

Kenton Bar Primary School

Inspection report

Unique Reference Number	108489
Local Authority	Newcastle Upon Tyne
Inspection number	356370
Inspection dates	9–10 March 2011
Reporting inspector	David Shearsmith

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	244
Appropriate authority	The governing body
Chair	Mr Paul Cleghorn
Headteacher	Mr Tony Leonard
Date of previous school inspection	25 June 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 25 lessons and observed 14 teachers. In all, inspectors spent the majority of the available inspection time looking at learning. Meetings were held with members of the governing body, staff, and groups of pupils. Inspectors observed the school's work and looked at pupils' work books and assessment information about their progress, including the school's monitoring and evaluation systems. They also considered questionnaire responses from 110 pupils, 31 staff and 66 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Standards and the progress pupils make in English and mathematics.
- The impact of the school's strategies in reducing absence and improving attendance.
- Whether actions taken by leaders at all levels are raising attainment.
- Whether teaching and learning are improving progress and attainment.
- The quality of the school's curriculum and its effectiveness in meeting the individual needs of pupils.

Information about the school

This is an average size primary school. Nearly all the pupils are White British. There is an increasing number of minority ethnic pupils who speak English as an additional language. The school also experiences an increasingly high level of mobility. The proportion of pupils known to be eligible for free school meals is much higher than average. The number of pupils with special educational needs and/or disabilities is higher than the national average and several have a statement of special educational needs. The school also manages the communication centre on site involving six pupils. The school has achieved the Healthy Schools status, Activemark, International Award, Eco School Award and Investors in People.

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****3**

Main findings

This is a satisfactory and rapidly improving school. It has several strengths including behaviour which is good because of the strength of the school's focus on personal development. The atmosphere in classrooms is characterised by good relationships and pupils' willingness to learn. Pupils recognise the importance of a balanced diet and regular exercise and the importance of staying safe.

Pupils enter school generally with very low starting points and many start at different times during the school year, often with limited English. The school enables them to overcome these difficulties and the rate of learning and progress is improving securely and quickly. Children get off to a flying start in the Early Years Foundation Stage where provision is good. Pupils with special educational needs and/or disabilities and those pupils who speak English as an additional language make good progress because of a range of very effective intervention strategies. As a result of improvements by senior leaders, attainment has improved, with more pupils reaching the level expected for their age. Information from the robust monitoring of pupils' current progress, evidence from work scrutiny and lesson observations reveal the strong impact of the positive actions taken.

Teaching is satisfactory overall, with a number of examples of good practice. However, activities are sometimes not well matched to pupils' individual needs, and do not always provide enough challenge. Where teaching is good, assessment information is used effectively to improve pupils' understanding and accelerate progress. However, marking is not used consistently to identify errors and inform pupils how to improve.

The school's curriculum is satisfactory and improving with a focus on literacy and mathematics which is reaping benefits in pupils' progress. It generally meets the needs of pupils but does not give enough opportunities for boys to develop their writing skills. It engages pupils well and gives them a range of interesting opportunities to develop their skills, both in and out of school.

Pupils are well cared for due to the attention that all staff afford pupils daily to ensure they are happy and thrive in school. Improved attendance reflects the good range of strategies that have had a positive impact. Transition arrangements are good and ensure pupils move happily between classes and to new schools.

Senior leaders have demonstrated satisfactory drive and ambition as they strive to implement improvements and accelerate progress. Self-evaluation has accurately identified key areas of weakness. Effective use of the valuable partnership with the local authority ensures a relentless focus on improving achievement. Teamwork and subject leadership have been strengthened and the collaborative working of all leaders and stakeholders has ensured that there is a clear and accurate view of what needs to be done. Actions have had a strong impact in many areas of school life, reflecting the

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ambition that is starting to be successfully embedded. As such, the school has a satisfactory capacity to sustain improvement.

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.

What does the school need to do to improve further?

