

# Toner Avenue Primary School

## Inspection report

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<b>Unique Reference Number</b>	108704
<b>Local Authority</b>	South Tyneside
<b>Inspection number</b>	356414
<b>Inspection dates</b>	11–12 November 2010
<b>Reporting inspector</b>	Moira Fitzpatrick

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>	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Malcolm Carr
<b>Headteacher</b>	Mr Kieran Quigley
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Johnston Avenue Hebburn Tyne and Wear NE31 2LJ
<b>Telephone number</b>	0191 4202588
<b>Fax number</b>	0191 4203524
<b>Email address</b>	kquigley@toneravenue.s-tyneside.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons taught by nine teachers and two teaching assistants were observed. Meetings were held with the headteacher and staff, groups of pupils and members of the governing body. Inspectors observed the school's work, and looked at documentation including the school's improvement plan, attainment data and safeguarding procedures. The responses in 55 questionnaires returned by parents and carers, as well as those returned by staff and pupils, were considered.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether the recent decline in attainment and progress been halted.
- If the school's response to the 2009 Ofsted monitoring visit has improved teaching so that it is now consistent in its quality.
- Whether staff roles and responsibilities have been clarified so that all staff are aware of their accountability for standards and improvement.
- If monitoring and evaluation by school staff and the governing body are rigorous and accurate enough to take the school forward at a good rate.

## Information about the school

This school is larger than average for a primary school. Nearly all pupils are from White British heritage, and none speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is below average and there are no pupils with a statement of special educational needs. The school holds a number of awards including Healthy School status, Artsmark and the International Award Foundation Level.

A declining school roll, since the previous inspection, has caused some staffing turbulence and turnover. Some staff have been redeployed and a new senior leadership team has been established.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

The quality of education provided by the school is satisfactory. The school's self-evaluation is robust and accurate, so that it is able to respond quickly to any weaknesses and set the correct priorities for improvement. As a result in the last year, for example there has been a significant improvement to the quality of teaching, and in pupils' progress and their attainment. The headteacher and the Chair of the Governing Body have worked closely to transform the ethos of the school. Morale is high and improvements are having a strong impact on outcomes for pupils. The rapid, secure improvements of the last year, particularly in raising attainment, indicate that the school has good capacity to improve further.

Pupils make satisfactory progress from their broadly average starting points when they enter nursery. The school has identified where pupils' attainment needed to improve and put in place specifically focused activities; consequently attainment at the end of Year 6, this year, showed a significant rise over the previous two years. While national results in English showed that pupils made at least satisfactory and, often, good progress this was not always the case in mathematics where attainment is lower. The school rightly recognises the need to continue to improve attainment in this subject.

The quality of teaching is satisfactory and improving rapidly. Teaching is now more consistent in approach and in its effectiveness because teachers are conscientious in tracking pupils' learning and set appropriate targets. However, as yet, pupils are not sufficiently enabled to be independent learners who can consistently work at a pace suited to their abilities. Some weaknesses in the provision for literacy in the Early Years Foundation Stage and in Year 1 are hampering good progression in reading and writing skills for these pupils. While provision and planning in the Early Years Foundation Stage are satisfactory, there is too little opportunity for children to consolidate literacy and numeracy skills in all areas of learning, so that their retention of new skills is not as good as it might be.

Pupils feel safe in school. They have good relationships with adults whom they trust to look after them. Care and support for pupils who have special educational needs and/or disabilities is one of the strengths of provision. Pupils behave well and create a warm and secure atmosphere for learning. Their efforts and response to the Toner's Got Talent contest certainly demonstrate their willingness to join in and make things happen!

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

- Raise pupils' attainment and improve their progress in mathematics by:

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- ensuring that teachers make more effective use of information about pupils' prior learning in mathematics to set a good level of challenge, especially for higher and lower attaining pupils
  - raising teachers' expectations of how much pupils can accomplish in a lesson
  - giving pupils more opportunities to learn from each other so their progress accelerates.
- Improve the quality of teaching by sharing the best practice and developing more opportunities for pupils to lead learning and increase their independence.
  - Review the provision for literacy in the Early Years Foundation Stage and in Year 1, to ensure clear planning for and the effective teaching of the full range of skills in reading and writing.
  - Improve planning for all areas of learning in the Early Years Foundation Stage so that opportunities to develop and consolidate literacy and numeracy skills are evident throughout the whole curriculum.
  - Up to 40% of schools whose effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils' achievement and enjoyment of learning are satisfactory. Pupils are well motivated to learn, because they have good relationships with teachers and they are clear about their targets in each lesson. Their good behaviour helps lessons to run smoothly, so that time is well used for learning in a calm and positive atmosphere.

