

# Errington Primary School

Windy Hill Lane, Marske-by-the-Sea, Cleveland TS11 7BL

<b>Inspection dates</b>	20–21 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leadership has improved since the last inspection because of the determination of the whole school community to enhance teaching and learning.
- The new headteacher is passionate for the pursuit of excellence for her pupils and staff. She gives an extremely clear lead on school improvement.
- Governors are now carrying out their role with an effective balance of challenge and support to school leaders.
- Pupils in all key stages are making good progress.
- Teaching is good. A busy, purposeful atmosphere permeates the school, allowing learning to flourish.
- Staff know the pupils well. They are particularly skilled in teaching lessons in phonics (the sounds that letters represent) and numeracy tailored to pupils' individual needs.
- Behaviour is good. Pupils are not afraid to make mistakes because of the school's 'can do' approach and are encouraged to have high expectations.
- The curriculum is planned well and the use of specialist teachers in music and sports contributes well to pupils' spiritual, moral, social and cultural development.  
Pupils' safety is paramount. Rigorous systems are in place to keep pupils as safe as possible.
- Leaders make effective use of the pupil premium to strengthen disadvantaged pupils' academic achievement and their personal development and well-being.
- Children in the early years achieve well because teaching is good.

### It is not yet an outstanding school because

- Middle leaders are not fully using the range of information available to them to measure the impact of improvements in the areas they lead.
- Teachers do not consistently plan tasks that challenge most-able pupils to apply their skills in writing and mathematics to show their understanding.
- The early years outdoor environment does not provide children with the same quality of provision for communication, language and literacy as that found indoors.

## Full report

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

- Improve the quality of teaching by making sure that teachers consistently plan tasks which challenge the most able pupils to apply their writing and mathematics skills to show their learning.
- Extend the skills of middle leaders so they use the range of information available to them to measure the impact of improvement in the areas they lead.
- Improve the good-quality provision in the early years by developing the outdoor environment to provide greater opportunities for children to develop their communication, language and literacy skills.

## Inspection judgements

### Effectiveness of leadership and management is good

- The school has improved since the last inspection. Since taking up her post, the headteacher has worked tirelessly to bring about improvements. She is held in high regard by governors, the staff, parents and also in the wider community. Leaders share her aspirational vision of how good they want the school to be and this, coupled with more effective governance, has resulted in improvements in all areas.
- What works well and what must be improved are constantly evaluated. Staff have to account for pupils' progress at regular meetings with senior leaders. The introduction of the new system for tracking pupils' progress has significantly improved the recording of assessment and the quality of discussions around the individual progress pupils are making. Teachers quickly identify those pupils who are making slower progress and support them with high-quality interventions. Consequently, progress is accelerating securely across the school.
- Systems for checking the quality of teaching are now regular and rigorous. Senior leaders regularly collect information from lesson observations, scrutiny of pupils' books and the analysis of assessment information. However, some middle leaders are less effective in making a difference to their areas of responsibility. They are currently strengthening their roles to provide senior leaders with information that measures the impact of improvements to ensure that pupils secure good or better outcomes.
- Leaders regularly check staff performance to help individuals improve their practice and build on their strengths. They quickly deal with any underperformance and leaders ensure that only good or better teaching is rewarded. The morale of the staff at the school is high because they feel valued and have a shared vision of providing the highest standards of education and care for the pupils.
- The curriculum, including in the early years, motivates learning and sustains pupils' interests well. It is supported effectively by creative and sporting activities, visitors to school and cultural trips to France. Leaders make sure that pupils are well prepared for life in modern Britain. Pupils learn about people from different backgrounds and faiths through discussions, for example, with a visitor from Ghana. They learn about key events in British history, such as the world wars.
- The school's strong, caring ethos effectively supports pupils' personal development and well-being. Pupils of all ages have a clear understanding of the importance of mutual care, tolerance and respect. Provision for pupils' spiritual, moral, social and cultural provision spans the curriculum effectively.
- Leaders make good use of the primary sports funding to develop pupils' skills and well-being. There has been an increase in the range of sports available to pupils through after-school activities. An increasing number of pupils are participating in sports activities and the school has had success at inter-school sports events in swimming.
- The school uses the pupil premium well to support disadvantaged pupils in their personal and academic development. As a result, gaps in performance between them and other pupils are closing. Leaders have made a priority of using additional staff to give high levels of one-to-one support and small-group work for pupils at risk of falling behind. This is very effective because staff are well trained, have strong subject knowledge and recognise their contribution to achievement across the school.
- Pupils get a secure, happy start to their learning and progress well due to the good leadership in the early years.
- Leaders have used the support well from the local authority and the Landmark Teaching Alliance, which have provided effective challenge and guidance. This support has rightly reduced significantly as the school has improved.
- **The governance of the school**
  - Governance has improved since the last inspection as governors know the school well. They are committed to creating a caring school where children learn about important values. Their contribution has strengthened since the last inspection as a result of attending training courses.
  - Governors require and receive useful information from the leadership team about the performance of the school. Their high expectations for the quality of teaching mean they have been careful to appoint the best teaching staff they can.
  - Governors carry out the performance management of the headteacher effectively and know how staff are helped to develop their skills.
  - Governors are able to check how well the school is doing because they receive regular updates about pupils' progress (including those eligible for support from the pupil premium), staff performance and

the views of parents.

