

Hedworth Lane Primary School

Inspection report

Unique Reference Number	108686
Local Authority	South Tyneside
Inspection number	337122
Inspection dates	23–24 November 2010
Reporting inspector	Margaret Shepherd

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	The governing body
Chair	Mr Keith Bell
Headteacher	Mr Tony Gill
Date of previous school inspection	5 February 2007
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed; 12 teachers were seen; meetings were held with the school council, the eco group, governors, the senior leadership team and all staff. Inspectors observed the school's work, and looked at samples of pupils' work as well as documents related to self-evaluation, safeguarding, tracking information, teachers' planning and assessment. They analysed 178 parent questionnaires.

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

- Whether teaching and the curriculum meet effectively the needs of the boys.
- Whether the school's evaluation of how well pupils keep themselves safe and healthy and their behaviour is accurate.
- How effective the senior leadership team is in driving improvement.
- Whether the changes to the Early Years Foundation Stage provision have been effective.

Information about the school

The school serves the families of the local village. A quarter of pupils come from outside of the area. It is larger than most primary schools and has a broadly average percentage of pupils known to be eligible for free school meals. The great majority of pupils are of White British heritage. The proportion of pupils with statements of special educational needs and/or disabilities is below average. The overall proportion of pupils with special educational needs and/or disabilities is lower than average. The school provides a breakfast club each morning. The Early Years Foundation Stage operates in separate classrooms for whole-class sessions and then opens up the adjoining doors to share all the accommodation. The school has the Activemark, Healthy School status, Artsmark Silver and the FMSIS standard. Since the previous inspection the school has received a much higher proportion than usual of new pupils partway through the year due partly to the closure of a neighbouring school and partly through families opting to move to the school from outside the area.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The headteacher sets a very clear direction that drives improvement both in pupils' academic and personal development. There is a productive partnership between all leaders. The governors, senior leadership team and staff with whole-school responsibilities work together effectively to tackle weaknesses. Their success is based firmly on clear self-evaluation processes. Staff morale is high, with everyone valuing their role in the team. These features result in a good capacity for further improvement.

Pupils make good progress as they move through the school. This is due to the good teaching and well-focused curriculum to develop basic skills. Children enter the school with attainment lower than expected in literacy and numeracy. By the end of Year 6 attainment is average in English and above average in mathematics. This is the result of a strong whole-school focus in raising attainment in this subject. Although boys make good progress, it is not as good as that of the girls. There are efficient tracking systems, which the school uses well to analyse individual progress over time and to target and support individual pupils. This works particularly well for pupils with special educational needs and/or disabilities who make good progress.

Children make a good start in the Early Years Foundation Stage due to the effectiveness in the use of the shared accommodation and the determination of the leaders to systematically improve provision. The programme for learning to read and write is well organised but there are some inconsistencies in adults' use of questioning and in the whole-class work at the end of sessions where activities do not always extend learning effectively. Children thoroughly enjoy learning outside.

The school's strong emphasis on personal development results in confident, well-behaved pupils who thoroughly enjoy their learning. Rates of attendance are high and a result of the very effective focus on this aspect of the school's provision. Pupils appreciate the opportunities for taking responsibility, such as being on the school or the eco council and in being buddies at playtimes. They have a good understanding of keeping safe and healthy and enjoy the healthy meals at lunchtime. A large proportion of pupils take part in the wide range of after-school clubs. The breakfast club plays a very effective part in ensuring pupils make a good start to their day. This is an example of how the school works well to promote effective partnership with parents.

What does the school need to do to improve further?

- Increase boys' progress further by:
 - improving the good curriculum further so that it provides a more relevant and stimulating opportunities to match boys' particular needs

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- increasing resources to stimulate boys learning further
- accelerating learning in lessons by extending the use of contrasting, short, focused tasks with more opportunities for active pupil participation and regular talking in pairs.
- Improve the consistency in the Early Years Foundation Stage in adults' questioning skills and in the whole-class provision at the end of sessions.

