

# North Fawdon Primary School

## Inspection report

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<b>Unique Reference Number</b>	108471
<b>Local authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	377762
<b>Inspection dates</b>	20–21 June 2012
<b>Lead inspector</b>	David Shearsmith

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 of pupils on the school roll</b>	133
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue McCormack
<b>Headteacher</b>	Alison Cairns
<b>Date of previous school inspection</b>	13 October 2008
<b>School address</b>	Brotherlee Road Fawdon Newcastle-upon-Tyne NE3 2SL
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## Introduction

Inspection team

David Shearsmith  
Patrick Hargreaves

Additional Inspector  
Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed seven teachers teaching 19 lessons and parts of lessons, of which two were joint observations with the headteacher. They also included short visits to other lessons to view the school's overall curriculum and observed a range of intervention strategies. In addition, inspectors made visits to assemblies and the school's additional provision for pupils with specific needs. Meetings were held with groups of pupils, representatives of the governing body and school staff, including senior and middle managers. Inspectors looked at a number of documents, including: the school's self-evaluation documentation, monitoring and evaluation records, development plans, safeguarding policies and samples of teachers' assessments and planning. Inspector's analysed 79 questionnaires returned by parents and carers, and others completed by pupils and staff.

## Information about the school

The school is a smaller than average sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils that are supported at school action plus and those with a statement of special educational needs is above average. There is a below average percentage of pupils with minority ethnic heritages, with some who speak English as an additional language. The school meets the current floor standards, which sets the government's minimum expectations for attainment and progress. The school has a unit of six pupils; aged three to seven years old, who have very specific needs. The school has a breakfast club that is managed by the governing body.

Since the previous inspection, there have been significant changes in staffing including the appointment of a headteacher and very recently a deputy headteacher.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall Effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. It is rapidly improving because of the effective actions of the headteacher. The school is not yet good because attainment in writing is below average and teaching is not yet consistently good. Subject leaders have not yet had enough time to monitor teaching and spread good practice. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement in Key Stages 1 and 2 is satisfactory, rather than good, due to inconsistencies in pupils' progress. It is showing signs of improvement, particularly by the end of Key Stage 2. By the end of Year 6, attainment is average in reading and mathematics but below average in writing. Children in the Early Years Foundation Stage make good progress due to improved provision and teaching that is mainly good.
- Teaching is satisfactory overall with an increasing amount that is good or better. Teachers are increasingly engaging pupils more, although there is insufficient time for independent learning and pupils' self-assessment. Pupils are not given enough guidance on how to be successful in lessons.
- Pupils' behaviour in and around the school is good overall. The school behaviour management procedures are very clear and pupils understand the consequences of their actions. Pupils say they feel safe in school and parents and carers support this view. Pupils display positive attitudes to learning in their lessons.
- The headteacher has made a significant difference to the school in a short period of time. The leadership and management of teaching and learning are satisfactory. Leaders at all levels have a clear understanding of the school's performance and its areas for development but have not yet had sufficient opportunities to monitor the quality of teaching or share best practice across

the school. The school has significantly increased parents' and carers' involvement in their children's education.

## What does the school need to do to improve further?

- Improve achievement and raise standards in writing by:
  - ensuring that teachers mark pupils' writing, in all subjects, with consistent rigour
  - ensuring points for improvement in marking are succinct and enable pupils to improve their writing in that genre
  - ensuring that there are more opportunities for extended writing in all subjects
  - improving pupils' handwriting skills across the whole school so they do not inhibit their progress nor mar the quality of their work.
  
- Increase the proportion of good and better teaching by:
  - raising teachers' expectations of what pupils can achieve, to keep pace with pupils' increased skills and knowledge
  - improving pupils' independent learning skills and increasing opportunities for them to self- and peer-assess their work
  - ensuring that pupils understand clearly what they are learning about and how to be successful in lessons.
  
- Improve the impact of subject leaders on the leadership and management of teaching and learning by:
  - involving them more in lesson observations
  - ensuring best practice is shared and embedded across the school.

