

Fatfield Primary School

Inspection report

Unique Reference Number	108810
Local Authority	Sunderland
Inspection number	337157
Inspection dates	7–8 July 2010
Reporting inspector	Irene Cochrane

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	236
Appropriate authority	The governing body
Chair	Mrs Elizabeth Scribbens
Headteacher	Mrs Teresa Quinn
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, observed eight teachers and held meetings with governors, staff and groups of pupils. They observed pupils at work and looked at the data the school had collected on pupils' progress, the safeguarding procedures, the school improvement plan, pupils' books and records of the school's monitoring and review. They also considered 93 questionnaires returned by parents and carers as well as analysing questionnaires from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the teachers' expectations of all pupils in Key Stage 1 and Key Stage 2
- the impact of the curriculum on boys writing
- the effectiveness of leadership at all levels in monitoring pupils' progress and raising achievement
- the achievement of more able and talented pupils across the school.

Information about the school

This is an average-sized primary school with a 26-place nursery and a mainly stable population. The percentage of pupils known to be eligible for free school meals is below average and most pupils are White British. The proportion of pupils with special educational needs and/or disabilities is slightly below average. The school holds a number of awards, including Healthy School Status, the Eco Schools Award and renewal of Investors in People standard since 2003. Childcare provision is provided at the school but it is not subject to this inspection.

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

3

Main findings

This is a satisfactory school. It is showing signs of improvement and has some good features in the curriculum and the personal care it provides for its pupils. The majority of parents and carers are supportive of the school. Good community links, partnerships beyond the school and a wide range of interesting activities outside lessons have a positive impact on pupils' personal development.

Pupils make satisfactory progress and given their starting points to school, their achievement is satisfactory. The rate of progress varies between classes. By the end of Year 6, attainment is similar to the national average. The headteacher has introduced more rigorous monitoring of pupils' progress and increased teaching support in Year 6; this is raising attainment, particularly of the more able. The quality of teaching is satisfactory overall with an improving proportion of good lessons. There is inconsistency in the quality of marking to help pupils improve their work.

Pupils benefit from good levels of care and support. The curriculum places a good emphasis not only on developing academic skills but also the social and emotional development of pupils. Behaviour is good and most pupils have positive attitudes to learning. They develop a good understanding of the choices required to live safe and healthy lives such as their involvement in planting vegetables in the school garden and ready acknowledgement of the dangers of cyber bullying on the internet.

Leadership and management are satisfactory. The role of senior leaders is strengthening with the formulation of action plans that identify key actions to improve aspects of the school's performance. Self-evaluation is mainly accurate and linked to school improvement planning. Monitoring systems, however, are not yet rigorous enough in consistently evaluating pupils' progress or in monitoring the impact of teaching and learning on raising attainment and improving progress. The satisfactory progress made against the actions identified at the last inspection, coupled with the school's generally accurate self-evaluation, gives the school a satisfactory capacity for further improvement

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management across the school by:
 - refining and improving monitoring procedures to ensure pupils' performance is systematically tracked so that, when progress slows, it is rectified
 - improving the rigour in monitoring the progress of teaching and learning so that all teachers work to the same good or better standard
 - improve the quality of marking to ensure pupils are clear about the next steps

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in their learning.

- About 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.

Outcomes for individuals and groups of pupils**3**

Pupils make satisfactory progress from their starting points on entry to school. Achievement is satisfactory because attainment is average and progress is satisfactory. Pupils enjoy their learning and have good attitudes to work. During lessons observed, pupils were attentive and responded well to instructions, showing consideration and respect to others. Pupils say they enjoy coming to school which is reflected in the below-average proportion of persistent absentees. Attendance is, currently, average. In 2009, attainment was broadly average at the end of Key Stage 1 with lowest outcomes in writing. Most improvement was in mathematics, when compared to the previous year. Pupils attained average standards by Year 6, with below average attainment in science. Progress for this cohort was satisfactory. There was slightly better progress made in English compared to other subjects, although still remaining satisfactory overall. This cohort had a higher-than-average proportion of pupils with special educational needs and/or disabilities and higher mobility rate. This was a key factor in reducing overall attainment. The school's most recent assessment data show an improvement at Key Stage 1 with an increase in pupils' attainment at the higher levels in all subjects and most improvement made in writing. School data indicate that outcomes at Key Stage 2 have also improved at the higher levels in all subjects with most improvement made in science.

