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| School name | East Rainton Primary School |
| Address | School Road East Rainton Houghton Le Spring DH5 9RA |
| Telephone | 0191 553 6505 |
| Email | east.rainton.primary@schools.sunderland.gov.uk |
| DFE No | 3942104 |
| Number on roll | 117 including Nursery |
| Headteacher | Mrs Sara Toole |
| LA | Sunderland |
| Last inspection | February 2018 |
| Overall grading | Good |

Summary of Evaluation

Strengths

1. Strong Leadership team and high quality of teaching across the school.
2. Accurate assessments across the school which has been externally moderated.
3. Staff have a high level of knowledge about each individual child and their families.
4. Data shows excellent progress in Reading which is a strength of the school.
5. Children generally come in below expected standard but leave above.
6. Staff provide a caring and nurturing support network for the children.
7. The school supports children's social and emotional development.
8. The curriculum provides a broad education for all children.
9. Sport and music are strengths of the school with a high level of participation.



Context

East Rainton Primary School provides places for children of all abilities, from the age of 3 to 11 years. The school was built in 1933 and has a traditional village primary school ethos and is the only school in Sunderland with Rural school status. The school is smaller than average with 120 children working across five classrooms with a hall and separate dining room building which is also use of our breakfast club and afterschool clubs. The school admits children from a range of backgrounds creating a very broad social-economic mix 87%of our pupils live in the 30% most deprived areas of England with 4.5% of our pupils living in the 10% most deprived areas. The school occupies a central position in the village. One part of the village is predominantly social housing whilst the other is private housing. Children from both parts of the village attend school and there are also 31 pupils on roll who live outside the village (30%).

The school has a number of awards in recognition of its work in specific areas. The school has two gold awards for healthy schools and Sunderland games award, as well as gold award for music.

Partnerships

The school works closely with Hetton Primary School, with joint CPD and monitoring as well as the children attending residential visits together. East Rainton Primary Headteacher is working as mentor for the Headteacher and deputy Headteacher at Hetton Primary and has joined the governing body to provide additional level of support. The school has joined a group of six school to shared moderation of writing and to provide CPD for staff using a peer to peer format. This is in the early stages for East Rainton therefore the impact will be reviewed at the end of the year.

There are well established links with Durham, University as the school is a partnership school for the PGCE course in which training and placement of students is provided. The school provides high quality training for the students and closely monitors their progress. Sunderland College has links with East Rainton for students on the teaching assistant courses at level 2 up to level 5. Staff at the school are experienced in providing learning opportunities for students at all levels.



Baseline assessment is carried out with all children on their entry to Nursery. Assessment shows that children's attainment on entry is generally below average. Reception data shows children are closer to average by the time they enter Reception but still below the expected standard (30-50 mths. Emerging) although the tracking across the past 6 year shows that there is a gradually increase. The School has used the new baseline for the past 2 years as early adopters. This has been to enable staff to become familiar with the assessment.

Pupil's attitudes, behaviour, relationships and personal development are good (Headteacher observation, Ofsted report 2018). This reflects the importance placed on social interaction by the school.

The whole school community is united in providing a caring and supportive environment for children's development. (Ofsted 2018)

There are 11 children registered as having special educational needs. There are 3 children subject to an EHCP.

There are 5 children for whom English is not their first language.

99% of learners view the school positively by their responses and comments in pupil questionnaires (Pupil Questionnaires). There are a low percentage of pupils known to be eligible for free school meals. (27%) School feels this does not reflect the social economic mix of our families as some parents are not choosing to take up free school meal entitlements. There are also a number of families on low incomes but do not qualify for FSM.

There are 32 (28.5%) children with additional funding through pupil premium funding with an additional 1 LAC child and 1 post LAC child. There are 3 children who have parents in the armed forces. The school has small numbers in each year group which can impact on any data presented in percentages. The gender split can vary each year therefore judgements based on gender must be approached with caution.