## Main Report

### Achievement of pupils

Children enter the Early Years Foundation Stage with skills well below those typical for their age, with specific weaknesses in their literacy skills and some aspects of their personal and social development. Effective teaching and improved provision indoors ensures that children get a good start to their time in school. In lessons, children's understanding of linking sounds and letters is developed well, although there are fewer opportunities to develop their writing skills, particularly when they are learning outdoors. Children generally make good progress and enter Year 1 as confident learners, though their attainment remains below what is expected for their age at the end of the Reception Year.

Pupils' attainment in Key Stage 1 was significantly below average last year. However, the school's action has resulted in improvements to achievement in lessons. Pupils' work shows at least satisfactory and sometimes good progress. As a result, attainment is rising and the gaps with national averages are now closing. The school's records of pupils' progress indicate that progress is inconsistent across Key Stage 2, though this accelerates rapidly by the end of the key stage because teachers are planning more effectively to engage pupils and meet their needs.

Attainment in reading has improved in Key Stage 1 through the regular teaching of sounds that letters make (phonics). In Key Stage 2, focused interventions in reading are having a positive impact on improving pupils' skills and motivation. As a result, by the end of Years 2 and 6, pupils are reaching broadly average attainment in reading and mathematics.

Attainment in writing is below average. Pupils are not provided with sufficient opportunities to practise and develop their writing skills across the curriculum. Also, teachers' marking does not always inform pupils as to how they might improve their writing. Pupils' weak handwriting skills also inhibit their progress. This was seen in a Year 6 history lesson where writing a pamphlet did not develop pupils' writing skills sufficiently.

The large majority of pupils, including those known to be eligible for free school meals make expected progress and achieve satisfactorily overall. Pupils who speak English as an additional language make good progress relative to their starting points due to effective support.

Parents and carers feel their children make good progress. Inspection evidence found that the majority of pupils make only satisfactory progress because of the inconsistencies in the quality of teaching. This was seen in a Year 1 class where pupils were unclear about how to be successful in their writing and the teachers' expectations of what they could achieve, was not high enough to promote good progress. Disabled pupils and those with special educational needs benefit from the additional help they receive from a wide range of interventions. This ensures they make expected progress although some are making accelerated progress at Key Stage 2. Pupils who attend the specialist provision make satisfactory progress in their basic skills relative to their starting points.

### **Quality of teaching**

The quality of teaching is improving and although it is satisfactory overall, there was evidence of good, and some outstanding teaching during the inspection. Teaching in the Early Years Foundation Stage is good. For example, younger children were involved in a speaking and listening activity where they were developing their understanding of colours, and words linked to them. They made good progress because of the teacher's effective questioning.

In a number of lessons in Key Stages 1 and 2, pupils were engaged because of the teachers' knowledge of pupils' skills and abilities and as a result the work set met their needs. Teachers were also effective in galvanising pupils' enthusiasm for learning and consequently, they made good progress. This, however, is not consistent across all lessons. Teachers do not expect enough of pupils, particularly as pupils' skills improve, and there is not sufficient time devoted to developing pupils' independent learning skills. However, this is not always the case. For example, in a mixed Year 3/4 class, pupils worked well together. They independently worked on their phonics and writing after a highly stimulating input by the teacher. This engaged them well and promoted effective independent learning, including peer- and self-assessment. Teachers promote pupils' spiritual, moral and social and cultural

development well by encouraging good behaviour and planning for cooperative learning. Disabled pupils and those who have special educational needs make satisfactory and sometimes good progress overall, due to targeted support from teaching assistants.

Teachers' marking and assessment of pupils' work are regularly undertaken. Although there is some good practice, marking does not clearly show pupils what they need to do to improve their writing. There are also insufficient opportunities for pupils to take responsibility for their own learning, by working together and marking their own work. This is because teachers are not specific enough about what is being learnt in writing or how to be successful with a particular genre.

Parents and carers think that teaching is good. Inspectors found that while teaching is improving it is still satisfactory overall. Recent changes to the teaching of reading have been particularly successful in driving improvements.

### **Behaviour and safety of pupils**

Typically, pupils' behaviour is consistently good in lessons and around the school. The parents and carers who responded to the questionnaire agree that pupils behave well. Pupils enjoy being in school and enjoy the wide range of activities both in and out of school that develop their interests and support their good behaviour, particularly at lunch times. Attendance, which had been below average, has increased due to the school's drive to improve attendance and is now broadly average.

