportunities for pupils to debate and discuss topical issues and to develop personal values. Pupils talk maturely and in a well-informed way about British values, rights and responsibilities, and how to keep themselves safe.
- Parents are complimentary and confident about the leadership of the school. Those spoken with during the inspection believe that the school supports their children well and school leaders take their concerns seriously and act on them promptly.
- The school has worked very well with the local authority since the last inspection. The support for the early years, in particular, has contributed to the now good provision. There has also been some valuable sharing of expertise from other external partners. Leaders are now sustaining improvements because they identify well where to support teachers' development. Staff are eager to take up professional development and this is now impacting particularly well on the teaching of mathematics in upper key stage 2.

## **Governance of the school**

- The good quality of leadership provided by the governing body has been maintained since the last inspection. There have been new governors recruited, with the required skills and knowledge, and they have continued to improve their own practices and procedures. Consequently, they are able to challenge and support the school on what needs to improve further.
- The governing body carries out its statutory duties well. Minutes of governing body meetings show that members spend time on the important matters of keeping pupils safe and well cared for. All are fully trained in line with the most recent government guidance and they ensure that safeguarding policies and procedures are implemented robustly.
- The financial management of the school meets statutory requirements. The management body has a clear strategy for the effective use of the pupil premium and other additional funding, which appropriately meets the needs of the pupils.
- The school's website is up to date with all relevant information for parents to access.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- School leaders have ensured that a strong culture of safeguarding underpins the work of all staff. Checks made on staff are rigorous and meticulously recorded. There is a culture of vigilance and care that pervades the school. Staff are all trained appropriately in child protection and know what steps to take to protect pupils if they identify any concerns. Consequently, everyone recognises that safeguarding is their responsibility. Pupils trust members of staff implicitly because relationships within the school are so strong.
- Pupils know how to keep themselves and others safe because the curriculum is designed to be responsive to emerging issues in the school and the local community. Carefully programmed work and the regular revisiting of key themes underpin the personal, social and health education provided. There is a strong focus on ensuring pupils' understanding of equalities and the importance of positive relationships.
- The school works closely with a range of agencies. Where additional support is needed, assistance is provided to families, including help with attendance issues. Any issues relating to the safety of children are recognised and acted on speedily. All records are of a high quality to meet statutory requirements.

## **Quality of teaching, learning and assessment**

**Good**

- The quality of teaching and learning has improved since the last inspection. School leaders have rightly focused on improving teaching and learning, and taken effective action to address any issues. As a result, teaching is now good across the school.
- Teachers have raised their expectations of what individual pupils can achieve. The improvements in teachers' questioning skills, marking and written comments on improving work are now supporting good progress. Most pupils achieve well and are well prepared to move on to their next school.

- Teachers plan lessons well. This is evident in the buzz among pupils at work in lessons and how quickly they become immersed in activities. Increasingly, pupils are encouraged to think for themselves, consider problems and explain their conclusions or solutions fully. However, this needs to be firmly embedded to secure even better standards and progress.
- Reading is taught effectively. Pupils enjoy reading and like the choice of class books they can read. Pupils have good opportunities to read at home and in school.
- Phonics is taught accurately and systematically on a daily basis from the Reception class and across key stage 1. Teachers ensure that this is applied consistently in pupils' reading and writing.
- Writing is taught well. Pupils take care in the presentation and accuracy of their work. They have opportunities to apply their writing in a range of interesting contexts and subjects. They frequently write at length and appreciate opportunities to review their own work. The most able pupils are using grammar and punctuation very well in their work.
- Teachers' subject knowledge is used increasingly effectively to broaden and deepen pupils' understanding, particularly in mathematics. Current work in pupils' books in key stage 2 shows that they are tackling challenging tasks and progressing very well.
- Recent staff training has led to most teachers providing work which challenges and stretches pupils. This is having a significant impact on pupils' enthusiasm and relationships with teachers. However, further work is required to ensure that the challenge for pupils is fully embedded in order to ensure strong progress by the end of Year 6, particularly in mathematics.
- Both teachers and support staff plan and teach small groups of pupils who have special educational needs and/or disabilities. Pupils who have additional learning needs make similar rates of progress to other pupils. Teachers and those responsible for monitoring these pupils are checking the impact of each intervention programme, to make sure they are best suited to help pupils reach their expected learning targets.
- Previous poor and inadequate teaching means that some gaps in pupils' learning persist, but these are being rapidly addressed.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils show highly positive attitudes and a keenness for learning. They take part confidently in lessons and take pride in their work. They concentrate well in lessons and collaborate very effectively with one another. Pupils are proud of their school and the very positive relationships they have with the staff.
- Pupils' written work displays accuracy and attention to detail. The quality of presentation shows that they take pride in their learning.
- The school has a strong sense of community, which supports pupils extremely well. The staff are systematic and proactive in anticipating potential welfare issues and

doggedly pursue any concerns. Pupils told inspectors that they have no real concerns about bullying and that it is extremely rare. They have every confidence in the staff to address bullying, should it occur.

- The school offers a caring environment where pupils feel safe and well looked after. Older pupils take younger pupils under their wing and help them settle into school. An overwhelming majority of parents who responded to Parent View and those who spoke with inspectors believe that pupils are both safe and happy at school.
- The teachers are passionate about the benefit of sport and exercise in enhancing pupils' physical and emotional well-being. An emphasis is placed on the importance of sport and outdoor activity. The opportunities for physical education and sport at the school are very good and give pupils a wide range of activities from which to choose. As a result, a large proportion of pupils are involved in either team or individual sports.

## Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour in lessons and around the school is good because they have a mature understanding of the impact their behaviour has on others. Pupils mix happily and are respectful and considerate of one another at social times.
- Pupils are punctual to lessons and arrive with the right equipment. There is no litter around the school site. Pupils wear the uniform in line with the requirements of the school's policy.
- Pupils enjoy school and attend well. Few pupils miss school on a regular basis. The overall rate of attendance is above average.
- Pupils concentrate well in lessons and have positive attitudes to their work. When tasks are too easy, pupils occasionally lose attention and become uninterested.
- The majority of the parents who responded to Parent View believe the school ensures that pupils are well behaved.

## Outcomes for pupils

**Good**

- Since the previous inspection, in key stages 1 and 2 pupils' achievement has improved. Current assessments and work in books show that pupils in both these key stages are making good progress in reading, writing and mathematics.
- Outcomes for children in the early years in 2016 were above national expectations and continue to improve. Accurate day-to-day assessment informs the planning of next steps in learning. Teachers' good understanding of the early years curriculum requirements ensures that increasing proportions of children are ready for the challenges of key stage 1.
- Since the previous inspection, outcomes in the Year 1 phonics screening check have been above the national average. This has helped pupils achieve well in their reading and writing by the end of key stage 1.
- From being below average at the previous inspection, the proportion of pupils reaching national standards in reading, writing and mathematics by the end of key stage 1 has risen year-on-year. Strong progress in these subjects means that pupils' attainment is

now consistently above average, with a significant proportion of pupils exceeding national expectations.

- The progress pupils make in writing by the end of key stage 2 has improved since the last inspection, and is now significantly higher than the national average. Pupils now build on their strong starting points from key stage 1 so the proportion reaching or exceeding national standards is above the national average by the end of Year 6.
- By the end of Year 6 in 2016, most pupils achieved the expected standard in reading and writing. Some weak teaching in key stage 2 over time has resulted in key stage 2 pupils who had lower and middle attainment at the end of key stage 1 making slower progress in mathematics. This has been addressed, and current pupils are making rapid progress in their work through challenging activities.
- The most able pupils in key stages 1 and 2 are challenged well in order to reach the higher standards, especially in writing. They enjoy the challenges set in reading and mathematics and thrive on tackling complex texts in books. As a consequence, increased proportions of pupils are now working at higher levels.
- Disadvantaged pupils achieved as well as other pupils nationally in reading, writing and mathematics in key stage 1. They make good progress overall, although few work at greater depth by the end of Year 6.
- Parents are positive about the progress their children are making and feel that the school provides them with useful information about their children's progress.
- Pupils who have special educational needs and/or disabilities have their developmental needs met through effective interventions and support plans. This enables them to make good progress from their starting points.