The total number of children registered at the school is 120.

Overall effectiveness

Good because

- *The quality of teaching, learning and assessment is good in all classes.
- *All key judgements are good.
- *Deliberate and effective action is taken to promote pupil's spiritual, moral, social and cultural development and their physical well-being.
- *Safeguarding is effective.

School Comments

The school closely monitors the progress made by each child on a termly basis using teacher assessment supported by joint moderation with the local authority. The school works with another Primary School to take part in termly moderation of writing. The school had joined a group of 6 schools to expand the range of CPD opportunities and deepen the quality of moderation. Due to the changes in the National Curriculum and assessment the school continues to review the assessments. Most children make at least expected progress. Teaching has been judged as at least good and can be outstanding. There is a positive attitude to learning which ensures that achievement is above average by the end of Key stage 2. Leadership and management play a significant role in this due to the challenge provided by the Governing body and the monitoring of the SMT. The head teacher has ensured deployment of staff impacts positively on children progress, especially with use of teaching assistants.

Behaviour and safety are a strong feature of the school. The feedback from parents and the past Ofsted inspections shows the school has create a cohesive learning community by promoting the pupils' spiritual, moral, social and cultural development. The whole school community is united in providing a caring and supportive environment for children's development (Ofsted 2018). The school works closely with the community to provide a caring and supportive environment for all children. "This is a small school with a big family atmosphere" This was a comment from a parent supported by the inspector. The arrangements to provide support and guidance and to provide pupils welfare are strengths of the school. The school provides a learning environment where all children achieve.

Quality of Education

Good because

- **Intent**- the curriculum has been reviewed and constructed to enable all children to gain the knowledge and cultural capital to be successful.
- The school has reviewed the National curriculum and drawn together a 2 year rolling long term plan. The staff can follow a theme that appeals to the children within the class which allows staff to meet the interest levels and heightens engagement. This approach has also has an impact on the children's engagement and the quality of their work.
- **Implementation** -Teaching in all subjects is at least good, with some outstanding teaching.
- Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across a broad curriculum.
- Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.
- Reading is a strength of the school which enables children to access knowledge and understanding of the wider world.
- Mathematics and writing are taught effectively reaching above the National average.
- Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.
- Teachers assess pupils' learning and progress regularly and this is reviewed termly with moderation sessions and pupil progress meetings. The School works with another local Primary school to jointly moderate assessment and to share good practise.
- Marking ensure that pupils know how well they have done and what they need to do to improve.
- **Impact**- The pupils have a clear understanding of objectives which are consistently shared in all classes.
- Assessments are part of day to day teaching therefore they build up to providing a termly grade which is monitored by the HT and SMT.
- Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.

- End of key stage 2 results show the children are ready for their next steps in education as they have the skills they need.

EYFS (GLD) School 81%

Phonics Year 1

| | | |
|-------------|---------------------------------------|------------|
| 2022 | (14 children) | 64% |
| 2020 | (Year 2 children due to Covid) | 81% |
| 2019 | (14 children) | 86% |
| 2018 | (15 children) | 80% |
| 2017 | (12 children) | 76% |

Key stage 1

| | Reading | Writing | G, P & Sp | Maths |
|------------------------------|--------------|--------------|------------|--------------|
| 2022 | 87.5% | 87.5% | | 87.5% |
| 2019 (12 children) | 75% | 67% | 75% | 75% |
| Greater depth | 25% | 25% | | 25% |
| 2018 (12 children) | 91% | 91% | 83% | 91% |
| Greater depth | 17% | 17% | | 33% |

Key stage 2

| | Reading | Writing | G, P & Sp | Maths |
|-----------------------|------------|------------|--------------|--------------|
| 2022 | 81% | 81% | 87.5% | 87.5% |
| 2019 (16 children) | 94% | 81% | 81% | 81% |
| Greater depth | 62% | 31% | 37% | 25% |
| 2018 (21 children) | 86% | 81% | 67% | 81% |
| Greater depth | 43% | 33% | 33% | 19% |

