

# Town End Primary School

## Inspection report

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<b>Unique Reference Number</b>	108779
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	309797
<b>Inspection date</b>	24 January 2008
<b>Reporting inspector</b>	Graeme Clarke

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	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jeanette Clenell
<b>Headteacher</b>	Ms Teresa Laybourne
<b>Date of previous school inspection</b>	1 June 2004
<b>School address</b>	Borodin Avenue Sunderland Tyne and Wear SR5 4NX
<b>Telephone number</b>	0191 5536996
<b>Fax number</b>	0191 5536997

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the Foundation Stage
- standards and achievement, especially in the Foundation Stage and Key Stage 1
- the way the school uses targets to promote pupils' progress in English and mathematics
- the achievement of pupils across the school and the impact of the curriculum and teaching on learning
- the progress of all pupils across the school and the impact on standards of the above average proportion with learning difficulties and/or disabilities
- the effectiveness of leaders and managers in maintaining the high levels of achievement across the school.

Evidence was gathered from lesson observations; looking at pupils' work; assessment information; documents; and interviews and discussions with staff, a governor and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found much evidence to confirm that the school's own evaluations are justified, and these have been included in the report.

## Description of the school

This average size primary school serves families in the north of Sunderland. The locality is very disadvantaged in terms of its socio-economic character. A well above average proportion of pupils take free school meals. The number of pupils with learning difficulties and/or disabilities is also well above average although an average number have a statement of special educational need. Almost all pupils are of White British heritage and none are learning English as an additional language. The school has gained awards from the Investors in People and achieved official recognition as a Healthy School. The quality of its sports provision qualifies the school for the Activemark and it has gained the Basic Skills Quality award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Town End Primary is an outstanding school in which pupils make excellent academic progress and reach outstanding levels of personal development and well-being. The school is so successful because of the very effective leadership of the headteacher and the senior team, and the way that the whole staff work together to promote a caring ethos and uphold their belief that every child matters. The school works extensively with parents to encourage them to contribute to their children's education. The overwhelming majority of parents hold the school in the highest regard. One of their comments typified their views: 'My child has achieved very high standards in the school. He is polite towards children and teachers, and he respects everything around him. While in school I and my husband have seen the difference in our child....' Pupils are also full of praise for the school and like it just the way it is. Very high levels of pastoral care ensure that the pupils reach outstanding levels of spiritual, moral, social and cultural development. Excellent assemblies, after-school clubs, a varied programme of visitors and visits all play a vital part in their development.

The school is very successful in developing amongst pupils a very positive outlook on life, a desire to care for others and good levels of maturity. Pupils act sensibly in classrooms and in the communal parts of the school. Their behaviour is impeccable and pupils contribute enthusiastically to lessons and school life. Despite considerable challenge in life, pupils' attendance is above average because they thoroughly enjoy coming to school. Pupils know the importance of good health and fitness and many take part voluntarily in sports and other activities. They help enhance the school and the local community. For example, they take pride in their contribution to school life as school councillors and value the buddy system which supports other pupils and minimises bullying. Pupils promote charitable work to help worthy causes and this contributes to their excellent awareness of business and enterprise. The pupils' positive attitudes and advanced levels of moral and social development prepare them very well for their future.

After starting school in the Foundation Stage with levels of development that are much lower than typical for their age, pupils make excellent progress. In recent years, the school's achievement has been amongst the top five percent of similar schools nationally. By the end of Year 6, pupils reach standards that match the national average. This represents very good achievement given the pupils' starting points and the high proportion with learning difficulties and/or disabilities. In Key Stage 1, pupils make good progress overall, accelerating noticeably in Year 2. In 2007, standards were below average mainly because pupils struggled with reading. Given the relatively low starting points to Year 1, pupils achieved very well. In Year 6, standards in 2007 were average in English, mathematics and science. Raising standards is the school's top priority and its initiatives to support these pupils are paying dividends. It diligently analyses pupils' progress each term and accurately identifies anyone at risk of falling behind. Very good support for the high number of pupils with learning difficulties and/or disabilities enables them achieve exceptionally well. Most pupils currently in Key Stage 2 are making very good progress and especially so in writing and mathematics as a result of the school's concentration on these areas. The school recognises that pupils could do better in reading, particularly in Key Stage 1.

The pupils' excellent achievement is a result of the very good quality of teaching coupled with a rich and exciting curriculum that inspires them to learn. Teachers ensure pupils know the purpose of lessons and what they are expected to learn. Teachers and assistants work very well

together to give support which ensures that all pupils, including those with learning difficulties and/or disabilities, to fully participate in lessons. Each term in Key Stage 2, teachers carefully set targets in English and mathematics that challenge each pupil to reach higher standards. Marking congratulates pupils on their accomplishments. It usefully shows where they are successful in meeting the standards expected and gives pupils guidance about how they can improve their work.

Leadership and management are excellent and ensure that pupils do very well. Governors have a close association with the school and meet all their responsibilities and current government requirements including, for example, the safeguarding of pupils' welfare. They get best value from their resources to ensure pupils' outstanding personal development and academic achievements. Their extensive knowledge of the school results from their diligent review of its work. They are determined to raise achievement and standards further. The senior leaders and managers have a very accurate evaluation of the school's strengths although they are modest in their judgement of their own contribution. The governors and leadership team have made sure that the school has improved since the last inspection. Given the school's track record of sustained high achievement, even more ambitious goals are well within its grasp and it has an outstanding capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children are given an excellent start to their education in the Foundation Stage. The outstanding expertise of the teaching team ensures that the provision in the Nursery and Reception is of a high quality. Very effective and carefully planned provision and excellent use of indoor and outdoor facilities combine to ensure that children thrive. Almost all children join the Nursery with a range of abilities that are very low for their age. Given their starting points, children make outstanding progress, but many still do not do well enough to reach the standards expected for their age by the end of Reception. The overall standards at the end of Reception are reduced by the high number with learning difficulties and/or disabilities. Parents of new starters are delighted with the way their children settle, enjoy school and the progress their children make.

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

- Raise standards in reading, particularly in Key Stage 1.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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 A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

24 January 2008

Inspection number

309797

25 January 2008

Dear Pupils

Inspection of Town End Primary School, Sunderland, SR5 4NX

I really enjoyed my visit to your school this week. Thank you for helping me when I came into your classrooms and assemblies to see you at work. I did enjoy talking with those of you whom I met. You were exceptionally polite and very helpful. It was great to see how confident you are, how much you enjoy coming to school and learning, how you value the friendships you make, and how much you contribute to school life. I was very pleased to find that so many of you like the school just the way it is. I know the headteacher and all the staff are rightly very proud of you.

Yours is an outstanding school. It is very warm and welcoming, and very well organised. All the adults in the school look after you exceptionally well and that is why you feel safe and happy. Most of your lessons are excellent. I was impressed with the way your teachers share the purpose of the lesson with you and that you know what they expect you to do. I was also impressed with the way you work very hard and like to take part. Last year, many of you made exceptionally good progress and did very well, especially with writing and mathematics, but not quite as well with reading. Many of you are presently making good progress with writing, so I have asked the school to help those of you, especially in Years 1 and 2, to improve further in reading.

You have very many opportunities at Town End Primary School to learn about life and these should stand you in good stead for the future. I hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector