

East Herrington Primary Academy

Balmoral Terrace, Sunderland, Tyne and Wear, SR3 3PR

Inspection dates 18–19 November 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders, including governors, work together effectively to make sure that teaching is at least good so that all pupils achieve well.
- The senior leadership team, led exceptionally well by the headteacher, is highly ambitious for the school and is determined to raise further the attainment of all pupils. Recent and continuing actions have ensured that achievement is good and quickly improving.
- Senior and middle leaders carry out their roles very effectively, accurately reviewing the school's work and planning for the next steps. All adults work together as part of a strong team.
- The governing body is extremely well informed and knows the school inside out. It effectively holds the school to account, whilst remaining highly supportive.
- Children in the Nursery and Reception classes make a good start in their reading, writing and understanding of number. They quickly develop skills that allow them to work and play confidently and independently both inside and outside.
- Pupils' progress from their starting points is now at least good in every year group, including that of those who are disadvantaged and those with special educational needs or who are disabled. Pupils' attainment at the end of Year 6 is above average.
- Teaching is good, which results in pupils learning quickly and enjoying their lessons. Teachers apply their high expectations to all subjects, allowing pupils to use their skills in reading, writing and mathematics in other subjects.
- The behaviour of pupils is good, and exemplary when they move around school and at playtime. Adults' expectations of pupils' attitudes to learning are high, and result in high levels of trust and respect between pupils and towards all adults.
- Pupils feel very safe, and their attendance is above average. They are usually eager to learn, and are very proud of their academy.

It is not yet an outstanding school because

- The rates of progress made by pupils over time and their standards of attainment have not yet been consistently high enough across all year groups.
- Not enough work is set that challenges pupils' thinking and understanding, requiring them to apply their knowledge and skills.
- The quality of marking is not yet of a consistently high enough standard across the school.
- Occasionally, some teaching assistants are not deployed effectively to support learning for the whole lesson.

Information about this inspection

- Inspectors observed a good number of lessons or parts of lessons, including two observed jointly with the headteacher and one observed jointly with the deputy headteacher. In addition, inspectors listened to some children read and reviewed a sample of their work alongside the headteacher.
- Inspectors held meetings with different groups of people involved with the school. These included pupils, members of the governing body, the headteacher, senior and middle leaders, other members of the teaching staff, some parents and the academy’s School Improvement Advisor.
- Fifty-seven responses from parents via Ofsted’s on-line questionnaire (Parent View), and 33 responses from the staff questionnaire were examined. The school’s informative website was also scrutinised.
- Inspectors viewed a range of documents, including information on pupils’ achievement, the school’s data on pupils’ current and recent progress, documents relating to safeguarding, and records of behaviour and attendance.

Inspection team

Philip Scott, Lead inspector	Additional Inspector
Pauline Piddington	Additional Inspector
Patrick Hargreaves	Additional Inspector

Full report

Information about this school

- East Herrington Primary Academy is a larger than average sized primary school.
- The proportion of pupils from minority ethnic backgrounds and for whom English is not their first language is below average.
- The proportion of pupils with special educational needs or with disabilities is average.
- The proportion of disadvantaged pupils eligible for support through the pupil premium is below average. The pupil premium is additional government funding to support children who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- Early years provision is part time.
- The headteacher is a local leader of education.
- The school has achieved a number of awards including Investors in People, Rights Respecting Award, Healthy Schools, Schools Games Silver Award and the Professional Development Accredited Lead for the National Centre for Excellence in the Teaching of mathematics

What does the school need to do to improve further?

- Further improve the quality of teaching so that attainment and the rates of progress pupils make in their learning are consistently outstanding by:
 - providing more work that challenges pupils' thinking and understanding, and requires them to apply their knowledge and skills in different activities
 - making sure that teachers' feedback and marking is of a consistently high standard across the school, giving pupils clear points for improvement and the time to respond
 - ensuring that teaching assistants are always deployed to effectively support pupils' learning for the whole lesson.

Inspection judgements

The leadership and management are good

- The headteacher provides excellent leadership and is held in high regard by the whole academy team. She has worked successfully to develop systems and procedures that support and encourage each teacher in the academy to constantly improve, providing consistently high quality teaching and support for all pupils. Staff trust each other, and are empowered to take the lead in their own area of work.
- The senior team has developed an accurate and realistic picture of what the academy already does well through its monthly review cycle, a well thought through prioritisation of actions, and knows in which areas it still needs to improve. Leaders have not yet secured and maintained the highest levels of achievement for pupils over a sustained period of time, but continue to communicate a strong sense of drive and urgency to move forward and are highly ambitious to see even more success for pupils.
- Senior and middle leaders carry out their duties meticulously, and have a secure and accurate understanding of the strengths and areas for development in teaching and learning across the academy. Senior staff share the responsibility for observing teaching, scrutinising data, holding discussion with teachers and analysing work in pupils' books.
- The performance of staff is extremely well managed. Staff have challenging objectives for their own professional improvement which are closely linked to the progress made by pupils and the needs of the academy. The academy's use of appropriate training matched to the needs of the individual and the whole academy community have been highly successful.
- Pupils benefit from a lively, well-planned curriculum which has been recently reviewed in light of the new National Curriculum, and is starting to develop pupils' understanding and appreciation of British values. Topics reflected in immaculate displays around the school and in classrooms, contribute to pupils' eagerness to learn, and to take pride in their work and have a clear focus on pupils' academic, physical and creative development. Opportunities to work together, demonstrate empathy, foster curiosity and imagination, and celebrate their own and others' successes are evident in topics such as 'Lion in the Meadow', East Herrington's 50th anniversary, Respecting Rights and the First World War Remembrance.
- Pupils' spiritual, moral, social and cultural development and understanding is exceptional, exemplified by wonderful and uplifting singing by the whole school, but especially by the talented and inspiring choir.
- The views of all pupils are valued, so all feel special. Discrimination of any kind is not tolerated and all pupils have an equal opportunity to succeed. Pupils understand the value of all different talents, one pupil commenting that 'not everyone has the same talents and we should support that.'
- Leaders work well with parents who in turn are very positive about the academy. The vast majority who completed the on-line questionnaire Parent View would recommend this academy to another parent. They are very supportive, for example, a group of parents worked over a weekend to help build a new construction in the early years outside area.
- Rigorous financial monitoring and careful management of the academy's business interests, coupled with strategic short and long term financial planning ensures that funds are well used, including the pupil premium. Leaders and managers, including the governing body, have worked hard to maintain the academy's secure financial position.
- The new primary school sport funding is used very well to increase teachers' expertise and provide a wider range of sporting opportunities and after-school clubs such as dance, gymnastics, netball and football. The academy effectively enables pupils to develop healthier lifestyles and better physical well-being.
- Safeguarding policies fully meet requirements. Record keeping and behaviour logs are kept up to date, allowing the academy to track any patterns in incidents and take action to address issues quickly.
- The academy's School Improvement Advisor visits at least termly and provides very high quality support, advice, guidance and challenge.
- **The governance of the school:**
 - Governors are extremely well informed and possess the skills and expertise from their own professional backgrounds to challenge and support leaders appropriately, asking searching questions. Governors make a meaningful contribution to the way in which leaders check on the effectiveness of the academy's performance, and help to set priorities for development. Restructuring of the governing body since becoming an academy has significantly enhanced and raised governors' effectiveness.
 - Governors have an accurate view on the quality of teaching, and how this impacts on pupils' performance. They know how well different groups of pupils achieve, including those disadvantaged pupils. Governors exercise quality financial planning and monitoring, and check that teachers' salary increases link to their performance. Governors make a significant contribution to the success of the academy.

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

- The behaviour of pupils is good. Staff set high standards to which pupils respond well, showing high levels of respect and friendliness to adults, visitors and their classmates. This ensures a happy, welcoming and harmonious academy that is committed to success for all its pupils.
- Pupils typically behave extremely well in the playground, in the dining hall, around school and in the classroom. They are polite and courteous, showing excellent manners, and listen to each other and take turns. Pupils move around the academy impeccably, arriving and leaving assembly without a fuss or a noise.
- Well-kept records show that minor incidents of poor behaviour involving a small number of pupils are taken seriously, and dealt with swiftly and effectively. The responses to the on-line questionnaire show that parents think that pupils' behaviour is good, that they are kept safe at the academy, and that there is no bullying of any kind.
- Pupils have a clear understanding of the academy's systems to manage behaviour and are aware of the different types of bullying that they may encounter, including cyber bullying. They are confident that should any bullying occur, it would be quickly resolved by staff.
- Pupils' attitudes to learning are usually very good across the academy, but occasionally a small minority of pupils become disengaged from learning, lose concentration or are slow to respond to instructions from the teacher.

