

# Stephenson Memorial Primary School

## Inspection report

---

<b>Unique Reference Number</b>	108597
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	356389
<b>Inspection dates</b>	28–29 September 2010
<b>Reporting inspector</b>	Ann Wallis

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

---

<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>	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Carole Taylor
<b>Headteacher</b>	Mrs Emma Overton
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Martin Road Wallsend Tyne and Wear NE28 0AG
<b>Telephone number</b>	0191 2007365
<b>Fax number</b>	0191 2006957
<b>Email address</b>	StephensonMemorial.Primary@northtyneside.gov.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	28–29 September 2010
<b>Inspection number</b>	356389

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors who visited 14 lessons and saw 12 teachers teach. They held meetings with the Chair of the Governing Body, a representative of the local authority, staff and pupils. They observed the school's work, and looked at pupils' books, pupils' progress data and other documentation. They analysed 49 questionnaires from parents and carers and also those from pupils and staff.

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

- The effectiveness of the school's strategies to raise attainment in English and mathematics.
- The effectiveness of the new leadership team in driving and sustaining improvement.
- Whether the curriculum and care, guidance and support are strengths of the school.

## Information about the school

This is a well above average-sized primary school. A well above average proportion of pupils is known to be eligible for free school meals. An average proportion of pupils is from minority ethnic groups and an above average proportion speak English as an additional language. The percentage of pupils who have special educational needs and/or disabilities is well above that usually seen. The school has gained Activemark, Healthy School and Basic Skills awards.

At the time of the inspection the acting headteacher and acting deputy headteacher had been in post for four weeks.

The privately run on-site provision for childcare, 'Little Rockets', is subject to a separate inspection and will receive its own inspection report, which is available on the Ofsted website.

**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

Stephenson Memorial Primary is a satisfactory and improving school. Since the previous inspection attainment, although still low, has risen and pupils' progress is improving securely and quickly. This is because the school assesses and monitors pupils' progress very carefully and gives them high quality extra help when they need it. Recently appointed senior leaders and managers have a very clear idea of how to improve the school and have recently introduced systems and procedures that are already having a noticeable impact on raising attainment. They evaluate the schools work rigorously and know its strengths and weaknesses well. The school has a good capacity to improve further.

Strengths of the school are the good care and guidance it gives pupils. These support and enhance their personal development so they behave well, know how to stay safe and healthy, and willingly take on responsibility for themselves and for others in their community. Attendance has risen and is now above average.

The school promotes community cohesion satisfactorily and has good links with the local community. It is beginning to develop links with communities further afield more fully, but has not evaluated the impact of this work.

Children have a satisfactory start to their education in the Nursery and Reception classes where they settle quickly and happily into school routines. They make the best progress in developing their personal and social skills and form good relationships with adults and with each other. Progress in reading and writing, although satisfactory, is slower. Children's opportunities for outdoor learning, problem solving and creative activities are not yet fully developed. Assessment data is not used effectively enough to plan the next steps in children's learning.

From very low starting points when they enter the Nursery, pupils make satisfactory progress as they move through the school to reach standards which, although still low, are closer to the national average by the time they leave Year 6. Pupils' attainment in English and mathematics has shown an upward trend over the last three years and their achievement is satisfactory. This is because teaching and learning are never less than satisfactory and in some lessons are good. Teachers plan their lessons thoroughly, check pupils' learning carefully and assess their progress well. Teachers and teaching assistants provide high quality support and help for those in danger of falling behind. In some lessons learning is slower because the pace of work is not as brisk, pupils are not always fully challenged and they spend too much time listening and not enough time learning independently and finding out things for themselves.