- Improve the consistency of teaching and learning by:
 - ensuring marking is used to identify errors and inform pupils how to improve so that they can accelerate their own learning
 - ensuring all teachers meet pupils' needs by thorough planning and effective matching of tasks to their abilities.
- Improve attainment in boys' writing by:
 - ensuring that there are more opportunities for writing in context and that tasks are more tailored to boys' interests and needs
 - ensuring that the curriculum meets boys' needs more effectively by providing more challenge and opportunities to be independent.
- Improve the consistency in the use of assessment to raise standards by:
 - ensuring that assessment information is used more effectively in order to challenge pupils more and accelerate progress
 - ensuring that pupils understand the purpose of their learning by sharing learning objectives and success criteria with them so that they know how to accelerate their own progress.

Outcomes for individuals and groups of pupils

3

When pupils enter school they have skills that are well below the expectations for their age in all areas of learning, but particularly in their basic skills. Over the past three years, pupils' progress has been variable, resulting in low attainment by the end of Year 6 in mathematics and English. Now, more robust systems have been put in place and these are having a strong impact on attainment; progress is accelerating and is now satisfactory. This is reflected in lessons where pupils are attentive and try hard. They are enthusiastic learners and enjoy a challenge. In lessons where tasks take account of pupils' needs and interests, activities are well matched to ability, pupils are making accelerated progress and they are increasingly fulfilling their potential. When this is not the case progress slows.

Although results of national tests indicate attainment is below average, it is rising. Pupils in the current Year 6 are on course to reach broadly average standards in English and mathematics, in line with their challenging targets. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are making good progress due to very effective intervention strategies.

Behaviour is good because of the school's strong focus on pupils' personal development. Pupils say that they feel safe in school. They have a good understanding of the benefits that regular exercise and a balanced and varied diet bring. School council members are enthusiastic about their school and school work. Spiritual, moral, social and cultural

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development is satisfactory with the school providing a range of opportunities for pupils to reflect on their own attitudes and behaviour. The school works hard to promote the value of regular attendance and this is reflected in much improved attendance. A positive and optimistic atmosphere pervades classrooms. Good transition arrangements with the local secondary school and a firm focus on literacy and numeracy across the curriculum are adding to the quality of preparation for pupils' next stage in learning.

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	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	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	3
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?

Teaching and learning are satisfactory and improving. Good teaching is characterised by effective questioning skills and successful use of assessment data to plan activities that closely match the needs of all groups of pupils in the class. In the satisfactory lessons teachers do not use assessment effectively to plan activities which match pupils' learning needs; learning objectives and success criteria are not always shared with pupils. Teachers mark pupils' work regularly although this is inconsistent across the school as pupils do not always know how to be successful. Throughout the school teaching assistants are used very effectively to work with individuals and groups of pupils to support their learning needs.

The curriculum is satisfactory and improving. The school rightly places emphasis on the core skills of literacy and numeracy and this has had a positive impact on raising attainment, though there are insufficient opportunities for boys to be motivated and

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challenged to develop their writing skills. Teachers enrich the curriculum well through a variety of activities, including activities out of school. Pupils with special educational needs and/or disabilities and those who speak English as an additional language access the whole curriculum and make good progress. Effective provision for personal development pervades the whole school and contributes to a calm learning atmosphere which is encouraging effective learning.

The school takes good care of its pupils. Parents and carers rightly praise the warm relationships and pupils appreciate that staff know them well and are approachable at all times. The school makes good use of external agencies to provide additional expertise. Procedures for promoting attendance are effective and have significantly improved attendance overall.

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 and senior leaders are committed to improving teaching and learning and accelerating progress. Accurate self-evaluation is followed up with detailed planning for improvement and changes are starting to show an improvement in progress, although there is still a way to go to ensure all pupils make good progress. The leadership of teaching and learning is satisfactory. The skilled practitioners in school are sharing their expertise to support others and accelerate progress. Challenging targets are set and the school is on track to achieve them.

