

# Teesville Primary School

Lime Road, Normanby, TS6 0BZ,

## Inspection dates

11–12 March 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
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.

- Pupils' achievement is good. They make good progress in reading, writing and mathematics.
- Teaching is good overall and occasionally outstanding, especially in the Nursery and in Years 5 and 6.
- Teaching offers pupils many exciting opportunities to see the links between subjects and to develop their skills in reading, writing and mathematics.
- Teachers make it clear to pupils what they are learning, how they will know they have been successful, and what they need to do to improve their work.
- Pupils' behaviour is good. They care very well for one another and say that they feel extremely safe. Attendance is above average.
- The school offers pupils sensitive care and support, and develops well their spiritual, moral, social and cultural awareness.
- Leadership is good overall. The headteacher offers highly effective leadership. He has very skilfully involved all staff and leaders in the development of the new school. There is strong team work and all staff have high aspirations.
- The headteacher and the governing body have an extremely clear understanding of the school's strengths and the few areas where improvement is needed. They know exactly what needs to be done to make the school better still.

### It is not yet an outstanding school because

- There is a shortfall in some teachers' and teaching assistants' confidence and knowledge about teaching mathematics.
- Work for the most-able and middle-attaining pupils is not always hard enough in mathematics.
- The non-fiction writing skills of pupils in Key Stage 1 are underdeveloped.
- The targets for pupils' progress, identified in the school development plan, are not specific enough or closely enough matched to teachers' performance management.
- Leaders do not have a clear enough overview of the progress that pupils make over time.
- There is too little equipment for pupils to play with at breaktime and lunchtime.

## Information about this inspection

- Inspectors held meetings with staff, groups of pupils and the vice-chair of the governing body as well as one other governor. The inspectors also met with a representative from the local authority.
- Inspectors looked at a range of evidence including the school's improvement plan; the school's data relating to pupils' progress; the work in pupils' books and the school's documentation relating to safeguarding.
- Inspectors observed teaching and learning in 23 lessons taught by 13 teachers. They listened to groups of pupils in Years 1, 2 and 6 read. In addition, the inspectors made a number of short visits to lessons.
- One inspector conducted one lesson observation jointly with the headteacher. The inspector also observed the headteacher reporting back to the teacher on his findings regarding the quality of teaching, learning and pupils' achievement in the lesson.
- The inspectors took into account the 23 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents informally and analysed the school's own survey of parents' views.
- Forty-two staff completed questionnaires and the responses were analysed.

## Inspection team

Gordon Potter, Lead inspector	Additional Inspector
Anne Humble	Additional Inspector
Lesley Richardson	Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families, and those children that are looked after by the local authority.
- The proportion of pupils with disabilities or special educational needs supported at school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- There are morning-, lunch-time and after-school clubs which are run by school staff and external coaches.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in English and mathematics.
- The school does not use any alternative provision.
- In Key Stages 1 and 2, pupils are taught in mixed-age classes in Years 1 and 2, 3 and 4, and 5 and 6, although they are set in groups, according to ability, for English and mathematics.
- The school opened in September 2012 as a result of the closure of Ravensworth Junior School and the expansion of Teesville Infant School to primary status.
- The school was originally on two sites. In September 2013, the school came together in a new and partly-refurbished building on the site of the old junior school.
- The headteacher has been in post since September 2012, having been headteacher of the infant school.
- Ravensworth Junior School had been subject to special measures before its closure.

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

- Improve the quality of teaching so that it is outstanding, to further raise standards and rates of pupils' progress, especially in mathematics, by:
  - ensuring that work for the most-able and middle-attaining pupils in mathematics offers appropriate pace, challenge and engagement
  - providing high quality training to develop the knowledge and confidence of some teachers and teaching assistants in the teaching of mathematics and fill gaps in their knowledge
  - improving the skills of Key Stage 1 teachers in developing pupils' writing of non-fiction texts.
- Increase the impact that leaders at all levels have on pupils' attainment and progress, by:
  - ensuring that leaders have a clear overview of the progress pupils are making over time
  - including specific expectations for pupils' progress in the school improvement plan and ensuring that these expectations are closely matched to the targets set for teachers in the management of their performance.
- Provide more play and sports equipment for pupils at breaktime and lunchtime so that they can spend their leisure time more productively.