Outcomes for individuals and groups of pupils

2

Achievement is good through the school. The higher than average proportion of pupils coming into the school over the past two years resulted in a drop in attainment overall at both key stages because these pupils had a lack of continuity in their schooling. They have now settled very well into the school. Pupils make good progress in lessons and enjoy their learning. Attainment has risen and is now broadly average. Progress is particularly good in mathematics, resulting in attainment being above average by the end of Year 6. While girls listen carefully throughout lessons, when there is too much talking by the teacher and not enough opportunities for pupils to actively engage in the learning, the boys lose concentration and the pace of their learning slows. Pupils respond well to practical activities, such as extending their numeracy skills by counting socks pegged onto a clothes line. The majority of pupils settle quickly to their group activities and complete their tasks. They work confidently on computers, whether this is to extend their technical skills, such as creating hyperlinks when designing a game, or to develop basic skills in numeracy and literacy. Pupils settle quickly into lessons and move around the building very sensibly. They are courteous to adults and appreciate each others' efforts. For example, they thoroughly enjoy watching the video link in the corridor showing pupils activities from throughout the school. They understand the importance of keeping safe and healthy and are keen to eat the fruit the school provides. They are well involved in activities in the local community, for example the choir visits a range of different venues. Pupils have an excellent understanding of the importance of attending school and being punctual. The good quality art around the school reflects their sensitive responses to cultural opportunities and pupils' moral and social development is good.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

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

¹ 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?

Teachers plan lessons carefully and make sure that there are varying activities to match different groups of pupils' needs. There is a clear indication at the beginning of lessons on the intended learning. Teachers use electronic teaching boards imaginatively to introduce new knowledge or to reinforce previous learning. They manage pupils' behaviour well and create good relationships within their classes. Several teaching approaches suit the girls better than the boys. In the teaching where the boys respond well, there is a good variety of short, contrasting tasks and plenty of opportunities for pupils to talk in pairs to exchange their thinking. In other lessons pupils' interest is not fully stimulated and their learning slows. Teachers ensure that pupils play an active part in their learning during group work but this is not as evident in whole-class sessions.

The curriculum for basic skills is well organised and supports the steady progression in English, mathematics, information and communication technology and physical education as pupils move through the school. Opportunities are sometimes missed to provide content across the curriculum which appeals to boys. Provision for pupils with special educational needs and/or disabilities matches their individual needs well. The curriculum for personal development is very effective.

The school takes good care of its pupils and supports them well, creating a family style context for learning, despite the school being larger than average. This is due to the whole

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staff team knowing pupils well and giving them encouragement to succeed. Transition arrangements work very effectively. Systems for promoting attendance are outstanding.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher communicates well his ambition to systematically improve the quality of provision. There is a very clear focus on extending the quality of teaching and learning. The clear allocation of responsibilities to staff is effective because individuals have opportunities to take the school forward through contributions to staff meetings and supporting other members of staff. The senior leadership team work very well together. Their analysis of data is good, as is the action taken as an outcome of the analysis. For example, the identification of weaknesses in mathematics resulted in whole-school strategies to improve provision and a subsequent rise in attainment.

The school promotes equality of opportunity well and has identified the need to reduce the gap between the achievement of girls and boys. It values its role as part of the local community and promotes this consistently. It is not as effective in developing cohesion in national or international communities. The governing body is effective because governors have a good understanding of the school's work, partly through the high quality information they receive from the school. The strategy to link each governor to subjects and whole-school issues also supports their roles well. The school creates good partnerships with outside agencies to promote its provision and makes effective use of training opportunities for staff, such as the mental health in schools strategy. Safeguarding procedures are considered carefully, which parents appreciate. The school uses external specialists well to provide a wide range of training for staff to extend their understanding of their responsibilities in keeping pupils safe.

