



# Pelton Primary School

## Inspection Report

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**Unique Reference Number** 134078  
**LEA** Durham  
**Inspection number** 282449  
**Inspection dates** 28 November 2005 to 29 November 2005  
**Reporting inspector** Mrs Jane Randall

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

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<b>Type of school</b>	Primary	<b>School address</b>	Ouston Lane
<b>School category</b>	Community		Pelton
<b>Age range of pupils</b>	3 to 11		Chester le Street, County Durham
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 3700260
<b>Number on roll</b>	400	<b>Fax number</b>	0191 3703252
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jackie Simpson
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr Ivor Williams

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<b>Age group</b> 3 to 11	<b>Inspection dates</b> 28 November 2005 - 29 November 2005	<b>Inspection number</b> 282449
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## Introduction

The inspection was carried out by 3 additional inspectors.

## Description of the school

This is a new school created by the amalgamation of infant and junior schools on the same site. The school has been in the new building just less than two terms. The school is mixed with 400 pupils aged from three to 11. Fifty three pupils attend part-time in the Nursery. A few pupils are from minority ethnic backgrounds. No pupils are in the early stages of learning English. The school also has nine pupils who are Travellers. The percentage of pupils claiming free school meals is 19%. Twenty three per cent of pupils are identified as having additional learning needs and nine pupils have statements of need at the highest level. Pupils' backgrounds and ability levels vary widely on entry but the overall level of attainment on entry is well below average. Some pupils come from outside the school's catchment area by parental choice.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The inspection team agrees with the school that this is a good school; there are several outstanding features. Personal development, the way in which pupils are guided and supported and the school's efforts to include and value all are outstanding and contribute very well to pupils' achievement. The school is very effective in evaluating itself and has a very clear view of where it can develop and improve further. As a consequence, standards are good and still rising. All pupils make good progress and the school performs significantly well in relation to similar schools. Pupils do particularly well in mathematics and science. The school is working hard to match this performance in English in 2006 and is on track to do so. Since it opened, the school has very quickly built a strong and effective team approach to raising standards; all staff are enthusiastic and dedicated to the school. The quality and standards in the Foundation Stage are good. The school has yet to develop fully its provision for the use of the outdoor learning area. The school gives good value for money.

not applicable

### What the school should do to improve further

- Raise standards in English to those in mathematics and science.
- Develop the new outdoor area for learning in the Foundation Stage.

## Achievement and standards

### Grade: 2

Achievement and standards are good overall. All groups of pupils make at least good progress because the school is particularly good at assessing each pupil's learning needs and tracking progress. Standards in science were particularly high in 2005. Almost all pupils attained the average Level 4 in and 54% of them attained the higher Level 5. Although most pupils attained Level 4 in English, the percentage of pupils attaining Level 5 was much lower than in mathematics and science. The school is well aware of the need to improve results in the national tests in English at the end of Year 6 to match those in science and mathematics and is on track to do so by the end of this school year. When compared with similar schools, attainment is significantly higher than average. Pupils enter the Nursery with a broad range of skills but overall attainment is well below average. They make good progress in the Foundation Stage and attain many of the national goals set for their learning. Good progress is also made in Key Stage 1 and, by the time pupils reach the end of Year 2, attainment is broadly average.

## Personal development and well-being

### Grade: 1

Pupils' personal development is outstanding, exceeding the school's own judgement. Pupils' spiritual, moral, social and cultural development is excellent. Pupils behave

consistently well in and out of class and are confident and mature. Relationships are excellent. The school makes particularly good use of the minority ethnic cultures within the school community to the benefit of all.

Year 6 pupils respond well to the added responsibilities around school, recognising this as contributing to their transition to secondary education. Children in the Foundation Stage quickly develop social skills necessary for school. Through class councils and a grounds development project, pupils contribute their ideas for new outside facilities in the school. Pupils understand the need for safe practices and the need to stay healthy and safe. They organise a healthy tuck shop at break times. Opportunities such as this, and the good standards of basic skills, contribute well to their future economic well-being.