The governing body provides satisfactory management. Although governors are well-informed, and entirely supportive of the school's work, they recognise that their next steps are to extend their direct involvement in self-evaluation.

Equality of opportunity is satisfactory although the school does have a strong commitment to ensuring all pupils make good progress particularly those with specific needs and those who are vulnerable due to their circumstances. The school has effective procedures for tackling any form of discrimination.

The school's promotion of community cohesion is satisfactory overall. Pupils learn to make good contributions to the school and local community and have a developing understanding of the diversity of life in Britain. Safeguarding procedures are thorough, including all aspects of health and safety, risk assessment and child protection.

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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	3
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	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	3
The effectiveness of safeguarding procedures	2
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

Children make good progress throughout this period of their education. When they join the Nursery, children's skills are well below the expectations for their age in all areas of learning but particularly in communication, language and literacy. Most leave Reception having made good progress, to reach standards below average in most areas of learning but still with some weaknesses in literacy skills. Children are well behaved, enjoy learning, and play and learn both collaboratively and independently. They form good relationships with other children and adults and in turn, know who to turn to for help. The Early Years Foundation Stage is well led. Skilled staff provide a supportive indoor and outdoor environment in which children feel safe and develop confidence. Children learn in a carefully managed way that blends adults' support with activities that children choose for themselves. Assessment procedures are good and there is a close match of activities and expectations to meet children's particular needs. All staff have a good knowledge of children's progress and interests and, by involving parents and carers in their children's learning, help children develop further. All requirements for children's welfare are met. Children become engrossed in a good range of appropriate activities when they play and learn together or benefit from the effective support of all adults. From an early age, all children are happy, contented and confident.

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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

Of those who responded, a very large majority of parents and carers are extremely positive about the school. All expressed high praise for the enjoyment provided by the school and said that it keeps their children safe. Parents and carers did express some concerns about their children's progress and how well their needs were being met. Parents and carers might find it helpful to know that in relation to the small number of concerns received, inspectors found that these issues were being effectively addressed and managed by the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kenton Bar 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 66 completed questionnaires by the end of the on-site inspection. In total, there are 244 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	56	29	44	0	0	0	0
The school keeps my child safe	41	62	25	38	0	0	0	0
My school informs me about my child's progress	30	45	28	42	4	6	2	3
My child is making enough progress at this school	31	47	29	44	4	6	0	0
The teaching is good at this school	38	58	27	41	1	2	0	0
The school helps me to support my child's learning	38	58	24	36	3	5	1	2
The school helps my child to have a healthy lifestyle	29	44	32	48	4	6	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)	28	42	32	48	1	2	0	0
The school meets my child's particular needs	31	47	26	39	7	11	0	0
The school deals effectively with unacceptable behaviour	33	50	30	45	3	5	0	0
The school takes account of my suggestions and concerns	31	47	29	44	3	5	0	0
The school is led and managed effectively	34	52	32	48	0	0	0	0
Overall, I am happy with my child's experience at this school	35	53	28	42	3	5	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



10 March 2011

Dear Pupils

Inspection of Kenton Bar Primary School, Newcastle-upon-Tyne, NE3 3YF

Thank you for being so friendly, considerate and helpful when inspectors visited your school. We thoroughly enjoyed our time, especially the conversations we had with you, your teachers and other adults.

These are some of the positive things we found about your school.

- All staff work hard to make certain you enjoy school.
- You obviously like school and this is reflected in your improving attendance.
- You know how to stay safe and keep fit and active so that you remain healthy.
- The school enjoys good partnerships with the local secondary school.

Although Kenton Bar is satisfactory and rapidly improving, it still needs to make some further improvements so I have asked your teachers to:

- check that all your lessons are good
- help boys improve their writing
- ensure teachers use information about your learning to make sure you make good progress.

You can all play your part by continuing to work as hard as you can, behaving sensibly and by attending regularly. We hope the school will keep building on its strengths.

Yours sincerely

David Shearsmith

Lead inspector

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