Behaviour and attitudes

Good because

- The school is a calm environment where children are able to learn.
- Pupils show respect for others' ideas and points of view.
- Pupils value their education and rarely miss a day at school. No group is disadvantaged by low attendance.
- Incidences of low level disruption are rare and staff resolve issues effectively.
- There is sustained improvement in pupils' standard of behaviour.
- Pupils through the school council (Rota Kids) and class PSHE sessions have worked hard to prevent all forms of bullying.
- Staff and pupils deal effectively with rare instances of bullying or use of aggressive language. The school works with ASD outreach team, LA behaviour support team and Nudge Education.
- The school has taken on board the comments made by the last Ofsted inspector and have encouraged greater independence.
- Feedback from parents, staff and children are mainly positive about the behaviour and safety across the school. The school has good communication links with parents so that any concerns aim to be quickly be resolved.
- Children are eager to participate in lessons and are aware of how to take their learning forward. (98% of children agreed)
- Any child displaying difficulties following school rules is dealt with in line with the behaviour policy. (When asked about how children behave 93% said most children behaved well.)
- Children are given the opportunity to share their opinions about lessons through discussions with the Head teacher and subject leaders from which staff are given feedback on which to act.
- Each class reviews the school rules, generating their own rules which they presented to the Head teacher.
- The play leaders have an active role in providing lunchtime activities through the year 6 children's roles and responsibilities.
- Cyber bullying awareness training has been provided for staff and children.
- Attendance and punctuality are monitored closely with weekly rewards for good attendance. (School 96.7%, National 95.6%)

Personal, Spiritual, Social and Emotional Development

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and their school. The school's open culture actively promotes all aspects of pupils' welfare. The pupils understand how to keep themselves safe. Staff take rapid action to resolve any issues.
- Pupils can explain how to keep themselves healthy.
- Pupils have an understanding of how to keep themselves safe online.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens.
- The school council (Rota Kids) and play leaders significantly contribute to the positive ethos within the school.
- During lunchtimes year 6 children organise and run daily activities for younger children as they are all training as play leaders.
- The school promotes acceptance of each others differences through the whole school ethos and the PSHE sessions.
- The use of worry boxes and open approach to expressing feelings leads to 94% of children stating they could share worries with an adult in school.
- The children understand how to keep healthy due to regular lessons focused on healthy eating, water safety, fire safety etc. The school no longer run a change for life programme as all children participate in additional physical activities.
- All children participate in 2 hours of physical activities per week. Additional activities are provided every lunchtime, as well as morning activities and after school activities.
- The school has achieved the Great active Sunderland school charter gold award and the School games gold award reflecting the high value the school puts on to physical activities.
- The school encourages children to use their voice and contribute towards the safety of the school through the safety team. They work with the site supervisor and health and safety governor to monitor the school and implement changes.
- The school uses the Jigsaw programme to provide PSHE lessons across the school which provide children with the skills and understanding of age appropriate relationship and sex education. The staff also work with the School nursing team to provide support.
- The school has a member of staff dedicated to working with children on their emotional wellbeing. This intervention provides targeted 1:1 support as well as flexible sessions as and when required.

Leadership and management

Good because

- Key leaders including those responsible for governance, consistently set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance.
- Leaders and governors are ambitious for all pupils.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school.
- Leaders and governors use performance management effectively to improve teaching.
- CPD has a positive impact on teaching across the school with teaching consistently strong. This year the focus is Art and creativity.
- Governors hold senior leaders to account for all aspects of the school's performance, this includes pupil premium, the primary PE and sport premium and SEN funding.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture.
- Safeguarding is effective.
- Leaders and staff are training to protect pupils from radicalisation and extremism.
- The school is led by a focused and enthusiastic Head teacher and a motivated and knowledgeable Deputy Head teacher. (Ofsted)
- The school is effective due to the strong team ethos and culture involving people in making decisions to ensure commitment and accountability.
- The leadership team work in closely to ensure the school is both led and managed effectively with the Deputy Head as lead teacher in Key stage 2.
- The links with other local primary schools enable to whole staff to shared skills and support each other in the development of the new assessment system.
- The school judges the leadership and management of teaching and learning to be good because all teaching staff are involved with monitoring the progress of individuals across the school to ensure progress within each subject area.

