

Inspection of a school judged good for overall effectiveness before September 2024: Shotton Hall Primary School

Waveney Road, Peterlee, County Durham, Peterlee, County Durham SR8 1NX

Inspection dates:

21 and 22 January 2025

Outcome

Shotton Hall Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

There is a warm, caring atmosphere at Shotton Hall Primary School. Respectful relationships are at the heart of the school. Staff nurture the pupils and know them very well. As a result, pupils are happy, and they thrive.

There are high ambitions for pupils' academic achievement, particularly in English and mathematics. Pupils rise to these expectations and achieve broadly in line with the national average in key stage 2 tests.

The school is calm, orderly and purposeful. Pupils are polite and very well mannered. In lessons, pupils work hard, and at social times, they mix well. Children in the early years learn to follow the school routines quickly. They learn to listen carefully and to take turns in conversation and play. The school ensures that pupils are safe.

Pupils' personal development is a high priority. The school plans carefully a programme of wider opportunities that support pupils to become confident, resilient and active citizens in the school and local community. For example, pupils run their own podcast called 'Radio Rumble', visit care homes, litter pick in the community and learn to appreciate their local environment by visiting nearby landmarks and cultural sites.

What does the school do well and what does it need to do better?

Reading is central to the curriculum. The school ensures that children learn to read from the start of Reception. Staff teach phonics effectively. Since the last inspection, the school has invested heavily in the books that pupils read. The school ensures that pupils read books that are matched precisely to their phonics knowledge. Pupils who fall behind with their reading receive extra support. This helps them to catch up.

Pupils love reading. They enjoy daily story time and reading stories from a variety of genres and authors. The school has chosen books carefully that pupils read over their time in school so that they learn about different cultures, traditions and ways of life.

The school's curriculum is ambitious. It is designed so that pupils develop their knowledge and skills over time. There are some inconsistencies in how teachers check pupils have learned and understood the curriculum. This means, sometimes, they do not identify that pupils have misunderstood concepts or pupils have gaps in their knowledge.

Mostly, the curriculum is taught effectively. Teachers have secure subject knowledge. They explain concepts clearly and make appropriate adaptations to ensure that pupils with special educational needs and/or disabilities (SEND) can learn the curriculum and achieve well. Occasionally, lesson activities do not help pupils secure and deepen their knowledge or make the progress through the curriculum that they are capable of.

The early years provision has developed significantly since the previous inspection. It is an exciting place to be. Staff design activities for children to develop their curiosity, creativity and knowledge successfully. As a result, children engage well. They sustain their concentration and play cooperatively. The curriculum that children learn provides them with meaningful opportunities to develop their use of words, express themselves and learn about the world around them.

The school identifies the needs of pupils with SEND quickly. It works with a variety of professionals to support pupils and train staff so that the curriculum meets pupils' needs diligently. As a result, pupils with SEND learn the curriculum and achieve well.

Pupils demonstrate highly positive attitudes to learning. They are keen to contribute to lessons, and they take great pride in their work. The school rewards pupils for their hard work and achievements regularly. Pupils find this motivating. Rates of attendance are high. Leaders monitor attendance closely and put support in place for pupils when it is needed.

The school promotes equalities strongly. Pupils are proud that everyone at their school is treated equally and fairly. Pupils develop their leadership, teamwork and communication skills through various roles of responsibility, such as play leaders, 'Rights Respecting Rangers' and 'Eco Warriors'. Pupils are offered a range of opportunities to develop their interests and talents. Pupils learn to play a variety of musical instruments and sports and to sing in the school choir.

The school is well led and managed. Staff value that leaders prioritise their workload and well-being effectively. Morale is high. Although there are some inconsistencies in the ways subject leaders check the curriculum, senior leaders evaluate the school's strengths and priorities accurately. Governors are highly skilled. They are committed to the school and fulfil their statutory duties effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some inconsistencies in the way that teachers check what pupils have learned and remembered. This means that, at times, they do not identify pupils' misconceptions or gaps in knowledge. The school should ensure that teachers check pupils' knowledge and understanding systematically to ensure that gaps in knowledge are consistently identified and filled so that pupils achieve more.
- In a small number of subjects, some of the activities that pupils undertake and the ways they are implemented do not support pupils to learn consistently and remember the curriculum securely. In these subjects, pupils do not have a sufficient depth of knowledge. The school should ensure that suitable learning activities and pedagogical choices are used consistently so that pupils secure and deepen their knowledge and skills across all subjects.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in April 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	135838
Local authority	Durham
Inspection number	10346404
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	355
Appropriate authority	The local authority
Chair of governing body	Terri Watson
Headteacher	Joanne Leah Morgan
Website	www.shottonhallprimary.durham.sch.uk
Dates of previous inspection	22 and 23 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school currently uses one registered alternative provision.
- The school runs its own breakfast club.
- The school runs its own pre-school provision for pupils aged three years.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders. The inspector met with the members of the governing body.
- The inspector focused inspection activity on the following subjects: English, mathematics, geography, science and physical education. The inspector visited a

sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.

- The inspector observed pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- Throughout the inspection, the inspector met with groups of staff. He also considered the opinions expressed through Ofsted's online staff survey.
- The inspector took account of responses to the Ofsted Parent View survey and the free-text responses.

Inspection team

Dan McKeating, lead inspector

His Majesty's Inspector

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