

Egglescliffe Church of England Voluntary Controlled Primary School

Butts Lane, Egglescliffe, Stockton-on-Tees, County Durham, TS16 9BT

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Egglescliffe Primary School is a good and improving school. Leadership at all levels has been strengthened and there is a shared sense of vision and a strong sense of teamwork.
- Pupils make good progress from their starting points and reach above-average standards in reading, writing and mathematics by the time they leave the school at the end of Year 6.
- The quality of teaching is good and, during this inspection, examples of outstanding teaching were seen. The headteacher's highly skilled leadership and management of teaching has energised the staff, enabling pupils of all abilities and needs to achieve well.
- In the best lessons, pupils display high levels of independence and self-motivation and the sharp use of information from checks on pupils' progress means that the tasks they are given build carefully on their prior learning.
- Pupils justifiably feel safe and well looked after. They behave well and enjoy coming to school as demonstrated by their above-average levels of attendance.
- Leaders have an accurate view of the school's strengths and areas for continued improvement. School leaders, including governors, are decisive and effective in identifying what needs to be done to achieve their high aspirations for the school.

It is not yet an outstanding school because

- There is not enough outstanding teaching to make achievement outstanding. The most successful practice is not yet shared consistently across all classes. This means that some pupils are not challenged sufficiently to achieve more highly.
- Pupils' standards in reading is not as high as standards seen in writing and mathematics.

Information about this inspection

- The inspectors observed 14 lessons, one of which was a joint observation with the headteacher.
- They observed pupils at playtime and lunchtime, listened to pupils from Years 2, 4 and 6 read and spoke to two different groups of pupils. They also carried out a scrutiny of pupils' work.
- Meetings were held with staff, the senior leadership team and governors. The lead inspector also met a representative from the local authority.
- Inspectors looked at assessment information, the school's improvement plan and self-evaluation documentation, a range of policies including safeguarding policies and governing body documentation.
- There were 56 responses to the on-line questionnaire (Parent View) at the time of the inspection. These views were taken into account by inspectors as were the views of the parents who spoke to inspectors, together with the results of the school's own questionnaire to parents.

Inspection team

Alan Sergison, Lead inspector	Additional Inspector
Greame Clarke	Additional Inspector

Full report

Information about this school

- This is smaller than the average sized primary school.
- A new headteacher was appointed in April 2011 following a period of instability in the senior leadership of the school. There have also been a significant number of other staffing changes, including the appointment of a new deputy headteacher in January 2013.
- The proportion of pupils who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils who are known to be eligible for the pupil premium (additional funding available to the school to support pupils eligible for free school meals, those looked after by the local authority or who are the children of members of the armed forces) is below average.
- The school meets the current floor standards, which set out the government's minimum expectations for pupils' attainment and progress.
- The school has external awards such as Healthy School Status, the Eco-Award and the Basic Skills Quality Mark.

What does the school need to do to improve further?

- Increase the percentage of outstanding teaching to raise pupils' achievement further by:
 - sharing more widely the very best practice found in the school so that teachers can learn from each other and all pupils are suitably challenged
 - maintaining a brisk pace for learning in all lessons
 - giving pupils time to address the areas for improvement identified in teachers' marking
 - consistently checking how on well pupils are making progress and using this information to plan the right next steps in their learning
 - providing more opportunities for pupils to work by themselves.
- Speed up the rate of progress pupils make in reading so that it equals that in writing and mathematics by:
 - ensuring that information from assessments of pupils' reading skills is used effectively to inform teaching
 - providing opportunities for pupils to use and apply their reading skills in a range of contexts across the curriculum.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills broadly typical for their age. They settle quickly and soon become confident and happy in a very positive atmosphere. They are eager to learn and develop good skills of working on their own and with each other. They make good progress acquiring basic learning skills in the setting, but skills in communication, language and literacy are not yet as strong as those in other areas.
- Good progress continues over time, so that by the time pupils leave the school, standards are above average in reading, writing and mathematics. Standards achieved in reading however, are not yet as strong as those in the other two areas. Pupils would benefit from further opportunities to develop their reading skills across the curriculum.
- In most lessons, pupils make good progress and on occasion they make outstanding progress. However, in a few lessons, pupils' progress slows because the pace of the lesson slows or because the work they are given does not build well enough on information about their prior learning.
- Very good systems are now in place to make checks on the progress that pupils are making to ensure that they all have the opportunity to perform equally well. Rigorous scrutiny by senior leaders ensures that where there are any gaps in knowledge, these are dealt with by way of extra work or additional groups. These regular checks ensure that any pupils in danger of falling behind are quickly identified and their needs swiftly addressed.
- School leaders use the pupil premium funding well to target support for individuals and small groups of pupils who need the most help. This is proving to be very effective and, as a result, the progress of these pupils is improving. Consequently, previous gaps in their results, including those known to be eligible for free school meals, compared to their peers are closing and they perform better than pupils in receipt of this support nationally.
- The majority of Year 1 pupils demonstrated or exceeded the level of expected skills in linking letters and sounds in the most recent test, showing good progress. Pupils say that they enjoy reading and they can discuss and give opinions about what they have read. For example, children in the Early Years Foundation Stage made excellent use of time when they were encouraged to recall, predict and make inferences when listening to a story during their snack time.
- Disabled pupils and those who have special educational needs make good progress. This is because teachers and other adults support them very well in lessons and provide work and learning materials best suited to their learning needs.