Safety

- The academy's work to keep pupils safe and secure is outstanding. It is typified by the harmonious and friendly atmosphere around the academy that enables pupils to develop a sense of self-worth and confidence in themselves and their abilities and talents. Pupils report that they feel very safe in the academy, and know how to stay safe out of the academy. They appreciate the range of visitors to the academy, and the information they receive in assemblies and in lessons.
- Pupils have a very good knowledge about the safe use of the internet and social networking sites.
- The academy has worked hard on a range of strategies to ensure pupils attend regularly and are on time, including targeting families who still take holidays in term time. Attendance is now above average.

The quality of teaching is good

- Teaching is consistently good across the academy. Teachers have high expectations of what pupils can achieve and ensure that the pace of learning and level of challenge usually enables pupils to concentrate and be fully involved in learning. However, sometimes the work set does not challenge pupils' thinking or understanding sufficiently, or require them to use their skills and knowledge in different activities.
- Imaginative teaching strategies and exciting resources are often used to capture pupils' interest and ensure that they remain engaged and enthusiastic throughout the lesson. This was seen, for example, when a clip from a well-known TV dance programme was shown to a class in Year 5. Some boys who were initially reluctant to be involved became instantly and enthusiastically motivated to begin the physical education module on dance, concentrating on the 'jive'.
- Pupils benefit from teachers' good subject knowledge, as seen in a different Year 5 class who were matching short paragraphs of text to a style of writing such as fantasy, romance or adventure. The choice of text from a well-known book and attractive resources prepared by the teacher allowed pupils to discuss and argue the case for assigning a particular text to a certain style.
- In mathematics, basic skills are taught well and consolidated regularly, such as in Year 4 where pupils were required to solve division calculations by using the 'chunking' method on a number line. Across the school, teachers ensure that pupils have the opportunity to use their basic numeracy skills in a range of other subjects.
- Pupils' progress in lessons is checked well, often through excellent questioning, and this provides an accurate picture of what pupils have grasped, can do, and what their next steps in learning will be. Sometimes teachers are able to change what they had planned to do and move on quickly or alternatively to consolidate learning further, as a result of ongoing assessment during teaching.
- Teachers' marking of work is usually thorough and regular, and usually of a high standard in both English and mathematics books. This is not yet consistently the case across the whole school because occasionally some marking does not provide pupils with clear information on the next steps they need to take in their

learning, or allow them time to respond to teachers' comments.

- Teachers insist on high standards of behaviour and manage their classes extremely well. This establishes a learning atmosphere that allows pupils to make good progress because they are keen to succeed by working hard. Relationships in classes are good and levels of trust are high; pupils usually listen attentively to adults and each other, and their spiritual, moral, social and cultural development is promoted very well.
- Teachers and teaching assistants work very well together and give timely and constructive advice to pupils, including disabled pupils or those with special educational needs. This ensures that pupils have the support and challenge they need to make good progress. Teaching assistants are skilled in supporting the learning of individuals and groups of pupils in the classroom, but sometimes are not deployed to effectively support pupils for the whole lesson.