## Early years provision

**Good**

- Children start the Reception class with a wide range of abilities, skills and experience of nursery education. The proportion of children who achieve a good level of development at the end of the Reception Year matches that seen nationally, and increasingly more children are working beyond the typical level for their age. As a result, children make good progress whatever their starting points.
- Children who need to catch up are beginning to do so. Disadvantaged children and those who have special educational needs and/or disabilities make typical progress, and some make rapid progress. Consequently, by the end of the Reception Year, most children are well prepared for their move into Year 1.
- Staff plan exciting and stimulating activities and take account of children's needs and interests to ensure that they access all areas of learning. Children are encouraged to identify and manage risks, plan and reflect on their work, and work together.
- Effective teaching ensures that children develop well the basic skills in reading, writing and mathematics. Phonics skills are taught accurately and systematically. Opportunities are provided to ensure that children apply these skills precisely in their reading and writing.
- Children learn in a climate of respect and responsibility which promotes effective

learning. They are well behaved and develop good relationships with adults and other children. Children understand the importance of taking turns and working together.

- Arrangements for ensuring that children are safe are in place. Staff know the children, and individual needs are catered for very well. The partnership with parents is very positive and they say that their children are safe. All welfare requirements are met.
- Leadership of the early years provision is effective. The headteacher's actions to improve the early years and the clear vision of the early years lead teacher have been effective in improving outcomes for children. Systems are in place to ensure accurate assessments and a high-quality, effective provision. However, leaders recognise that their assessment can be more ambitious, to ensure greater challenge for the most able children.



## School details

Unique reference number	114013
Local authority	Durham
Inspection number	10036548

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The governing body
Chair	Mrs Kathryn Barrass
Headteacher	Mrs Louise Lavelle
Telephone number	0191 410 2599
Website	<a href="http://www.oustonprimary.durham.sch.uk">www.oustonprimary.durham.sch.uk</a>
Email address	<a href="mailto:oustonprimary@durhamlearning.net">oustonprimary@durhamlearning.net</a>
Date of previous inspection	14–15 July 2015

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is an average-sized primary school.
- The proportion of pupils who have special educational needs and/or disabilities is lower than the national average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is lower than the national average.
- The proportion of pupils from minority ethnic backgrounds is below the national average.
- Children in the school's Reception classes attend full time.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

## Information about this inspection

- The inspection team observed teaching and learning in most lessons. The headteacher visited some of these lessons with an inspector.
- The inspectors held discussions with governors, the headteacher, some subject leaders, the local authority, teachers and teaching assistants, and leaders for the provision for pupils who have special educational needs and/or disabilities.
- The inspectors spoke with pupils about their school, observed pupils' conduct around the school, and looked at pupils' work.
- Discussions were held with the headteacher, middle leaders and staff. An inspector also spoke with the governing body and the local authority.
- Inspectors analysed the 77 responses to Parent View, the Ofsted online survey. The inspectors had discussions with parents at the beginning of the school day and staff on their views of the school's provision.
- The team examined a range of documents, including the school's own systems for the tracking of pupils' progress, school evaluations, safeguarding documentation, other key policies and records of attendance.

## Inspection team

Ann Muxworthy, lead inspector	Ofsted Inspector
Ian Dawson	Ofsted Inspector
Colin Lofthouse	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. [www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings](http://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings).

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/ofsted](http://www.gov.uk/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2017