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

- Raise attainment in English and mathematics by:

**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

- ensuring all pupils are fully challenged and work at a brisk pace in all lessons
- giving pupils more opportunities to work on their own and find things out for themselves.
- Accelerate the rate of progress, especially in reading and writing, across the Early Years Foundation Stage by:
  - ensuring that activities to help children learn independently provide sufficient challenge and give them more opportunities for creative thinking, problem solving and investigation
  - using assessment information to plan continuously for individual next steps in learning
  - extending children's access to outdoor learning.
- Develop the school's work in promoting community cohesion by:
  - giving pupils more opportunities to engage with pupils from communities and cultures both in the UK and overseas which differ from their own
  - evaluating the impact of this work.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

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

Pupils' achievement is satisfactory and most enjoy learning. They concentrate well in lessons and work hard. Pupils share information and ideas sensibly and work well in pairs and groups. In a Year 6 literacy lesson, for example, pupils were showing real enthusiasm for learning as they combed newspapers to improve their understanding of journalistic writing. The school's very detailed tracking data and work in pupils' books confirm the satisfactory and sometimes good progress that pupils are making. Indeed, progress is accelerating as they move through the school. Results in the 2010 teacher assessments show an increase, albeit from a low base, in the proportion of pupils reaching the expected levels in English and mathematics. Pupils with special educational needs and/or disabilities achieve as well as their peers because their progress is tracked very carefully and they receive constructive, individual help from teachers and teaching assistants.

Pupils' behaviour in lessons and around the school is good. They have a well developed sense of right and wrong and treat each other, staff and visitors with respect. They have good teamwork skills, are competent in using information and communication technology (ICT) and their attendance and punctuality are good. These attributes combined with improving basic skills mean that they are satisfactorily prepared for future life. Pupils know how to stay fit and healthy and enjoy taking part in sport.

**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

*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>	4
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>2</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>2</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>2</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?

Teaching is improving across the school. Although currently satisfactory overall, school monitoring data and inspection evidence indicate that in an increasing proportion of lessons it is good. However, the school is not complacent and recognises the need to ensure that the pace of all lessons is equally brisk and that all groups of pupils are fully challenged to achieve their best. In the best lessons, pupils are engrossed in their work and varied activities engage their interest fully. Teachers make good use of ICT to display attractive resources, and their clear explanations ensure all pupils understand what is being taught. In some lessons, pupils have fewer opportunities to learn independently and find out things for themselves. The quality of marking and feedback to pupils and the assessment of their work and progress are good. This, combined with the timely extra help given to pupils who are in danger of underachieving, ensures that pupils make satisfactory and sometimes good progress.

The curriculum is reviewed regularly and satisfactorily meets the needs of all pupils. It has a key strength in the personal, social and health education curriculum which supports pupils' personal development particularly well. Subjects are now more closely linked, making the curriculum more interesting and relevant for pupils and giving them increased opportunities to practise their basic skills. These developments are adding to pupils' interest and enjoyment of learning but it is too early to gauge their full impact on improvements in attainment.

**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

The school provides good care, guidance and support for all pupils but particularly for the most vulnerable. It works closely with outside agencies to ensure all pupils receive the specialist help they need. Both pupils and parents are very appreciative of the support the school gives them. Close links with other schools and the local childcare providers ensure that children settle well into the school and are fully prepared for moving on to the next stage of their education.

*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	2
<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>2</b>

## How effective are leadership and management?

Leaders and managers have a very clear vision for further improvement, which they communicate well to staff, pupils and parents. Morale is high and all staff feel their contribution and opinions are valued. Systems to assess pupils' progress have rapidly become embedded in the work of the school and are leading to improvements in attainment. Teaching and learning is monitored regularly and good professional development and the sharing of good practice are also bringing about improvement. Governance is good. The governing body knows the school well and plays its full part in monitoring its work.

Systems for safeguarding pupils meet requirements and staff are appropriately trained in child protection and in risk assessment procedures. Discrimination of any kind is not tolerated and all groups of pupils are encouraged to achieve their best. The school has forged good partnerships within the community, with local businesses and neighbouring schools. It has increasingly close links with parents and is making the most of using information and communication technology to develop these further.