## Inspection judgements

### The achievement of pupils is good

- While there is a wide range of ability, most children start school with skills that are below those typically expected for their age. Outstanding teaching in the Nursery class and good teaching in the Reception classes help children to make good progress overall in the Early Years Foundation Stage. In 2013, the proportion of pupils who entered Year 1 with a good level of development was in line with the national average.
- In 2013, standards at the end of Year 2 were above average in reading and writing, and average in mathematics. Work in pupils' books and the school's records indicate that pupils in Key Stage 1 are making good progress as a result of the good teaching of reading, writing and mathematics that they receive. Pupils currently in Year 2 are on track to achieve standards which are above average for their age.
- In 2013, standards at the end of Year 6 were average in reading and mathematics, and above average in writing. Pupils made good progress in reading and writing. In mathematics, the progress of middle-attaining pupils had been slow through Years 3, 4 and 5. However, in all subjects, pupils made rapid progress in Year 6 which helped them to catch up quickly on some learning lost in earlier years.
- As a result of good, and some outstanding teaching, pupils are now making faster progress across Key Stage 2 in reading, writing and mathematics. Indeed, standards are rising across school, but are yet to be fully reflected in the national tests at the end of Year 6. Pupils currently in Year 6 are on track to attain standards that are above those expected for their age.
- In 2013, the most-able pupils achieved above average standards, but too few made more than the progress expected of them. The most-able pupils in Year 6 are now making faster progress because there is some excellent teaching and they are usually given work that helps them to increase their skills, deepen their knowledge and attain the higher levels.
- In 2013, almost all of the pupils who were known to be eligible for free school meals made the progress expected of them. This progress has helped these pupils to close the gap between their achievement and that of other pupils in the school. They were one term behind other pupils in the school in mathematics and in line with other pupils in reading and writing.
- Pupils currently in school that are eligible for pupil premium funding, including those pupils who are known to be eligible for free school meals, make similar, good progress overall as other pupils in school in English and mathematics do. This demonstrates that the school spends the funding effectively.
- Disabled pupils and those who have special educational needs make good progress because of the highly effective teaching and support that they receive from teachers and teaching assistants.
- The school is very clearly focused on identifying any pupils who are at risk of falling behind and concentrates on ensuring that all pupils make at least good progress. It has been particularly successful in helping pupils to make up on learning lost in previous years. This clearly shows the school's commitment to promoting equal opportunities and tackling discrimination.
- Inspection evidence shows that pupils make good progress in learning how to read. There is good teaching of how to link sounds and letters and so pupils are able to tackle unfamiliar words. Across the school, there is a consistent focus on reading. Pupils of all ages speak enthusiastically about the books and authors they enjoy when reading in school and at home.

### The quality of teaching is good

- Teaching is good overall with some outstanding teaching of writing and mathematics in the classes for pupils in Year 5 and Year 6. Teachers make it clear to pupils what they are learning and how they will know they have been successful. They question pupils well to check their learning during lessons and to encourage them to develop their ideas.

- For example, the teacher of the class for pupils in Year 6 used a real-life issue to develop pupils' letter-writing skills. Pupils were given time to talk about their ideas and write a detailed plan as a clear framework for their writing. As a result, they made rapid progress in their writing.
- Throughout the school, regular opportunities for pupils to write at length in English and other subjects are helping all groups of pupils to make good progress in developing their writing skills. In Key Stage 1, pupils' skills in writing non-fiction texts are less well-developed than their skills in writing stories and poetry, because the activities provided are not interesting enough.
- In a mathematics lesson for the most-able pupils in Years 4, 5 and 6, pupils rapidly extended their understanding of how to multiply decimals. They made outstanding progress because their work was challenging and they were allowed time to work out difficult concepts for themselves, while the teacher checked their understanding.
- Progress is good in mathematics, rather than outstanding, because the work provided for the most-able and middle-attaining pupils is not always challenging enough. Some teachers and teaching assistants lack sufficient knowledge and confidence to teach some more difficult aspects of mathematics in ways that help pupils to make good progress.
- Pupils' work is marked regularly and it is made clear to pupils how well they are learning. Pupils are given simple and clear advice about how they can improve their work and are given time to act upon that advice.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils say that behaviour has improved significantly in Key Stage 2 this year and that there is very little disruption to lessons. Inspectors agree. This is because the headteacher has set clear expectations for how pupils should behave in lessons and around school. There are clear rules, which pupils have helped to draw up, and teachers consistently apply a fair system of rewards and sanctions.
- When pupils were fully engaged in their work, their behaviour was outstanding. Sometimes when pupils lose interest in what is being taught they do not sustain their concentration. Sometimes, pupils' play is a little boisterous because there is insufficient play and sports equipment to keep them occupied at break and lunchtimes.
- The needs of a very small number of pupils who have significant behavioural problems are managed very well by the school. There have been no exclusions. The school's records of behaviour show that there is very little poor behaviour and any instances are quickly and sensitively dealt with.
- Pupils show maturity and enjoy taking on responsibilities well. The elected school council helps to draw up school rules. It has offered ideas to improve the playground and raises money for charities. The elected head boy and head girl lead assemblies. Pupils also welcome responsibilities as librarians and as sports ambassadors, organising some games for younger pupils.
- Pupils are very polite and very eager to talk about their school. They respect one another, look after one another and work well together. They develop social skills well through involvement in the breakfast-, lunch-time and after-school clubs.
- Allied to the care they show one another, these contributions to the life of the school ensure that pupils' spiritual, moral, social and cultural awareness is developed well.
- The school's work to keep pupils safe and secure is good. Parents and pupils are certain that pupils are safe and happy in school. There are highly effective procedures to ensure that this is indeed the case, with all adults offering sensitive care to pupils.
- As a result, pupils feel extremely safe. They are very aware of different forms of bullying, including homophobic-bullying and racism. They say that there is very little bullying and they are able to solve problems between themselves or by asking 'temper stoppers' or older pupils to help them. The school's records show that instances of bullying are very rare.
- Attendance has improved as a result of actions taken by the school and is above average. This is also because pupils enjoy learning as a result of the many interesting topics they study. They are

