

King Edward Primary School

Inspection report

Unique Reference Number	108573
Local authority	North Tyneside
Inspection number	377774
Inspection dates	18–19 January 2012
Lead inspector	Irene Cochrane

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	The governing body
Chair	Peter Smith
Headteacher	Kate Rickeard
Date of previous school inspection	8 July 2009
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Introduction

Inspection team

Irene Cochrane
Janice Stephenson
Derek Sleightholme

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days notice. Inspectors observed 18 lessons taught by 14 teachers. In addition, inspectors held discussions with pupils, members of the governing body, staff and the school's designated school development partner. Inspectors observed the school's work and scrutinised a range of documentation, including the school's information records relating to pupils' achievement, leadership and management information, monitoring and evaluation evidence and information relating to safeguarding practices. They also observed a range of intervention activities, talked with different groups of pupils about their learning and scrutinised in detail the work in pupils' books. Inspectors took account of the questionnaires returned by 130 parents and carers, 107 pupils and 27 staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection.

Information about the school

This is a much larger than average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average and most pupils are of White British heritage. The percentage of pupils with special educational needs is below average. There are no pupils identified as disabled. The school meets the current floor standard. There is extended provision, managed by the governing body, including a breakfast club, an after-school club and wrap-around care for nursery children. Since the previous inspection, the school has experienced a number of staffing changes and reorganisation. The current headteacher has been in post for four terms and two assistant headteachers have been recently appointed.

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

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- King Edward Primary school is a satisfactory and rapidly improving school. Under the determined and sharply focused leadership of the relatively recently appointed headteacher, pupils enjoy their experiences in a safe, happy and nurturing environment. Parents and carers who responded to the questionnaire are overwhelmingly supportive of the school.
- Pupils' achievement is satisfactory. From starting points which are broadly in line with those expected for their age, pupils' attainment is broadly average in English and mathematics by the end of Year 6. An increasing proportion of pupils, as observed in Year 6, are reaching higher attainment. This represents satisfactory and improving progress overall. Children in the Early Years Foundation Stage make a satisfactory start to their education. Progress accelerates in Key Stage 2, particularly in Year 6, as a result of well focused activities, high expectations and a brisk pace of learning.
- The quality of teaching is satisfactory overall and swiftly improving, with an increasing proportion of good teaching, particularly in upper Key Stage 2. However, there is some variation across classes and subjects. In the best lessons, teachers assess pupils' work regularly to check on their progress. However, the use of the assessment systems is not used as well by all teachers to set work that is appropriately matched to pupils' different abilities in order to ensure they quickly move on to the next level.
- Pupils' behaviour is good and their positive attitudes contribute effectively to their learning. They are clear about what is acceptable and show respect towards each other in and around school. Arrangements for safeguarding are robust. Pupils have a good understanding of how to keep themselves safe in various situations, including when using the internet.
- Leadership and management are good. The new headteacher is building an effective team of senior leaders who share her vision to improve the school, involving staff at all levels. Over the last year, systems to accurately assess and monitor pupils' progress have sharpened and they now enable the school to identify quickly those pupils or groups of pupils who are in need of additional help or challenge.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- To raise achievement in writing and mathematics, particularly in Years 1 and 2, by:
 - ensuring pupils have more opportunities to improve their literacy skills in extended pieces of writing
 - ensuring pupils better use their mathematical skills in problem-solving activities.
- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring existing assessment systems are used effectively by all teachers to provide accurate, well matched and challenging work for all groups of pupils
 - reducing the amount of time that teachers talk in lessons by ensuring that pupils have rich opportunities to discuss and share their learning
 - ensuring pupils have more opportunities to respond to the suggestions made to improve their work.

Main Report

Achievement of pupils

Pupils' attainment is average and achievement is satisfactory and improving throughout the school. The vast majority of parents and carers who expressed their views of the school feel that their children make good progress. Inspection evidence supports the view that pupils are making at least satisfactory and increasingly good progress, particularly in Year 6, as a result of improved teaching and more rigorous assessment and monitoring systems to accurately assess pupils' attainment. More-able pupils are now making better progress by Year 6 and lower-ability pupils and those with special educational needs are making satisfactory and improving progress through a structured programme of intervention strategies and small group work. Steps taken to accelerate younger children's development of reading through structured learning of letters and sounds are having a positive impact. This is built upon steadily in Years 1 and 2 and consequently, pupils develop broadly average reading skills at the end of Key Stage 1. The school's positive approach to the teaching of reading was observed during inspection when listening to a lower ability group of pupils read in Year 1. Pupils were keen to share their books and demonstrated resilience, enjoyment and effective word building strategies when reading, and subsequently did not want the session to end.

By the time pupils leave Key Stage 2, their attainment in reading is average and improving, because the school provides a rich reading culture and a range of effective intervention strategies to address pupils at risk of underachievement. Pupils in Year 6 have very positive attitudes to reading and a good knowledge of authors and decoding strategies. Current actions by leaders continue to improve the accuracy of assessment and pupils' progress, but this is less well embedded in Key Stage 1 and the Early Years Foundation Stage.

Children join the Nursery with skills that are mainly as expected for their age and enter Reception Year with broadly expected attainment. They settle well because relationships are

strong and the school provides a wide range of interesting and enjoyable activities from which the children can choose. Children's behaviour and personal skills are good. Provision outdoors is strongest in the Nursery where children can independently access this throughout the day. Recently introduced assessment systems are used regularly and are developing well, however, the school is aware of the need to refine progress measures more accurately in the Nursery and in the Reception classes.