Pupils have a good understanding of the importance of a healthy diet and taking regular exercise through activities such as games and regular coaching on site from the local Biddick Sports College. This understanding is also reflected in their participation in extra-curricular activities such as football, basic skills and netball. Pupils feel safe in school because behaviour is good as is the quality of care from staff. The pupils say 'teachers keep an eye on you and tell you what is dangerous'. Pupils' contribution to the community is good. Within school it is promoted through the active school council and in the local community through established links to develop the pupils' understanding of their locality; for example, by commemorating the 300th anniversary of the Fatfield Pit disaster. Spiritual, moral, social and social development is good and is promoted through assemblies, regular access to the Social and Emotional Aspects of Learning curriculum and an awareness of others less fortunate than themselves through regular fund-raising events.

These are the grades for pupils' outcomes

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

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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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching and learning is satisfactory. There are increasing elements of good teaching across the school which were observed during the inspection but this quality is not yet consistent. In the best lessons, teachers have high expectations and good subject knowledge, the needs of all pupils are met and effective use is made of teaching support. Pupils enjoy lessons when teachers make learning fun through well chosen activities that motivate them well. This was observed in a mathematics lesson when pupils had to find numbers on hidden mini beasts at the start of their activity. In less effective lessons, tracking and assessment data are not always used to inform planning and the pace of learning slows because there is a lack of challenge for some pupils and sometimes the work is pitched too high. Teachers' marking does not consistently help pupils to improve their work.

The curriculum is organised to ensure pupils access a broad range of practical experiences to develop their skills. There is a key focus on developing literacy and numeracy skills and following pupils' interests to improve their learning, such as, in the Early Years Foundation Stage, engaging boys' interest through finding out about mini beasts. Good support for pupils with special educational needs and/or disabilities is promoted through planned intervention programmes and additional classroom support. Pupils' learning is extended through a wide range of enrichment activities and after-school clubs, which are well attended.

The school takes good care of its pupils and ensures a safe environment. Pupils say they feel very safe in school and know who to go to for advice and support. Formal systems of care including safeguarding are secure. The 'nurture group' provides valuable support

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for pupils whose circumstances mean they require additional support. Links with external agencies such as the Special Needs Support Services and the school nurse provide good support for pupils' personal development and well-being.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are satisfactory and gradually improving. The headteacher has implemented more rigorous monitoring of pupils' progress throughout the year for pupils in Year 2 and Year 6 and, as a result, there have been recent improvements in attainment. This approach is not implemented consistently across the school. Senior leaders are becoming more involved in identifying priorities for improvement in their key areas of responsibility through specific action plans. This work is assisting in raising expectations and developing a shared approach to bring about school improvement. Governors are supportive of the school and are kept informed of school developments. They are developing their involvement in school initiatives through participation in structured committees, such as Special Educational Needs and Eco School but they recognise that their monitoring role for school improvement is not yet as incisive as it could be. The school adopts good practice to safeguard pupils and has ensured governors are represented in training sessions. It has well-documented systems in place to meet statutory requirements. Parents' and carers' views are sought through bi-annual surveys and the school has more recently improved feedback through the introduction of a 'Comments, Compliments and Complaints' system.

Progress since the last inspection has been satisfactory. The school has improved the strengths of the provision and a few other aspects. The main issues have been addressed with varying success and there is still work to do to impact consistently on pupils' outcomes throughout school. Guidance in assessment procedures, more accurate targeting of support for vulnerable pupils and lesson observations with development points for improvement are beginning to have an impact on improved pupil outcomes. However, the monitoring of teaching and learning has yet to impact on improving the outcomes for pupils more consistently in all year groups.