very proud of their new school and take care to ensure that their work is well-presented and their handwriting neat.

## **The leadership and management** are good

- The headteacher offers highly effective leadership, and has very high aspirations and expectations for his staff and pupils. He has been highly successful in establishing a new school which has a welcoming, calm, safe and purposeful environment which enables teachers and pupils to thrive and give of their best.
- He has involved all teachers in drawing up the school's policies and procedures. As a result, there is strong teamwork and all staff are strongly committed to the school and its further development.
- The headteacher has a very clear view of the school's strengths and the areas where it needs to improve further. He is supported extremely well by the deputy headteacher who has also played a major part in the school's improvement through her role as a coach to teachers.
- Senior leaders regularly monitor the quality of teaching. They understand what constitutes good teaching, judge it accurately and are extremely clear in their feedback to teachers, who respect and welcome their advice and act upon it. As a result, teaching across the school has improved.
- On-going training for teachers is effectively organised and has been successful in improving teaching and the curriculum. As a result, the rates at which pupils make progress have improved. Standards are rising across school.
- The headteacher and other teachers have clear expertise in using data to measure and evaluate pupils' progress. However, there is not yet a clear overview of the progress pupils are making over time.
- The school improvement plan has appropriate areas for development and there are clear procedures to check its impact regularly and systematically. However, it lacks specific targets for pupils' attainment. While it has general targets for pupils' progress, these are not closely enough matched to the targets in teachers' performance management. As a result, pupils' progress is good, rather than outstanding.
- While there has been no salary progression as yet for teachers in this new school, they are very clear that they will be rewarded only when their pupils have done as well as, or better than, they should have done.
- The new primary school sport funding has been used effectively to develop competitive sports, to use coaches to develop teachers' expertise in teaching physical education, dance and gymnastics, and to introduce new sports, such as netball. Pupils say they enjoy their lessons and teachers welcome the development of their skills alongside the coaches. These are contributing well to pupils' physical development and well-being.
- While the school focuses on developing pupils' basic skills in reading, writing and mathematics, it also provides many opportunities for pupils to write and apply their mathematical skills across different subjects. It builds on pupils' enjoyment of history, art, and science and contributes strongly to their well-developed spiritual, moral, social and cultural awareness.
- The school welcomes the support and advice it receives from the local authority. This has helped to improve the quality of teaching and provided clear advice on personnel and legal issues relating to the establishment of the new school.
- **The governance of the school:**
  - In the past two years the governing body has offered highly effective support and rigorous challenge to the school and helped it to establish itself as a good school. They ensured that only the best teachers were appointed to the new school. The Chair and vice-chair offer clear leadership and all governors are very knowledgeable about the school. They have clear systems to monitor the quality of teaching, the achievement of pupils and the curriculum and teachers' performance management. They receive clear information about how the pupil premium funding and the new primary school sports funding are allocated and are very knowledgeable about their impact. They ensure that the school fulfils its statutory

responsibilities for safeguarding. All staff have been vetted and are trained appropriately to keep pupils safe and free from harm. The oversight of the new building and the budget are managed extremely well. As a result, teaching, pupils' achievement and behaviour, and school leadership, are good.

## 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

<b>Unique reference number</b>	111602
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	421039

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	336
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alec Smithson
<b>Headteacher</b>	Christopher Colegate
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01642 452806
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