

Colegate Community Primary School

Inspection report

Unique Reference Number	108375
Local Authority	Gateshead
Inspection number	356348
Inspection dates	3–4 November 2010
Reporting inspector	Kate Pringle

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	293
Appropriate authority	The governing body
Chair	Cllr David Napier
Headteacher	Mr Matthew Younger
Date of previous school inspection	16 October 2007
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Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed and 14 teachers seen to teach. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders were also considered through questionnaire responses from 56 parents and carers, 15 staff and 93 pupils.

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

- How effectively current provision in the Early Years Foundation Stage impacts upon opportunities for children to learn and make good progress.
- How effectively all teachers provide challenge for the differing needs of pupils in order to secure good progress across the school, especially at Key Stage 1.
- How well basic skills, including information and communication technology (ICT), support learning across the curriculum.
- How well all leaders and managers identify areas for improvement and successfully address these to improve outcomes for pupils.

Information about the school

This is a larger-than-average primary school. The proportion of pupils known to be eligible for free school meals is well above that found nationally. Most pupils are White British with very few from minority ethnic backgrounds. Few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is higher than the national average as is the proportion of pupils who have a statement of special educational needs. Two specialist speech and communication units, managed by the local authority, are sited within the school. These provide focused support for pupils with communication difficulties between the ages of five to 11 years of age from across the authority.

Awards over the last three years include International Schools, Activemark, Healthy Schools and the Financial Management of Systems in Schools.

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

This is a satisfactory school. It has several good features. It is a welcoming place which provides a positive climate for pupils to play and learn. This is demonstrated well in the good quality of the care, guidance and support provided. Relationships with parents and carers and with other partners are developing well and starting to contribute to pupils' achievement and well-being. The vast majority of parents and carers recognise that the school supports their children well and keeps them safe. Overall outcomes for pupils are satisfactory. The strengths of the school are well reflected in the way that pupils' feel safe and know how to lead a healthy lifestyle. Their good understanding of right and wrong has a positive impact on pupils' behaviour about the school.

Overall, pupils make satisfactory progress. Recent improvements to provision in the Early Years Foundation Stage enable children to progress well in all areas of the curriculum. From broadly average levels on entry at Year 1, they now leave Year 6 with standards in line with those nationally, thus making satisfactory progress overall from Years 1 to 6. However, progress varies between classes and key stages. This is reflected in the lower standards at Key Stage 1 and the largely satisfactory progress observed in lessons and work scrutiny across year groups. Procedures for the assessment and tracking of pupils' learning are in place but their use by teachers is in the early stages of implementation. Not all teachers use this information to full effect on a daily basis to challenge pupils through individually focused activities, or to inform them through marking their work of their next steps in learning. Pupils display good attitudes to learning because of their positive relationships with teachers and other staff. They are well motivated and try their best to achieve what teachers ask of them. The curriculum matches pupils' needs but does not yet provide enough opportunities for them to be creative, and to investigate and solve problems using their emerging skills in literacy, numeracy and information and communication technology (ICT) to best effect in different subjects.

The headteacher motivates staff well and has successfully shared his aspirations with all leaders and managers. Supported professional development is improving the understanding of all those who lead the school in fulfilling their roles and responsibilities effectively, but the improvements are not yet fully embedded. As a result, monitoring and evaluation by middle leaders and managers of their areas of responsibility is inconsistent. Self-evaluation by senior leaders is accurate and the identification of what needs to be done to improve outcomes is addressed well through a cycle of highly-focused support and monitoring. Recent improvements prioritise the need to drive up standards by addressing how pupils learn. As a result there has been an improvement in the behaviour of pupils, increased attainment at the end of Year 6, better provision in the Early Years Foundation Stage, and embedding of a rigorous assessment system to support pupils' future learning needs. Overall, this means that the school has a good capacity to improve.

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What does the school need to do to improve further?