However in some mathematics lessons teachers' expectations of what pupils can achieve are not high enough, especially for the more able. As a result pupils can find work too easy. Opportunities to inject pace and challenge into either individual or group work are also missed.

Across the school pupils make satisfactory progress. School data for the last year, and inspection evidence show that in some classes, progress is accelerating well and pupils learn at a rapid rate. Recent national test results in Year 6 show average attainment. Inspection evidence and school data indicate pupils' current attainment is at least average and improving. Pupils with special educational needs and/or disabilities are supported to make progress similar to others in the school.

Pupils say they feel safe in school and have trust in adults to solve any problems they might have. They have a sound understanding of how to be healthy, making sensible choices about what they eat and taking plenty of exercise, in and out of lessons. Pupils make a satisfactory contribution to the community through charitable fund raising, the work of the school choir and producing the Toner Times, to keep parents up to date with school news. A number of pupils expressed the view that there is scope for them to have a wider involvement in helping the school to improve in different ways. Inspectors agree that pupils have the maturity and enthusiasm to make a bigger contribution than they presently do to the school community. Pupils are satisfactorily prepared for the next stage of education, though opportunities to take the lead and show initiative are limited. Although spiritual, moral, social and cultural development is satisfactory overall, there are

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strengths in pupils' spiritual and social development, which make a positive contribution to the warm, supportive atmosphere in the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching is satisfactory overall and improving quickly, as new systems and high expectations from senior leaders take effect. There are good features in the majority of lessons, some of which are outstanding. Teachers make better use of information about pupils' learning to provide appropriate challenge for all groups of pupils and to help them be aware of their targets and how to reach them. This is not always the case in mathematics lessons where work can lack challenge for the more able pupils. The quality of marking and feedback to pupils, however, is improving quickly. Pupils are often given good advice on how to improve. While staff are beginning to manage pupils' learning well, they do not yet provide enough opportunities for them to learn independently or to take the lead in learning. In a few lessons, teachers' talk dominates. As a result, pupils become passive and time is not well used to promote effective learning. Pupils who have special educational needs and/or disabilities are well supported to make the same progress as their peers. However, because of the effective partnership between teachers and teaching assistants, those pupils who have extra support make good progress.

The curriculum is satisfactory and improving well, as teachers successfully adapt it to meet the needs of all groups of pupils. The exception is in the literacy curriculum for Year 1,

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which is too narrowly focused on reading and spelling, and does not provide good continuity from the Early Years Foundation Stage or allow pupils to develop the full range of literacy skills from the start of Key Stage 1. There has been rapid improvement in the science curriculum this year and pupils speak well of how much they now enjoy the subject. New approaches to cross-curricular learning are helping pupils to see links between subjects, as well as consolidating their basic skills. Good links, through partnership with other schools, enhance opportunities for sport and information and communication technology.

Pupils and their parents and carers hold positive views about the quality of care, guidance and support provided. Good relationships between adults and pupils promote pupils' confidence and trust, which help them to develop positive attitudes to learning. Provision for pupils whose circumstances put them at risk of being vulnerable is a strong feature of care, guidance and support. Their needs are quickly identified and any necessary links with external agencies are promptly established. Transition arrangements are satisfactory and improving between Key Stage 1 and Key Stage 2, as a result of recent staffing changes and an effective exchange of information.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Changes to staffing and the senior leadership team have helped the school to tackle some longstanding weaknesses over the last year. The headteacher, extremely well supported by the governing body, has given strong and purposeful direction to the work of the school. Changes to the senior leadership team have allowed the headteacher to delegate more of the school's work and increase the skills and expertise of a number of key staff. All staff are now aware of their responsibilities for improving the school, and their roles have been extended and clarified. They now play a full part in monitoring and evaluating the work of the school, and in taking action to improve it. Morale is high and there is a strong sense of shared purpose evident in the work of the school. For example, teaching is now more consistent in quality than at the time of the 2009 monitoring visit, because regular and robust action, following rigorous monitoring, is ironing out weaknesses and disseminating good practice. The school promotes equality of opportunity satisfactorily; staff are well informed, through the accurate tracking of pupils' learning, of how well new initiatives are having an impact on attainment for each group of pupils. This fires their confidence as they see pupils' progress accelerate and their attainment rise.