- The arrangements for safeguarding are effective. Staff have all received training in child protection procedures, records are kept meticulously and any concerns are followed up rigorously. Leaders work in partnership with parents to keep them informed about the importance of keeping their children safe online, including the appropriate use of social media. Staff and governors receive regular training which includes the dangers for pupils of radicalisation, extremism, domestic violence and exploitation.

## Quality of teaching, learning and assessment is good

- The skilful staff have worked with passion to improve the school since the last inspection. Following the headteacher's lead, they are committed to helping all pupils achieve their best. Staff respond well to challenges and have eagerly responded to carrying out new ideas. Consequently, teaching is consistently good in all classes.
- Staff manage behaviour extremely well. They have a range of ways to make sure that all pupils feel fully supported and valued. They expect pupils to contribute to class discussions and to respect the views of others. Staff create a 'have-a-go' culture where pupils are happy and feel confident.
- Since the previous inspection, marking and feedback have significantly improved, as all teachers follow the school's policy consistently. This frequently helps pupils know what they are doing well and what they need to achieve next. Pupils have become increasingly confident in identifying how to improve their work and regularly write comments to support each other on what they should do next.
- The teaching of phonics and of reading is good. Staff provide plenty of extra support for those pupils at risk of falling behind, and give pupils the right level of challenge to help them to do well. Books and stories play a major part in learning across a range of subjects and topics to kindle pupils' interest and aid their enjoyment.
- The most able pupils are progressing well in their reading, writing and mathematical skills. However, in some lessons, tasks are not sufficiently challenging for pupils to apply their writing and mathematical skills to show the depth of their understanding and knowledge.
- Learning is often enjoyable and the use of interesting resources, such as a video on dragons, engages pupils well so that they are eager to use their ideas in their writing. A parent said, 'All the staff work very hard to make learning exciting and engaging. They are doing a fantastic job.'
- Pupils find completing homework helpful. A group of pupils said that they were proud of their homework because their mathematics problems were correct and they learned their spellings.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The school is a warm and welcoming place. Pupils have a love for their school and say they feel safe and happy because they like the adults who always help and listen to what they have to say. A group of pupils said, 'We have a sensational school with terrific teachers.'
- The curriculum and daily routines support pupils' personal, social, emotional and physical well-being very well. However, in some lessons, the most able pupils have too few activities that challenge them or build their self-confidence.
- Pupils have a good understanding of different forms of bullying, including cyber bullying. They are able to tell adults how they can stay safe when using the internet. For example, a group of pupils were able to explain to the inspector that they would not give their personal information over the internet.
- Pupils strive to do their best and take pride in their achievements. For example, they were proud of their model volcanoes, newspaper work on rivers and First World War computer work. They regularly receive recognition for working well in their lessons and the consideration they have given to others.
- Staff work with therapists and other healthcare professionals to make sure that they meet pupils' medical and physical needs effectively. They receive appropriate training and pick up support and guidance from other professionals in how to provide good-quality care to the pupils.
- Leaders' records of behaviour incidents show that bullying is rare. Nevertheless, adults take appropriate action and make accurate records so that they intervene at an early stage.

## Behaviour

- The behaviour of pupils is good. Pupils are well mannered, polite and self-assured. They conduct themselves around the school well and staff deal with any lapses.
- Pupils' overall attendance is good and currently above the national average. This is because the school's leaders have strengthened links with parents and help them to understand the effect of poor attendance on their children's achievement.
- In lessons, pupils are keen to learn and they respond well to instructions. The majority of pupils work hard to complete tasks and enjoy lessons.