- The whole staff are involved in tracking progress and this is backed up by accurate and consistent moderation.
- Staff meeting time is dedicated to moderations by the whole staff which has led to effective target setting.
- The school ethos of openness within the staff allows staff to ask each other for support with judgements on assessment.
- The key staff have been instrumental in bringing about changes to the curriculum by leading by example within their own classroom. The Deputy headteacher has a full time class responsibility. She implemented white Rose maths on a trial before this was taken on board by all staff.
- Governors are aware of school strengths and areas for improvement through analysis of school performance, SEF and link governor reports. The Head teacher provides regular updates and there is good challenge from Governors. The governors ask challenging questions due to their genuine desire to see the school achieve the best for all the pupils.
- The Governors have a range of skills that they are able to use to support the school. For example, issues relating to child protection and looked after children, financial management, building and grounds maintenance and neighbourhood watch.
- Governor's minutes show that Governors challenge the school and are involved in the strategic decision making.

EYFS

- * The Foundation stage leader is an experienced teacher who constantly drives to improve outcomes for children.
- * She reviews the quality of provision to ensure the children are able to access the best quality teaching.
- * The approach is open and welcoming with parents encouraged to be actively involved in their child's learning. She continues to develop a stimulating environment both inside and outside to ensure a varied, imaginative experience.
- * Assessments are accurate and have been moderated by the LA and shared within network meetings. Assessment tracking provides information to support effective planning that will challenge the children's learning. Therefore teaching is consistently of high quality.

- * The behaviour of children is good as the children show respect for others, cooperate well and show self control appropriate for their age. They are motivated and eager to join in.
- * The proportion of children reaching a Good Level of Development (GLD), taking into account the cohort size variation, has remained consistently just above National over time.
- * The entrance to Nursery data shows that the children come in developmentally below their age (70% are at 20-36 month band or below). There is a gap between boys and girls although this should be viewed with caution due to the size of cohort.
- * The children are making consistently high rates of progress in relation to their starting point which has been sustained over time.
- * Any SEN are identified quickly and advice and support is gathered to enable intervention.

Outcomes for pupils.

Good because

- Across almost all year groups pupils make consistently strong progress.
- In a wide range of subjects the progress of disadvantaged pupils is improving towards that of other pupils.
- Pupils read widely and daily and the majority of year 1 achieved the expected standard in phonics. This year we had a dip in standards due to the impact of COVID (64%). All year 2 children have now achieved the expected standard in phonics.
- Overall progress for disadvantaged pupils is improving.
- There is a pattern of improvement.
- The school has implemented a tracking system which allows for all staff to recognise where children are on track or in need of additional support.
- The judgements made are supported by an external assessment system and external moderation in form of another Primary school.
- The end of Key stage 1 and 2 assessments using the 2022 tests showed the pupils achieved above expected standards compared to both local and National averages.
- The school encourages children to have a broad education with a strong focus on extra curricular activities such as music (49% learning instruments) and sport with the vast majority taking part in additional physical activities.
- There are 12 out of school clubs running each week. In addition the school provides a breakfast club and after school childcare.



Developments for the coming year.

1. To embed the curriculum to provide a clear sequence to the teaching and learning across the school.
2. To increase the involvement of the Governors within the school and to support the induction of new Governors.
3. Develop the children's understanding of the wider world and their role as UK citizens.
4. To embed the White Rose Maths teaching across the school.
5. To embed phonic teaching across EYFS and KS1.