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These are the grades for leadership and management

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

Early Years Foundation Stage

The leadership of the Early Years Foundation Stage is very effective. There are clearly focused action plans to drive forward improvements. The organisation of the school day works well with a good balance between whole-class sessions and independent learning or group work. The changes to accommodation since the previous inspection make a considerable difference to the use of the outdoor learning area. This is now accessible from the classrooms and allows children to move independently between the different areas. Teaching overall is good, with additional adults deployed effectively to support individuals and groups. When questions are used well by staff they extend children's learning systematically, but some of the teaching team do not challenge children well enough or encourage them to extend their understanding. The quality of whole-class learning at the end of sessions is also inconsistent. Where it is good there is a fast pace and interesting activities that stimulate children's interests. Where it is less effective some children lose concentration and their rate of learning slows. The curriculum is well balanced and there is a strong emphasis on children's welfare. Links with the local nurseries are good and support children with special educational needs and/or disabilities particularly well.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Nearly two thirds of parents and carers returned their questionnaire. Most expressed positive views which the inspectors endorse, although a very small minority did not feel they received enough information about progress or that behavioural issues were not followed through. Inspectors reviewed these concerns and found information to be regular and pupils' behaviour well managed. A very large majority of parents and carers agree that they are happy with their children's experience at school; that their children are kept safe, that they enjoy school and are helped to have a healthy lifestyle. Inspectors endorse these views. There were a good number of written comments from parents and carers that praised the work of the school. Typical comments were, 'My child is very enthusiastic about school,' and 'I feel he is supported, encouraged and loves the extra-curricular activities that are available.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hedworth Lane 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 178 completed questionnaires by the end of the on-site inspection. In total, there are 305 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	105	59	68	38	5	3	0	0
The school keeps my child safe	112	63	64	36	1	1	0	0
My school informs me about my child's progress	65	37	98	55	13	7	1	1
My child is making enough progress at this school	76	43	89	50	8	4	0	0
The teaching is good at this school	86	48	84	47	5	3	0	0
The school helps me to support my child's learning	72	40	91	51	9	5	2	1
The school helps my child to have a healthy lifestyle	81	46	93	52	1	1	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)	76	43	87	49	3	2	0	0
The school meets my child's particular needs	77	43	97	54	4	2	0	0
The school deals effectively with unacceptable behaviour	72	40	94	53	6	3	2	1
The school takes account of my suggestions and concerns	60	34	109	61	2	1	3	2
The school is led and managed effectively	87	49	85	48	1	1	3	2
Overall, I am happy with my child's experience at this school	96	54	79	44	2	1	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



25 November 2010

Dear Pupils

Inspection of Hedworth Lane Primary School, Boldon Colliery, NE35 9JB

The inspectors and I would like to thank you very much for giving us such a warm welcome when we came to your school. We enjoyed talking with you and listening to your views. You helped us to understand what you think about your school. We would like to tell you what we found out.

You go to a good school. You make a good start in Reception and learn to play sensibly together. We were very impressed that you really enjoyed going outside to learn even when it was raining. You make good progress as you move through the school. This is particularly good in mathematics because the school has worked hard to provide you with a well-balanced curriculum. Your personal development is also good. You behave very sensibly in lessons, settle down to work quickly and move around the building very well. You have a good understanding of keeping healthy and we were impressed with how you enjoy eating healthy foods and taking lots of exercise. The headteacher and governors and your senior teachers work well together to make your school a better place for learning. They are particularly good at making sure that you attend school regularly and you do this very well. We think that you have a very effective breakfast club that gives you a good start to the day.

The girls make better progress than the boys so we have asked the school to make some changes. These include giving you lots of different short tasks in lessons where you can contribute more; organising more time for you to talk with a partner; providing resources and more activities to stimulate the boys' interests. You can all do your best to keep working hard when these changes happen and explain what and how you like to learn. We have also asked your staff in Reception to make sure that they all use questions very effectively and to make the whole-group activities at the end of sessions equally good in both classes.

We wish you well for your future learning through your lives.

Yours sincerely

Mrs Margaret Shepherd

Lead inspector

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