## Outcomes for pupils

### are good

- Staff build on the good start children make in the early years effectively as pupils move through the year groups. They make good progress from their different starting points in reading, writing and mathematics.
- Leaders ensure the accuracy of judgments about pupils' attainment and progress through making regular checks on teachers' assessments. They do this within school and also across a local cluster of schools.
- In 2015, the proportion of pupils achieving the national expectation in the phonics check in Year 1 improved on the previous year and was above average. Additional training and a consistent approach to the teaching of phonics by teachers and teaching assistants is having a positive impact on pupils' understanding of how to use their skills in reading and writing.
- In Year 2, the proportion of pupils reaching the expected standards has continued to improve since the last inspection with the majority of pupils making the expected standard in reading and mathematics. Standards in writing have also improved but not as rapidly as in reading and mathematics. This represents good progress from pupils' starting points.
- At the end of Year 6 in 2015, standards were average in reading and above the average in mathematics. In writing, the majority of pupils made the expected standard. This represented good progress from pupils' starting points.
- Pupils are helped to do well in mathematics because lessons are challenging and teachers provide work that motivates them to learn. Pupils do well in reading and writing because those pupils in danger of falling behind receive frequent help to improve.
- In 2015, the most able pupils reached higher levels of attainment in reading, writing and mathematics by the end of Year 6. Currently, the most able pupils are making good progress in reading. However, in mathematics and writing, teachers sometimes do not provide enough challenge for pupils in the tasks they set.
- Disadvantaged pupils and those pupils at risk of falling behind progress as well as other pupils in school and better than others nationally. Currently, their work in reading, writing and mathematics shows their progress is good due to the good teaching and support they receive. As a result, gaps in attainment between them and their peers are closing.
- Pupils who have special educational needs or disability achieve well because their needs are identified early and they receive the right level of support in lessons when working in small groups, often with highly skilled support assistants.
- Pupils are increasingly well prepared to move onto the next stage of their education. More are reaching the standard expected of them and they are given good support to develop their social and emotional skills to deal with the changes of moving to a new school.

## Early years provision

### is good

- School assessment information and observations show that children are making good progress from their different starting points.
- In 2015, the proportion of children who made a good level of development by the end of Reception was above the national average. This year the proportion of children predicted to reach the expected standard is also expected to be favourable. Consequently, an increasing number of children are prepared well to start Year 1. Improved assessment systems ensure that as children move into Year 1, staff are aware of what areas of learning children need to continue to develop.
- Leadership and management of the early years are good. There is a common vision across the staff for

bringing about improvement. Leaders have accurately identified the priorities for improvement and the actions which have been taken to achieve them have been very successful.

- The quality of teaching is good across Nursery and Reception classes. Through the use of effective questioning by adults, children are encouraged to make decisions about their learning and explain their reasoning. They enjoy working outside, where they can choose to build a farm or have exciting activities such as meeting two ducklings. There are many activities that develop children's skills well in communication, language and literacy in the classroom. However, there are too few activities outdoors designed to improve children's outcomes.
- Children have daily sessions learning letters and sounds, and quickly recognise initial letters and sounds ready for early reading. Staff use favourite stories effectively. For example, the children knew 'The three little pigs' and excitedly described the fox as 'puffing' and 'sneaky'.
- Children behave well and settle quickly. They take a keen interest in the tasks provided and are motivated to learn. Children mix with each other and share resources well. They learn to follow instructions and understand daily routines. Children listen to adults and readily contribute their ideas. Staff have high regard for children's welfare and children learn how to behave safely.
- Staff assess and record information in each child's 'learning journey' booklet to check that all groups are progressing well and to see where extra help may be needed. Teaching assistants contribute well to children's good start in school.

## School details

<b>Unique reference number</b>	111655
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	10011973

This inspection 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>	247
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stan Glover
<b>Headteacher</b>	Sharon Robinson
<b>Telephone number</b>	01642 482002
<b>Website</b>	<a href="http://www.erringtonprimary.co.uk">www.erringtonprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:head@errington.rac.sch.uk">head@errington.rac.sch.uk</a>
<b>Date of previous inspection</b>	12–13 February 2014

## Information about this school

- Errington Primary is a smaller than average-sized primary school. Pupils are taught in mixed-aged classes in Reception and Years 1 and 2 in the school.
- The vast majority of pupils live in Marske-by-the-Sea village and are of White British heritage.
- The proportion of pupils who have special educational needs or disability is above average.
- The proportion of pupils who are supported by the pupil premium is below the average. The pupil premium is extra government funding to support the education of pupils who are known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils entering the school at other than usual times is lower than in most schools.
- The school meets the government's current floor standards, which set minimum requirements for pupils' attainment and progress by the end of Year 6 in reading, writing and mathematics.
- The headteacher has been in post for one year.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- The inspection team observed teaching and learning in all classes with the headteacher. In addition, short visits were made with the headteacher to classrooms to observe the teaching of numeracy, phonics, writing and grammar, punctuation and spelling.
- Pupils in Reception, Year 1, Year 2 and Year 3 read to an inspector.
- The inspectors spoke to pupils about their school, observed pupils' conduct around the school and looked at work in their books.
- Discussions were held with the headteacher and teachers with responsibility for English and mathematics, the early years and special educational needs. They also spoke to the governing body and had a meeting with representatives from the local authority and the teaching alliance.
- The inspectors took account of the 46 responses to Ofsted's online questionnaire, Parent View, and parents' comments on Freetext.
- Questionnaires from 30 staff were considered.
- The inspectors examined a range of documents, including the school's own systems for the tracking of pupils' progress, school evaluations, safeguarding documentation and policies, and records of attendance.

## Inspection team

Ann Muxworthy, lead inspector

Ofsted Inspector

Zoe Westley

Ofsted Inspector

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