The quality of teaching

is good

- Inspection findings confirm the school's view that teaching is good. On occasion, it is outstanding.
- The close checks made on the quality of teaching and high expectations of performance by senior leaders, have ensured increased consistency in the quality of teaching and has had a strong impact on pupils' rates of progress. In the very best lessons, teachers engage pupils in assessing and improving their own work, encouraging them to make full use of their skills in working by themselves. Not all teachers promote these skills as strongly however which results in pupils making overall good and not outstanding progress.
- Teachers and other adults have very positive relationships with pupils and manage their behaviour very well. As a result, lessons are calm, orderly and well-focussed and pupils work hard and make good progress.
- Teachers explain new ideas well and often make good use of interactive whiteboards to clarify them and to engage pupils. They give them interesting things to do so they enjoy lessons and concentrate well. Only when the pace of lessons slows on occasion, does pupils' interest wane.
- In the most successful lessons, teachers' questioning skills are finely honed and are used well to

deepen and extend learning. This was very evident in a successful Key Stage 2 literacy lesson when pupils were asked to write their own quest adventures and to create different reading pathways through the developing story. The teacher used pupils' replies to build on their knowledge and understanding and extend their vocabulary. In these most successful lessons, teachers made very good use of 'talking pairs', allowing pupils to discuss and clarify their understanding and to involve them in assessing their own work.

- In the less successful lessons, the opportunities to develop pupils' skills in working on their own were, on occasion, missed and learning did not always build on an accurate assessment of where pupils were in their learning, particularly in reading activities.
- Pupils' social, moral, spiritual and cultural development is good. There are well-established routines and high expectations. Pupils respect the views of others and clearly feel safe to respond openly to challenging teacher's questions. This was clearly demonstrated in confident oral responses by pupils in a successful French lesson observed. Activities such as in the Cultural Awareness Week also make a significant contribution to this aspect of the school's work.
- In all classes, teachers' marking of pupils' work is good. Day-to-day marking helps pupils to understand what they need to do next in order to improve their work and move to the next stage of their learning. However, pupils are not always given sufficient time to respond to the teacher's comments in their marking to benefit fully from it.

The behaviour and safety of pupils

is good

- Pupils behave very well in lessons and around school. The behavioural records confirm that this is the case over time too. Pupils play and work together harmoniously. They say that they feel safe and well cared for by the adults in the school. They are extremely polite and confident, and very welcoming. All staff and the majority of parents support this view.
- The vast majority of pupils have exemplary attitudes to learning. They are keen to do well and take great pride in their work. They concentrate and persevere in completing the work set for them. Only on rare occasions, when activities lack challenge, does pupils' concentration wane.
- Routines are well established in the Early Years Foundation Stage. The children show consideration for each other, take turns and share equipment. These qualities that are learnt at an early age carry on through the school as they grow older.
- Pupils are aware of the different types of bullying, such as emotional and internet bullying, and know how to keep themselves safe in a variety of situations. Pupils trust staff and expressed confidence that they will listen to their problems and act upon their concerns. As one pupil remarked, 'if you need help, it is always available'.
- Attendance is above average and improving. This is the result of the high priority given by the school to encouraging good attendance and reflects the fact that pupils enjoy coming to school.
- These positive views were very well summed up in the words of one pupil: 'We are not just a school, we are one big family. We look after one another.'

The leadership and management

is good

- The headteacher has provided strong and determined leadership to ensure rapid improvements in the school occur in a short space of time. The focus has rightly been on a rigorous programme of making improvements in the quality of teaching. This programme has been successful and the improved teaching has led to good progress by pupils. Decisions about pay rates are based on the quality of teaching.
- Teachers are given clear steps for improvement. Staff views, expressed in discussions and in their response through their questionnaires, indicate clearly that they appreciate the support they are given by senior leaders and they enjoy working at the school. They value the training organised for them to aid further improvements in their practice. Senior leaders have not yet

ensured that the best practice found in the school is more widely shared so that teachers can better learn from each other.

- The school works hard to foster good relationships with parents and the majority of parents agree that the school takes good care of their children and provides well for them. When issues are raised, the school endeavours to respond to these in a spirit of partnership.
- The curriculum is well organised, with an appropriate focus on developing pupils' basic skills in reading, writing and mathematics.
- A range of educational visits and visitors to school enrich learning. For example, pupils benefit from visits to school by visiting theatre groups and educational visits to Bede's World and Barley Hall in York. Older pupils have the opportunity to participate in a residential outdoor learning experience at Marrick Priory. A range of extra-curricular activities also enhance the learning experience available to pupils.
- The school has valued the good quality support from the local authority, particularly in helping to secure the rapid improvements in the quality of teaching.
- **The governance of the school:**
 - Governors have an accurate view of the school's strengths and areas for improvement and are working closely with staff to make the school even better. They have a good knowledge of the quality of teaching in the school, how it has improved and the steps being taken to improve it still further. They have a good understanding of performance data as this is shared with them through the headteacher's report. The school is well placed to improve further. Governors have a good understanding of how the pupil premium has enabled small-group work and one-to-one adult support to help pupils achieve well. They check that funds have been used successfully. They also support the senior leadership team very well in ensuring that staff pay reflects their effectiveness and ensure that performance management systems are rigorously implemented. Governors ensure that safeguarding arrangements meet requirements and that all pupils are treated equally and that there is no discrimination. Governors also have the opportunity to attend professional training to improve their practice further.

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	111671
Local authority	Stockton-on-Tees
Inspection number	403157

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Tracy Jones
Headteacher	Mary Cook
Date of previous school inspection	14 September 2007
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