Pupils very clearly enjoy coming to school and take very good advantage of all it has to offer. Attendance is satisfactory, but the school is conscientious in following up all absences and promoting outstanding attitudes to learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. In several lessons the teaching was outstanding. In these lessons the pupils were inspired by the demands made of them and the high levels of interest and relevance to their learning needs. The teaching successfully extended their vocabularies and their skills in the use of information and communication technology (ICT).

In the Foundation Stage teachers and support staff work well together as a team with a good focus on assessing children's progress and on developing language skills. In Key Stages 1 and 2, teachers have a good knowledge of the strategies needed to develop basic skills of literacy, numeracy and information and communication technology. Lessons are very well planned and managed and proceed with a good pace and clear explanations. Effective questioning makes pupils think for themselves. Relationships in all lessons are excellent and so pupils make every effort. Pupils with additional learning needs are well supported in lessons. Good use is made of the high quality teaching assistants to further the learning of these pupils. Challenge is provided for pupils who are gifted and talented.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. There is a strong framework for all subjects that enables pupils to acquire good knowledge and skills. Teachers are very good at ensuring the same work for pupils of the same year group in different classes. Similarly, there are good individual learning plans for pupils with learning difficulties so that they achieve as well as others. The curriculum in the Foundation Stage is effective because it is flexible and caters well for the different abilities of children. The outdoor area does not yet

make its full contribution to learning. The extra enrichment to the curriculum is outstanding. Pupils benefit considerably from the wide range of sports, arts and other exciting activities. They achieve particularly well in sport and succeed highly at local and regional level.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support for pupils are outstanding. Thorough procedures for health and safety create a safe, secure environment for pupils and child protection procedures are rigorous. Pupils acknowledge that their teachers know them extremely well and that they would have no hesitation in seeking the help and support of a teacher if they had a problem. They think their teachers are 'brilliant'. Parents show overwhelming support for the school's work.

Very effective procedures for assessing learning and tracking the progress of pupils of all abilities ensure that all are actively engaged in lessons and make at least good progress. These procedures contribute very well to the standards achieved. Pupils with the highest level of additional learning needs are very well cared for through individual support programmes. Teachers monitor pupils' personal, social and emotional development particularly well and provide opportunities for pupils to develop outstanding social and communication skills.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The school's efforts to include and value all its members are excellent. It is clear from all that takes place and from the parents' questionnaires that this new school has very quickly established itself and is going from strength to strength under the very effective leadership of the headteacher, well supported by a dedicated and knowledgeable senior management team. The school has excellent arrangements for evaluating its strengths and weaknesses and, consequently, has a good understanding of them. Parents' views and the opinions of teachers and class councils help the school to plan successfully to raise standards even further. Assessment and tracking of progress are especially well managed and contribute successfully to pupils' attainment and progress. The school is particularly successful at early identification of pupils with additional learning needs and organising the subsequent support for their learning. The Foundation Stage is managed well, but the outdoor area is not developed sufficiently to promote the children's learning in an outside environment.

Governors have a good relationship with the school. All statutory requirements are met. They have a good strategy for working with the school on its development planning.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

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DH2 1EZ

30 November 2005

Dear Pupils

Following our visit to your school this week the inspection team would like to thank you for being so friendly, helpful and polite. We enjoyed our visit very much and think that you are right to be proud of your school. We were impressed by your good behaviour and your efforts to learn. You told us that your teachers are good and we agree with you. The best things about your school are the ways in which you are cared for and guided in your work and personal development. We think that these aspects of your school are outstanding. You work hard and the results in your tests are good. Your teachers are going to make sure that they are even better this year, particularly in English and I know that you are going to help in this.

You are rightly proud of the opportunities for sport and the performing arts and you do very well in these. You have lovely new school in which to learn. The teachers in the Nursery and Reception classes are going to make sure that the activities in your outdoor area are more interesting and exciting.

Congratulations on all your hard work. I know that you think that Pelton Primary School is a good place in which to learn and we think so too.

Yours sincerely

Jane Randall  
(Lead Inspector)