Members of the governing body give very good support to the school and they are well involved in monitoring its work and guiding improvement. They ensure that safeguarding

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requirements are fully met and all staff are suitably trained. Strong links with parents and carers create a close partnership to support children's learning. Community cohesion is satisfactory, with strengths in links with the local community and with schools overseas. The school has developed strong links and partnerships with external providers, local schools and with colleges, which enhance the support for pupils and the quality of their learning.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Provision in the Early Years Foundation Stage is improving well as staffing stabilises, and the enthusiastic and determined leader identifies and disseminates good practice. Children feel safe and secure because they are well cared for by staff. They settle quickly into the nursery, and are confident and independent in their learning. In the Reception class, this develops further as children are encouraged to direct their own learning and make choices about how they will learn from different activities. Planning for the next steps in learning is more securely developed in the Reception class, where staff are more familiar with new systems. Systems to track and record children's learning have improved in the last year and continue to strengthen, as staff are encouraged to work together and learn from each other. Planning to promote all areas of learning is variable in its quality and there is not enough emphasis on providing frequent opportunities for children to develop their literacy and numeracy skills through all learning activities. The teaching of letters and sounds and early writing skills does not begin early enough and does not pervade children's learning as much as it could. Overall, children make satisfactory progress from broadly average starting points, and the majority reach the goals expected by the end of Reception. Well-presented learning journals keep parents and carers well informed of their children's progress and form a good home-school link.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers who returned questionnaires are overwhelmingly supportive of the school. They were unanimous in agreeing that their children are safe and cared for well. Several parents and carers commented on how well their children were supported to overcome any difficulties. A small number of parents and carers expressed concern about the timing of information about school events.

Inspection findings support parents' and carers' positive views. Inspectors discovered that the school has decided to publish forthcoming events in the Toner Times, which is produced by Year 6 pupils. Senior staff are now alert to the fact that parents and carers may not be aware of this switch from individual letters home and will take action to inform all parents and carers of this change.

The questionnaire return was lower than is usual. This may be accounted for by the fact that parents and carers completed a comprehensive questionnaire for the governing body in the summer term. This produced a much higher response, and was as positive as the one conducted for Ofsted.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Toner Avenue Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 55 completed questionnaires by the end of the on-site inspection. In total, there are 259 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	58	23	42	0	0	0	0
The school keeps my child safe	35	64	20	36	0	0	0	0
My school informs me about my child's progress	27	49	27	49	0	0	0	0
My child is making enough progress at this school	28	51	25	45	1	2	0	0
The teaching is good at this school	25	45	28	51	0	0	0	0
The school helps me to support my child's learning	22	40	31	56	0	0	0	0
The school helps my child to have a healthy lifestyle	24	44	28	51	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	44	27	49	0	0	0	0
The school meets my child's particular needs	22	40	29	53	2	4	0	0
The school deals effectively with unacceptable behaviour	21	38	27	49	3	5	1	2
The school takes account of my suggestions and concerns	20	36	23	42	5	9	0	0
The school is led and managed effectively	21	38	30	55	3	5	0	0
Overall, I am happy with my child's experience at this school	30	55	24	44	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



15 November 2010

Dear Pupils

**Inspection of Toner Avenue Primary School, Hebburn, NE31 2LJ**

Thank you all for the warm and friendly welcome you gave the inspectors when we visited your school recently. I am pleased to tell you that your school gives you a satisfactory education. This is because your teachers are careful to find out what you know and what you need to learn next. They also make sure that you know your targets and how you can reach them. These things are helping you to make quicker progress in your learning, so your basic skills are improving, especially in Year 2 to Year 6. Inspectors think that one of the things the school can do to get even better is to look at how reading and writing skills are taught in the nursery, Reception class and in Year 1. You have all worked hard in the last year and this has paid off with higher standards in English, though we think there is room for even more improvement in mathematics, so that you are all as good at that as you are at reading and writing.

While we saw that you work hard and do your best, we could see that you enjoy learning most when you get the chance to think for yourselves and definitely not when you have to listen for long periods.

You told us that you feel safe and happy in school. We agree that adults look after you and notice quickly if you need any extra help or support. Some of you mentioned that you would like to have more say in what should be improved in school, including the kinds of things you learn. We agree that you are sensible and caring enough to take on more responsibility, and hope you get more opportunities for this in the year ahead.

Finally, the inspection team send a big thank you for the lovely assembly we attended when we saw the winners of Toner's Got Talent. As well as enjoying the marvellous talents of the performers, we were also very impressed by your excellent behaviour and wholehearted support for each one. Those are the kind of things that help create the warm, happy atmosphere of your school. Well done and keep up the good work.

Yours sincerely,

Mrs Moira Fitzpatrick

Lead Inspector

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