- Raise standards at Key Stage 1 by improving the quality of teaching and learning through:
 - – improving the use of assessment data to plan challenging activities that are well matched to pupils' individual abilities
 - – using marking to clearly indicate pupils' success against their targets and to provide guidance on what they need to do to improve.
- Extend the variety and range of pupils learning experiences by:
 - – increasing opportunities for pupils to learn together to investigate, be creative and develop their problem-solving skills
 - – providing greater opportunities for pupils to use their basic skills, including the use of ICT, across the curriculum.
- Achieve consistency in the work of middle leaders and managers, improving their skills where necessary by:
 - – sharpening their use of monitoring and evaluation
 - – enabling them to use rigorous self-evaluation to identify and implement actions which will improve outcomes for all groups of pupils.
- Up to 40% of the schools whose overall 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 speak well of the school and they enjoy the opportunities it offers them. Their positive attitudes and good behaviour mean that they engage positively in the tasks set by their teachers. In lessons when pupils are involved in practical investigations, which provide good-quality opportunities to solve problems and be creative, they engage particularly well and progress at a faster rate. However, in some lessons, where this is not the case, learning slows. Overall most groups of pupils make satisfactory progress. A declining trend in attainment has been reversed at Year 6. Recent results demonstrate that attainment is now broadly average and inspection evidence indicates similar attainment for the present Year 6. Attainment and progress are less secure at the end of Key Stage 1. Recent developments to improve the use of assessment information to provide activities for differing levels of abilities demonstrate some success. However, it is not yet sharp enough to have a positive impact on the progress pupils make at this early stage of learning. Marking does not yet sufficiently indicate the extent of pupils' success against their targets and the next steps they need to take to improve further. The progress of pupils with special educational needs and/or disabilities, including those in the speech and communication units, is satisfactory.

Pupils talk confidently about feeling safe and how adults can be counted on to help them overcome their concerns. They demonstrate increasing responsibility for their own safety; for example, older pupils engage in cycling proficiency and learn about the potential dangers of the internet. Pupils enjoy opportunities to engage in physical activity and understand which foods should be eaten in moderation. Attendance is broadly average;

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however, the vast majority of pupils say that they enjoy school and want to engage in the activities offered. Pupils contribute well to the school through their responsibilities as members of the school council and as buddies and monitors. Their work with the local council contributed to the local community to improve the quality of an old local railway line. Understanding of cultures and communities further afield are developing. Pupils' good understanding of the consequences of their actions is reflected in their good behaviour.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Positive relationships support pupils' attitudes to learning. Pupils are eager to please and engage enthusiastically. Inconsistencies in the quality of teaching across the school mean that pupils' learning varies from class to class which leads to inconsistencies in the progress pupils make across the school. In better lessons there is good pace and teachers have high expectations of pupils, matching activities to pupils' individual needs well. Teachers provide time for pupils to consider, practise and consolidate their learning through activities which promote independent thinking and develop their problem-solving skills. In such lessons, pupils are highly motivated and the pace of progress quickens. In satisfactory lessons, progress slows because teachers can dominate the lesson with explanations and provide fewer practical activities that challenge pupils at an individual level. Accurate assessment of pupils' learning is rigorous. Teachers know the levels at which pupils are attaining. However, this information is not used effectively enough by all

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teachers to provide activities that match the needs of individual pupils. The quality of marking to inform pupils of their successes and future steps in learning is inconsistent.

The broad curriculum provides ample opportunity for pupils to develop their skills. New approaches to cross-curricular learning, to enable pupils to understand the links between subjects, are at an early stage of development. Opportunities to use basic skills, and ICT, are increasing but are not yet sufficiently implemented to give pupils opportunities to use these across the curriculum. There can be an over-dependency on worksheets which restricts pupils' opportunities to be creative. A range of enrichment activities enable pupils to extend their skills in sport and other activities, such as gardening. Additional experiences of welcoming visitors and going on visits help to extend their knowledge and understanding of the world outside of their immediate locality.

There is a very inclusive feel to this school. Staff know pupils extremely well and this enables them to provide good care and sensitive pastoral support at the right time, especially for those who are vulnerable or who have special educational needs and/or disabilities. Effective strategies to reduce inappropriate behaviour have been very successful in reducing the number of incidents and referrals. Links with outside agencies and in-school provision give effective support for pupils on a daily basis when they encounter difficulties in their lives. Strategies to improve the attendance levels of persistent absentees are having a positive effect. Induction into school and transition to secondary education, including that for pupils from the speech and communication units, is well supported and pupils enter and leave the school confidently.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has worked effectively with staff and the governing body to identify the strengths and weaknesses of the school. Recent actions have increased the level of professional development to create a better awareness, and delegation, of responsibilities. There is a strong sense of improvement and desire to raise standards. However, some middle leaders are further along this path than others and not all have the same opportunities to monitor and evaluate their areas of responsibility or use rigorous self-evaluation to identify and implement actions to improve the provision and outcomes for all groups of pupils.

Actions to address priorities demonstrate improvements in, for example, behaviour and pupils' outcomes. The introduction of a new tracking system is enabling teachers to better understand the differing rates of progress of pupils, although not all use this information effectively enough. The monitoring of teaching and learning by senior leaders is well

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established and improvements in the quality of teaching are monitored and evaluated well. Leaders have a good understanding of where this is successful in improving outcomes for pupils and of where further support is required.