The school has an inclusive approach and has close links with outside agencies to support the individual needs of pupils. Promoting equal opportunities and tackling discrimination are satisfactory and the school is aware of the need to evaluate the performance of all pupil groups and the impact of any interventions undertaken more

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accurately. The school has a structured approach to community cohesion and as a result, pupils enjoy finding out about a range of cultures and have a good understanding of a diverse society.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
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 make satisfactory and improving progress in the Early Years Foundation Stage to attain outcomes at the end of the Reception Year that are broadly average. In 2009, outcomes in communication, language and literacy were the lowest and knowledge and understanding of the world and physical development, the highest. The school's most recent end-of-year data indicate improvements in all strands of communication, language and literacy. These improvements are attributed to several factors such as the daily group focus on sounds and letters and ensuring an improved selection of reading books are available and reviewed regularly to reflect the children's changing interests. Relationships with adults are good. Children are confident, understand school routines and can make choices readily from the wide range of activities provided. As a result, children are active, enthusiastic learners and enjoy learning through play. Although generally they use their time productively, some activities do not challenge more able pupils to apply their literacy and numeracy skills as well as they could. Recent developments outdoors have enhanced opportunities for children to write for a variety of reasons and the school has plans for significant further outdoor improvements. Planned activities follow a topic approach and allow for children's interest to be pursued, such as the World Cup theme observed during the inspection when boys, enthusiastically, engaged in goal scoring outdoors and worked in pairs on the computer to find the

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countries on a world map.

Daily adult-led group sessions link well to developing children's skills through a topic approach where there are opportunities for children to participate verbally and practically. These sessions are too long for some children, however, who become restless towards the end and the pace of learning slows down.

The Early Years Foundation Stage unit runs smoothly because staff understand their roles and work together as a team. The recently appointed Early Years Foundation Stage coordinator has, quickly, focused on the key priorities for development and provides an enthusiastic role model. Welfare requirements are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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

In response to the questionnaire, parents and carers have varied opinions about the school. The majority of parents and carers who completed the questionnaires feel highly positive about the work the school does to support their children and appreciate the way staff care and support their children to give them the best opportunities. Inspectors agreed with parents and carers that the school takes good care of its pupils. Other parents and carers feel less positive and expressed individual concerns which were explored during the inspection but the inspectors found little evidence to support the concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fatfield 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 236 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	47	34	37	10	11	5	5
The school keeps my child safe	44	47	37	40	5	5	3	3
The school informs me about my child's progress	27	29	53	57	9	10	2	2
My child is making enough progress at this school	25	27	47	51	17	18	3	3
The teaching is good at this school	27	29	48	52	10	11	3	3
The school helps me to support my child's learning	22	24	48	52	16	17	4	4
The school helps my child to have a healthy lifestyle	22	24	55	59	11	12	2	2
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)	25	27	45	48	8	9	4	4
The school meets my child's particular needs	25	27	50	54	12	13	1	1
The school deals effectively with unacceptable behaviour	17	18	42	45	20	22	9	10
The school takes account of my suggestions and concerns	14	15	49	53	18	19	6	6
The school is led and managed effectively	22	24	34	37	16	17	13	14
Overall, I am happy with my child's experience at this school	27	29	45	48	15	16	4	4

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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

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 pupil's 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.



9 July 2010

Dear Pupils

Inspection of Fatfield Primary School, Washington, NE38 8RB

Thank you very much for the welcome you gave me and my colleagues when we came to inspect your school and for the part you played in the inspection.

Your school is satisfactory and showing some improvement. Adults care for you well and your behaviour is good in lessons and around the school. You told us that you feel safe and enjoy school, particularly the sports clubs and activities provided. Teaching is satisfactory, as is your progress, but, this year, there have been improvements which we would like to see more of across the school. We have asked your teachers to help improve your work by:

- making sure all of you make the best progress across the year through more frequent monitoring of your work
- ensuring your progress is matched to the best teaching your school can provide
- making sure teachers marking and comments in your books help you to know exactly what you have to do to get better.

Once again, thank you very much for your help and good luck for the future.

Yours sincerely,

Mrs Irene Cochrane

Lead inspector (on behalf of the inspection team)

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