

# Nunthorpe Primary School

## Inspection report

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<b>Unique Reference Number</b>	111594
<b>Local Authority</b>	Redcar and Cleveland
<b>Inspection number</b>	288997
<b>Inspection dates</b>	7 June 2007
<b>Reporting inspector</b>	Mr Keith Bardon

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

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<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 on roll</b>	
School	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr K Taylor
<b>Headteacher</b>	Mr D D Welsh
<b>Date of previous school inspection</b>	February 2003
<b>School address</b>	Swan's Corner Guisborough Road Nunthorpe Middlesbrough TS7 0LA
<b>Telephone number</b>	01642 315508
<b>Fax number</b>	01642 327113

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Nunthorpe Primary School is an average sized school on the outskirts of Middlesbrough. The social and economic background of the pupils is wide but broadly average overall. Around two thirds of pupils live outside the school's immediate catchment area. Most pupils are from White British families and there are very few whose first language is not English. The proportion of pupils with learning difficulties and/or disabilities is average. On entry, children's attainment is typical of the age group. The school has achieved a number of national awards including ActiveMark, ArtsMark Gold and Healthy School. Before- and after-school care is available to pupils.

## Key for inspection grades

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

## Overall effectiveness of the school

**Grade: 2**

This is a good school which provides pupils with a well-balanced education that helps them to make outstanding progress in their personal development. 'I am continually impressed with Nunthorpe's whole-child approach; very happy school, very happy child, very happy parent', is typical of the positive views many parents hold. Pupils are equally positive, describing the school as a fun place to be, with staff who are caring and helpful. Leaders are forward-thinking and are constantly looking for ways to improve provision. The school's evaluations of how well it is performing are accurate and areas for development focus well on its most pressing needs. As a result of the steps already taken, standards are rising and future plans put the school in a good position to continue this trend.

Pupils' achievement is good and standards are above average. Colourful and lively provision in the Foundation Stage gives pupils an enthusiasm for learning from the outset. Good teaching and learning throughout the school build on this secure start so pupils make good progress in all year groups. Pupils with learning difficulties and/or disabilities make good progress because they are supported by an effective team of staff. The inspection focused on progress at the higher levels in English and mathematics. New procedures for teaching English, introduced three years ago and sustained, have raised pupils' attainment. The outcomes from this year's national assessments for Year 2 pupils have still to be verified but interim results point clearly towards improved standards in both reading and writing. Results in the national tests taken in Year 6 in mathematics in 2006 were satisfactory, but lower than in English because far fewer pupils attained at the above-average level. Some development has taken place since then which is raising standards in mathematics but there is scope for further improvement, particularly in the achievements of higher ability pupils. Pupils attain well in science because they develop a good understanding of how and why things happen as they do. Although there was insufficient time during the inspection to go into too much detail, the colourful and varied art work around the school and the successes the school achieves in sports events show that good standards are broadly based.

Pupils' enjoyment of school was highly evident throughout the inspection, from the enthusiastic way they entered at the start of the day to the thoughtful contribution they made to assembly at the end. They talked to the inspector sensibly and maturely, showing good insight into why Nunthorpe was a good school. Pupils in Year 2 were keen to say how much pleasure they gained from talking to older pupils, for example, by sharing a table at lunchtime. They described how this and other arrangements help everyone to get along well together. Those pupils spoken to had no concerns about bullying or the behaviour of others. The behaviour seen both in and out of lessons was exemplary. Pupils listened very carefully to staff and set about the tasks they were given with a will. In the playground, they organised games for themselves and played happily together.

The school has extensive outside equipment which is much appreciated by pupils, particularly so because they had an input into the provision through the school council. The class representatives take their responsibilities very seriously and pupils show very good appreciation of the importance of making decisions collectively. The

school provides many opportunities for physical activity which pupils take up readily. These, along with a clear understanding of the importance of a sensible diet, give pupils an excellent appreciation of how to maintain a healthy lifestyle. As they move through the school, pupils acquire a wide range of academic and personal skills that give them a firm foundation for future learning and life. Year 6 pupils, who will shortly be transferring to secondary school, are confident that they will do well and say that they feel fully prepared. Pupils' spiritual, moral, social and cultural development is outstanding. They develop into self-confident individuals with clearly defined social and moral values. Many opportunities to celebrate their own culture and that of others provide pupils with a broad appreciation of the richness of the world around them.

Leadership and management are good. The school is led with enthusiasm and drive by the headteacher. He is supported well by senior members of staff and together they form an effective team. The responsibilities delegated to each member of the team reflect their experience and expertise, enabling the work of the school to be managed successfully and measured thoroughly. Initiatives to bring about improvement are carefully planned and implemented, ensuring that the school is continually moving forwards. The school collects and utilises detailed information about pupils' progress but the targets set for their performance in the national tests are not always representative of their capabilities. For example, in 2006, the proportion of pupils attaining the higher level in the English test was well above the target, while in mathematics the reverse was true. This limits the effectiveness of the targets as management tools to challenge pupils and promote further improvement. Governors play an active part in the life of the school and know well its strengths and areas for development.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, personal development and well-being and leadership and management, gathering evidence from the school's self-evaluation (SEF), national published assessment data and the school's own records, policies and minutes, observation of lessons and pupils' behaviour outside of class, interviews with senior members of staff, governors and pupils, and the parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

### **What the school should do to improve further**

- Raise standards further in mathematics by Year 6, particularly those of higher ability pupils.
- Make better use of the information available to set the pupils challenging targets that accurately reflect their capabilities.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</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>	<b>2</b>
The quality and standards in the Foundation Stage	<b>2</b>
The capacity to make any necessary improvements	<b>2</b>

### Achievement and standards

<b>How well do learners achieve?</b>	<b>2</b>
The standards <sup>1</sup> reached by learners	<b>2</b>

### Personal development and well-being

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

### The quality of provision

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

### Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>2</b>
Do procedures for safeguarding learners meet current government requirements?	<b>Yes</b>
Does this school require special measures?	<b>No</b>
Does this school require a notice to improve?	<b>No</b>

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

**Annex B**

8 June 2007

Dear Pupils

**Inspection of Nunthorpe Primary School, Middlesbrough, TS7 0LA**

Thank you very much for the very friendly welcome you gave me when I visited your school. Although I was with you for only one day, I thoroughly enjoyed finding out about the interesting things you do. A special thanks to those who talked with me about the school.

You told me that Nunthorpe is a good school and I agree with you. There were lots of things I liked about your school. It is clear that you are happy there and enjoy learning new things. Right from Nursery through to Year 6 you make good progress and the standard of your work is good. When I visited lessons I was very pleased to see everyone working hard and listening carefully to the teachers. You obviously get on well with the staff and each other and the school has a lovely atmosphere. It is important that you feel you can approach any member of staff if you have a problem or if something is troubling you.

I think the way you mature and grow into sensible and confident young people is outstanding. I was particularly pleased to hear Year 6 pupils say that they feel they will do well at secondary school. I enjoyed assembly very much and was very impressed with your thoughts on 'Why it is good to be me'. They showed that you consider important things carefully.

While I was in school I pointed out a few things that I felt would help to make it even better. These are the things I suggested.

- Help more of you to reach the higher level in mathematics. You can help by always using what you know to the best of your ability and trying your best to solve mathematical problems for yourselves.
- Make sure that the targets the school sets for the Year 6 test results match what you are capable of.

Thank you once again for a very enjoyable day and I wish you lots of luck in the future.

Yours sincerely

**Keith Bardon**  
Inspector