Community cohesion is promoted well within the local community. The school is now beginning to expand its links with other communities both within Britain and overseas to give pupils better opportunities to engage with pupils from cultures and communities that differ from their own. The school has not evaluated the impact of this work.

**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

*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>2</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**

Children enter the Early Years Foundation Stage with skills below and often well below those typical for their age. By the time they enter Year 1, their skills, although still below, are closer to expectations. Children show evident enjoyment of learning and make satisfactory progress. They progress particularly well in their personal and social development. They quickly learn to play together, sharing equipment and taking turns. Welfare arrangements are secure and aspects of healthy living are promoted well. Progress in reading and writing, although satisfactory, is less secure and children's skills in these areas are at a lower level than in other areas of the curriculum. Activities are planned around central themes and children delight in accessing new experiences. Adult-led learning is well established. However, the overall quality of learning opportunities is hindered because children have insufficient opportunities to access activities which present challenge through problem solving, investigation and creativity. Equally, access to the outdoor learning environment is limited so children's choice as to where and how they learn is not fully developed. Leaders and managers have successfully identified areas for development and have strategies in place to improve the provision further. The development of 'learning logs' is now beginning to improve the quality of assessment. However, this information is not used fully to plan the next steps in children's learning.



**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

*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	2

## Views of parents and carers

Most parents and carers who responded to the questionnaire are very pleased with the education the school provides. They particularly value the approachability of teachers and the extra help they give their children. Inspectors entirely endorse these views. A few parents and carers had concerns that the school did not deal with challenging behaviour effectively and did not give them enough notice about parent's evenings and other school events. Inspectors found pupils' behaviour to be well managed and the school's communication with parents and carers to be good.

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

Ofsted invited all the registered parents and carers of pupils registered at Stephenson Memorial 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 351 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	80	10	20	0	0	0	0
The school keeps my child safe	33	67	16	33	0	0	0	0
My school informs me about my child's progress	28	57	19	39	2	4	0	0
My child is making enough progress at this school	25	51	23	47	0	0	1	2
The teaching is good at this school	27	55	21	43	1	2	0	0
The school helps me to support my child's learning	20	41	28	57	1	2	0	0
The school helps my child to have a healthy lifestyle	23	47	25	51	1	2	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	49	23	47	0	0	0	0
The school meets my child's particular needs	26	53	20	41	2	4	0	0
The school deals effectively with unacceptable behaviour	22	45	20	41	6	12	0	0
The school takes account of my suggestions and concerns	17	35	26	53	3	6	1	2
The school is led and managed effectively	18	37	28	57	1	2	1	2
Overall, I am happy with my child's experience at this school	29	59	17	35	1	2	1	2

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.**



30 September 2010

Dear Pupils

**Inspection of Stephenson Memorial Primary School, Wallsend, NE28 0AG**

Thank you for the warm welcome you gave us when we came to inspect your school this week. A particular 'thank you' goes to those of you who took time to talk with us and tell us all about your school. Please also thank your parents and carers for filling in the questionnaire.

These are some of the things we have said about your school in our report.

- Yours is a satisfactory school where you make satisfactory progress.
- You behave well, know how to stay safe and healthy and attend school regularly.

Your school is well led and managed and the care, guidance and support you receive are good.

- The teaching you receive and the curriculum you follow are both satisfactory.

This is what we have asked your school to do now.

Help you reach higher standards in English and mathematics and make lessons even more interesting by:

- making sure you work quickly enough and are challenged to do your best in all lessons
- giving you more opportunities to work on your own and find out things for yourself.

Help the youngest children in the Nursery and Reception classes make even better progress in reading and writing by:

- giving them lots of challenging opportunities to learn outdoors and solve problems
- checking their progress carefully.

Give you more opportunities to understand communities and cultures, both in Britain and overseas, which are different from your own.

You can help your school improve even further by continuing to behave well and working with your teachers to achieve the very best you can.

Yours sincerely

Mrs Ann Wallis

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**