Quality of teaching

The quality of teaching is improving rapidly through the more rigorous monitoring and tracking of pupils' progress. It is always at least satisfactory and the proportion of good teaching has increased, particularly in Key Stage 2. Some pockets of ineffective teaching have been eliminated and teaching is leading to at least satisfactory or better progress in the majority of lessons. In the best lessons observed, teachers had high expectations and engaged pupils through interesting well matched activities. Verbal feedback was used effectively to give improvement points and timescales set for work to be completed. Although marking and feedback of pupils' work has improved, some inconsistencies remain and pupils do not always have the opportunity to respond to the suggestions made to improve their work further. In less effective lessons, teachers talk for too long and as a result, the pace of learning slows. The use of improved and agreed assessment systems are not consistently used to provide challenging well matched activities across school. Although the quality of teaching has improved in Key Stage 1, there are still too few opportunities provided for pupils to develop their extended writing and to use their mathematical skills in problem-solving activities. The overall good curriculum has an increasingly sharper focus on basic skills and themes which pupils enjoy. In most lessons, teachers are creative in their planning of an imaginative curriculum and the opportunity for pupils to apply their skills in meaningful contexts. This was observed in a literacy lesson in a Reception class when children readily attempted to write their own sentence to go inside a fortune cookie and later, enthusiastically took part in a Chinese lion dance outdoors.

Almost all parents and carers who responded to the inspection questionnaire considered that their children are well taught. Several comments were very positive about the dedication of the staff. Despite acknowledging that there is some good teaching and that it is improving, inspectors judge that overall, the quality is currently satisfactory.

Teachers effectively promote pupils' spiritual, moral, social and cultural development. Pupils' positive attitudes to staff and willingness to learn collaboratively are strengths in their approach to a diverse society. During lessons, pupils are provided with many opportunities to reflect on their learning and the wider world.

Behaviour and safety of pupils

Well established routines for behaviour and safety are firmly embedded across the school, including the high quality pastoral care and support provided through the wrap-around care for nursery children and extended provision. As a result, pupils have a clear sense of what is right and wrong and show respect towards each other and their school surroundings. They understand the school rules and take responsibility for their actions. The school has clear anti-bullying initiatives which pupils understand and the importance of dealing with any issues readily, should they arise. The responses of parents and carers in the questionnaires were overwhelmingly positive; they indicated that behaviour is good and that their children feel safe.

Inspection evidence supports this view. Parents and carers are very positive and appreciative of the extended provision and wrap-around care the school provides, where relationships are very good and a warm and welcoming environment is provided. Typically good behaviour contributes to the effective climate for learning and that is evident in almost all lessons, and is sometimes exemplary, as observed in Year 6. In a few lessons, behaviour is only satisfactory because pupils become disengaged as a result of teachers talking for too long. Pupils are polite and considerate and say that they know who to go to should they need help.

The school's arrangements for safeguarding ensure that pupils feel safe, which is a view that is held by all staff. Pupils acknowledge the recent significant improvements to the school site to enhance security. They have a good understanding of how to keep themselves safe, including issues, around cyber-bullying. Attendance is consistently above average and pupils are punctual in arriving to their lessons. Exclusions and racist incidents are rare.

Leadership and management

The headteacher provides the school with strong and effective leadership. She is increasingly ably assisted by other managers and has the full confidence of staff, parents and carers. Since her appointment, she has produced a clear agenda to focus on accurate assessment of pupils' work, improving the quality of teaching and raising attainment. The rigorous monitoring of lessons is improving their quality and raising expectations of teachers. Inspectors found that pupils' progress is accelerating and attainment across the school is rising. The governing body knows the school very well through its first-hand experiences and strong links with the community. It challenges and holds the school to account in positive ways sharing the ambition for continued school improvement, including vigilant steps taken to improve the safeguarding of pupils. The school's capacity for sustained improvement is good because the systems to monitor and evaluate its work are accurate and strategies to tackle any weaknesses have been implemented to good effect.

The recently reviewed broad and varied curriculum takes account of pupils' needs and interests, with a clear focus on progressively improving basic skills. Pupils say they enjoy the wide range of visits and visitors to the school because it makes their learning more interesting. The effective use of partnership working enhances those learning opportunities that develop pupils' imagination and experiences, for example through visits to the City Learning Centre, and to develop pupils' skills in information and communication technology. A themed approach to curriculum planning provides many opportunities for pupils to enhance their spiritual, moral social and cultural development, for instance, Culture Days.

The school's work to promote equality of opportunity is good. Personalised programmes are effectively devised for pupils that need them. For example, reading recovery sessions and the reading partners initiative are highly successful in accelerating the rate of pupils' progress.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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).

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.
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.
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.



20 January 2012

Dear Pupils

Inspection of King Edward Primary School, North Shields, NE30 2BD

Thank you for making us so welcome when we came to inspect your school recently. A particular thank you goes to those of you who filled in the questionnaires or met with us to talk about your school. We were impressed by your behaviour and attendance and were pleased to know that you enjoy coming to school.

We found that King Edward Primary School provides you with a satisfactory and rapidly improving quality of education. Your headteacher has done a good job since she arrived. Your work is monitored and assessed regularly to check you are making the best progress you can and your targets are helping you to get to the next level in your work. You told us that you feel safe and that the school is a happy place to be.

Your school can still improve further and we have asked the governing body, headteacher and staff to make some changes to enable you to learn more quickly. We have asked that more opportunities are given in Years 1 and 2 to write for longer periods of time and to have more time to use your mathematical skills when you are solving problems. Your teachers need to check that all your work is well matched to help you to move onto the next level and that you do not have to sit for too long listening to instructions. Finally, your teachers need to make sure that you get time to respond to improvement points they write in your books.

You can all play your part by continuing to work as hard as you can and coming to school regularly.

Yours sincerely

Irene Cochrane
Lead inspector

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