Pupils say that they feel safe in school. Parents' and carers' responses overwhelmingly agree that their children are well looked after and are safe and secure. From the start of their time in school, children are helped to assess risk. Their awareness and knowledge increases as they move through the school, through assemblies such as those observed during the inspection on Child Safety Week. Pupils know about the importance of fire drills and how to keep safe in a range of circumstances. There is very little bullying and pupils and their parents and carers confirm this. The curriculum is planned in such a way that it includes how to keep safe in a range of contexts, including how to keep safe when using the internet and mobile phones. Pupils have a good understanding of different types of bullying, including cyber-bullying. From the time pupils enter the school there is a strong focus on developing their personal and social skills. This leads to very positive outcomes. Pupils treat each other with respect and they cooperate well with each other in lessons. They take on a wide range of responsibilities, for example, as Eco-warriors supporting the school to be 'a green school'. Support provided by pupils at playtimes is also helpful in helping to maintain good behaviour and positive relationships. The school tour guides also take on their responsibility well and provide visitors with a very positive view of the school.

### **Leadership and management**

The headteacher's strong and determined leadership is making significant improvements to the school. Leaders at all levels have developed an understanding of the school's performance and its areas for development, though they are not yet

sufficiently involved in all monitoring and evaluation activities and sharing good practice. There has been a strong focus on developing teaching and learning, and on eradicating any inadequate teaching through well-focused professional development. The school has been particularly successful in improving performance at the end of Key Stage 2, including the progress of disabled pupils and those with special educational needs and in improving attendance. Assessment and tracking systems are used well to review the progress of groups and individual pupils regularly. This has resulted in better progress and the rapid identification of interventions to accelerate pupils' progress further. Given these improvements, the school demonstrates a satisfactory and rapidly improving capacity for further improvement.

Safeguarding procedures are managed well and meet requirements. Members of the governing body provide challenge and support and are often involved in the everyday life of the school. The governing body knows the school well, and along with the local authority, has effectively supported the school through a period of turbulence and changes in staffing. Partnerships are strong and support the school's overall drive for improvement.

The curriculum has been developed well with themes that inspire pupils to learn. For example, the Wild West theme (Howdy Partner) and the Olympic theme provide good opportunities for pupils to develop a wide range of skills and are effective in meeting pupils' needs. These themes also ensure pupils' good spiritual, moral, social and cultural development. This has enabled pupils to have better attitudes to learning and promoted a positive learning culture that supports pupils' progress across the school. The curriculum is planned to meet pupils' needs and ensures that pupils make satisfactory progress in their basic skills. The school also provides a range of extended curriculum activities, as well as a breakfast club that supports pupils' learning and progress.

A strong commitment to developing a wide range of cultural experiences through events, such as the Faith Week, have helped to tackle discrimination effectively. The school has an effective commitment to equality of opportunity. Staff track pupils' progress to ensure no one falls behind in their learning. Pupils who are at risk of underperforming are catered for well through effective interventions.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 June 2012

Dear Pupils

### **Inspection of North Fawdon Primary School, Newcastle-upon-Tyne, NE3 2SL**

Thank you for giving us such a warm welcome when we inspected your school recently. We really enjoyed talking to you and listening to how much you enjoy your school now. Thank you, too, for answering the questions that were given to you in the questionnaire. You go to a satisfactory school that is really beginning to improve. These are some of the positive things that we found out about your school.

- You are making satisfactory progress overall, although your reading has really improved and teaching is now helping you make better progress.
- You behave and get on well with each other. You told us that bullying is very rare now, and that the school deals with any behaviour problems really well.
- You told us that you really enjoy all the visits and visitors and that it makes learning really interesting.

The headteacher, staff and governors have made good plans to make the school even better and I have asked them to work on the following to improve the school even more by:

- improving your writing and giving you more opportunities to write in all your subjects, including developing how well your writing is marked so you know exactly how to make it better and also by strengthening your handwriting skills
- improving the quality of teaching so it is good or better and making sure that you work more independently by assessing your own work and helping others and teachers also need to let you know how to be successful in your lessons
- making sure that subject leaders spread good practice and have time to look at all teachers teaching.

You can also help by making a real effort to work more independently and improve all your writing skills.

Yours sincerely

David Shearsmith  
Lead Inspector

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