The achievement of pupils is good

- Pupils start Key Stage 1 with skills that are overall broadly typical for their age, and teachers ensure that the vast majority of pupils make at least good and often better progress from their individual starting points as they move through school. Data shows that standards in reading, writing and mathematics at the end of Key Stage 1 are just above average, and by the end of Key Stage 2 are securely above average.
- In Key Stage 1, pupils are making good progress in their knowledge of letters and the sounds that they make (phonics), and they read well. Pupils use their imaginations well to write creatively, using correct sentences and punctuation, such as in Year 2, where pupils successfully used a storyboard to create a diary entry by 'Bob', based upon the book 'The Man on the Moon'.
- Pupils in Key Stage 2 make good and increasingly rapid progress because of consistently good teaching, high expectations and pupils' excellent attitudes to learning. Assessment information and work in books indicates that standards at the end of Year 6 are above average and rising in reading, writing and mathematics, which represents good progress from their starting points on entry to Year 3.
- Attainment in mathematics is not yet as high as in reading or writing, but is still above average and rising. The academy has worked successfully to simplify its policy on calculations, which in its previous form somewhat limited pupils' ability to solve mathematical problems quickly and accurately. This has resulted in improvement in pupils' achievement in this aspect of mathematics. Reading is taught effectively across the academy and basic skills reinforced and practised regularly. Older pupils are developing their fluency and understanding of what they are reading, whether reading for pleasure or researching in other subjects.
- All groups of pupils make similarly good progress across the school, including the most able pupils. The academy does ensure that the work set for the most able pupils is challenging, but occasionally this work does not challenge pupils' thinking and understanding sufficiently, or require them to select and apply skills in other activities. Overtime, the proportion of pupils reaching above average attainment by the end of Year 6 has been similar to the proportion nationally in reading and mathematics, but higher in writing and English grammar, punctuation and spelling.
- Early identification of pupils who are at risk of falling behind enables the school to make very effective provision for pupils who have special educational needs or who are disabled. They make good progress because they are given activities well matched to their abilities and needs and taught well, both in the class and in small groups.
- The gap between the attainment of disadvantaged pupils and non-disadvantaged pupils in the academy and nationally is closing quickly. The latest published assessment data shows that disadvantaged pupils in Year 6 were about two terms behind their classmates in reading, writing and mathematics, but broadly in line with the attainment of all pupils nationally. The gap between disadvantaged pupils and their classmates in other year groups in the academy is also closing or has closed. The rates of progress made in learning by disadvantaged pupils across the academy is the same as, or better than their classmates, all pupils making good progress.
- The gap between disadvantaged pupils and non-disadvantaged pupils is continuing to narrow because the academy uses the pupil premium funding well to support individuals and groups of pupils' academic and all-round development in a variety of ways.

The early years provision**is good**

- Children make a good start to their education in the early years. The vast majority enter nursery with knowledge and skills that are generally below those typical for their age, but there is a range within each year group. As a result of both good provision and teaching, and a vibrant, stimulating learning environment, children make good progress and leave the Reception class with skills that are typical for their age.
- Positive relationships between staff, children and parents are a key strength of the early years in the academy. This helps children develop confidence and a positive attitude towards the academy and to their learning. During the inspection, children played and worked happily together both inside and outside, sharing equipment and talking confidently.
- Teaching is consistently good. Staff encourage children to experiment, and quickly become independent through well-established and consistent routines. Activities are planned so that there is an effective balance of activities led by adults and those chosen by children for them to explore and practice the skills as they learn through play. Teaching assistants are well deployed, and effectively extend the quality of learning, helping to develop children's skills in speaking and listening.
- Interactions between adults and children are excellent. A range of thoughtful questioning was observed as adults played alongside children, supporting and extending their learning. As a result, behaviour is generally good because children are interested and challenged.
- Basic skills in reading, writing and mathematics are promoted through a range of interesting activities. Children happily worked with the teacher to roll a dice, write the number and then add one more. Others chose from activities to begin writing a story, or working with an adult on the sound 'ay'.
- All groups of children make good progress in the early years, including the most able and those with special educational needs or who are disabled. Any specific needs are quickly identified and activities planned to ensure that their needs are met, such as in a session with reception children who were learning to take turns and listen to each other. This was highly successful, children taking their turn to say kind things about other children in the session.
- Links between home and the academy are excellent, and a meaningful learning partnership is forged which carries on throughout a child's time at the academy.
- The leadership and management of early years are good, staff confidently and enthusiastically seeking improvements. The early years leader knows the strengths and weaknesses of the provision, and has well-thought through plans to make further improvements. The provision is checked regularly to make sure children are safe. Staff are well trained.

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	138331
Local authority	Sunderland
Inspection number	449202

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	475
Appropriate authority	The governing body
Chair	Peter Chapman
Headteacher	Alison Hodgson
Date of previous school inspection	11 January 2011
Telephone number	0191 5535986
Fax number	0191 5203463
Email address	east.herrington.primary@schools.sunderland.gov.uk

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