The governing body provides satisfactory support for the school and ensures that safeguarding procedures meet statutory requirements. There is satisfactory promotion of equal opportunities. The school can demonstrate improvement where there has been concerted action but is aware that there are still areas to address to ensure good progress for all groups. Communication with parents and carers is satisfactory. The school supports families in crisis very well but is aware of the need to better include parents and carers in their children's daily learning. Partnership links to support vulnerable pupils are embedded and contribute towards pupils overall satisfactory outcomes. Actions to develop links with cultures and communities outside of the local area are developing.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good relationships and care mean that children settle very quickly into this warm environment where they are encouraged to learn about how to keep safe and healthy. Children learn to share and take turns as they interact with adults and other children. Behaviour is good. From starting points which, for many, are below those expected for their age, especially in communication, language and literacy, children make good progress reaching standards which are broadly in line with the national average by the time they enter Year 1. Children who are vulnerable or who have special educational needs and/or disabilities are identified early and effective intervention means their needs are met well.

Children are interested in a broad range of activities and demonstrate positive attitudes as they are encouraged to make choices through learning experiences which motivate them

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to explore. For example, children entered the 'dark den' and questioned the properties of light as they investigated the shadows made by torches. Adults know children well. Accurate assessments of the progress they make inform future planning towards children's next steps in learning. Teamwork is good and staff work together purposefully to meet children's needs. There is good evaluation of the strengths and weaknesses of the setting and sharply focused plans identify where improvements are required together with clearly identified actions to address them. Strategies to promote the welfare of children are good and statutory requirements are met.

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

Of the relatively small return, the vast majority of parents and carers who responded to the questionnaire were highly positive about the school. They greatly appreciate the care given to their children and are confident that their children are happy and safe and that teachers meet their children's needs well. A small minority of parents and carers disagree that the school deals effectively with unacceptable behaviour. When investigated, inspectors found that the number of incidents of bad behaviour had decreased considerably over the past two years and fewer pupils were referred for specialist help due to the successful strategies introduced by the school. Over the course of the two days, inspectors observed no unacceptable behaviour and were impressed by the good behaviour of pupils in lessons and about the school. They found pupils to be polite and well mannered. There was no obvious pattern to the small number of other concerns raised by parents and carers. All were fully investigated by the inspection team and form part of the evidence base used to arrive at the inspection judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Colegate Community 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 56 completed questionnaires by the end of the on-site inspection. In total, there are 293 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	38	33	59	2	4	0	0
The school keeps my child safe	21	38	33	59	2	4	0	0
My school informs me about my child's progress	13	23	38	68	5	9	0	0
My child is making enough progress at this school	14	25	36	64	5	9	0	0
The teaching is good at this school	16	29	37	66	1	2	0	0
The school helps me to support my child's learning	18	32	30	54	7	13	0	0
The school helps my child to have a healthy lifestyle	15	27	38	68	3	5	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)	15	27	33	59	3	5	1	2
The school meets my child's particular needs	15	27	38	68	2	4	0	0
The school deals effectively with unacceptable behaviour	15	27	24	43	12	21	2	4
The school takes account of my suggestions and concerns	10	18	31	55	5	9	1	2
The school is led and managed effectively	15	27	32	57	6	11	0	0
Overall, I am happy with my child's experience at this school	15	27	35	63	4	7	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.



5 November 2010

Dear Pupils

Inspection of Colegate Community Primary School, Gateshead, NE10 9AH

Thank you so much for the warm welcome you gave us when we visited your school recently. It was lovely to talk to you and thank you to those of you who filled in the questionnaires. They helped us to understand how you feel about your school and those who help you. We feel that your school gives you a satisfactory standard of education and that you make satisfactory progress in your learning. Because adults look after you well, you feel safe and confident. We know that you enjoy coming to school.

To help your school become even better we have asked the school to improve a few things so that you can achieve even higher standards. We want them to:

raise standards at Key Stage 1 by getting teachers to:

- improve the way they use information about what they know you can do to plan challenging activities that match your individual needs
- use marking to show you clearly where you have succeeded against your targets and to tell you what you need to learn next.

increase the variety and range of learning experiences by:

- giving you more opportunities to learn together by investigating, being creative and solving problems
- giving you more opportunities to use your skills in reading, writing mathematics and ICT across other subjects.

increase opportunities for teachers to carry out checks in their areas of responsibility so that they can decide what is good and what needs to be improved so that you can achieve at higher levels.

Yours sincerely

Kate Pringle

Lead inspector

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