

Falla Park Community Primary School

Inspection report

Unique Reference Number	108358
Local authority	Gateshead
Inspection number	377743
Inspection dates	20–21 September 2011
Reporting inspector	Janet Bennett

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	235
Appropriate authority	The governing body
Chair	Alan Hall
Headteacher	Denise Thompson
Date of previous school inspection	21 June 2007
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Introduction

This inspection was carried out by three additional inspectors. They visited 11 lessons observing nine teachers and held meetings with pupils, members of the governing body and staff. They observed the school's work, and looked at documents related to the school's self-evaluation, safeguarding, tracking information, teachers' planning and assessment. They scrutinised pupils' work and analysed 93 questionnaires from parents and carers.

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

- The extent to which pupils' behaviour contributes to their learning.
- The extent to which teachers plan lessons which challenge more-able pupils in mathematics.
- The effectiveness of systems for tracking pupils' progress to identify variations in performance.
- The extent to which leaders use monitoring to bring about school improvement.

Information about the school

Falla Park Community Primary School is average in size for its type. Nearly all pupils are from White British backgrounds, with a small number who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well-above average, as is the proportion with special educational needs and/or disabilities. The school has achieved a number of accreditations in recognition of its work including Healthy Schools status, Activemark and the Leading Parent Partnership Award.

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 where pupils are cared for exceptionally well. Pupils' outstanding behaviour, the respect they show to one another and their determination to do their best, contribute significantly to learning in lessons and to the positive and welcoming climate which permeates the school. Pupils make an excellent contribution to the life of the school and local community.

Children get off to a good start in the Early Years Foundation Stage. Adults plan activities that promote learning well, but the quality and range of resources available are not always sufficient to extend children's play fully, particularly in the nursery. Pupils make good progress from the start of Year 1 to the end of Key Stage 2 and achieve well by Year 6. In recent years, outcomes for boys and for more-able pupils in mathematics have been weaker than for other groups.

Teaching is good and improving because leaders use well-planned and rigorous monitoring to evaluate and embed new ways of working. Careful tracking of pupils' progress has ensured that under-performance is identified swiftly and well-planned support is put quickly into place. For example, decisive action by leaders together with highly effective partnerships, have supported teachers to improve the engagement of boys significantly and to increase the challenge given to more-able pupils. As a result, gaps in performance are reducing and pupils reach average standards in both English and mathematics by the end of Key Stage 2. The excellent curriculum is tailored extremely well to pupils' interests and learning needs and provides rich experiences which extend beyond those pupils might normally have.

Staff professional development has been significant in the good and, in some aspects, outstanding improvement of the school since the previous inspection. There is a determination at all levels of leadership to promote the best possible outcomes for pupils. Senior leaders and the governing body have a good understanding of the school's strengths and its priorities for further improvement. There are well-developed systems in place to secure the views of parents and carers and pupils, whose opinions are considered carefully when planning future action. For those reasons, the school has good capacity to sustain improvement.

What does the school need to do to improve further?

- Employ the school's well-developed systems for monitoring and evaluation in order to raise attainment at the end of Year 2, by improving the proportion of pupils who reach the levels expected for their age.
- Ensure that all areas of play are resourced effectively, particularly in the nursery, so that the youngest children in school make consistently good progress.

Outcomes for individuals and groups of pupils

2

Pupils are motivated and interested learners. They try hard in lessons and respond well to the advice they receive in order to evaluate and improve their work. They are confident to offer ideas when working with others and show respect when the views of their classmates differ from their own. Pupils show good levels of responsibility when working independently and are keen to provide help to others when it is needed.

Children's attainment on entry to the Early Years Foundation Stage is generally well below that typical for their age, particularly in their language acquisition. They make good progress in the Early Years Foundation Stage, however, their skills on entry to Year 1 remain below average, particularly in communication, language and literacy. Recent action is improving children's progress in that aspect of their development. All pupils, irrespective of their starting points and backgrounds, make good progress and achieve well by the end of Key Stage 2. Pupils with special educational needs and/or disabilities make good progress because their needs are identified accurately and they are supported effectively by well-trained staff. That enables them to contribute fully in lessons and the broader life of the school.

Pupils have a good understanding of what constitutes a healthy lifestyle and the school council is proud of the work it has undertaken to promote healthy eating. Pupils say they enjoy school very much and their above-average attendance is testament to this. They have a strong voice in decision making processes, an example of which resulted in changes to lunchtime menus. Pupils are keen to take part in the wide range of activities provided during and after the school day and their ideas for extending these further have been acted upon. Pupils raise considerable funds for a range of charities and contribute very well to improving the local area through the work of the Eco Team and by taking part in projects, such as the 'beach clean-up' and bulb planting in the local park. By the time they leave Year 6, pupils are well prepared for the next stage of learning.

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	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Strong relationships between staff and pupils promote a positive climate for learning in lessons. There are well-planned opportunities for pupils to learn with and from others and clear routines and procedures ensure that lessons proceed at a brisk pace. Teachers use their good subject knowledge to plan activities that build well on pupils' prior learning and the strong partnerships with teaching assistants ensure that they make a good contribution to pupils' learning. Staff ensure that pupils understand the next steps they need to take and encourage them to use this information in lessons in order to evaluate and improve their work.

The curriculum is enriched very well through strong partnerships with organisations such as The Sage, Opera North and Newcastle University, which provide pupils with many memorable experiences and raise their aspirations for their future. It is tailored extremely well to the interests and abilities of all learners so that pupils' motivation and engagement in learning is consistently high. Creative opportunities are planned, which help pupils to make links in their learning and to apply the skills they acquire in one subject to their learning in another. Learners have a strong voice in steering the curriculum and teachers' planning reflects pupils' interests and the lines of enquiry they wish to pursue. There is a very good range of after-school clubs and activities which are designed to extend pupils' experiences and to enhance the learning that takes place in school.

Every pupil is important to and known well by staff. Excellent attention is given to providing care of the highest quality and to ensuring the safety and well-being of pupils. Swift action is taken to ensure that pupils facing challenging circumstances receive the support they need from a range of professionals or specialist services. Strong partnerships with parents and carers and a rich curriculum contribute extremely well to pupils' above-average attendance. Transition arrangements are planned effectively so that continuity in pupils' learning is promoted extremely well

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

as they move from class to class and transfer to the next stage of learning in secondary school.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher provides highly effective leadership. She is supported by a strong team of staff who seek new ideas and ways of working to bring about continuous improvement. Leaders at all levels are involved monitoring and evaluating the school's work. Evaluation is incisive, accurate and leads to well-planned action. The impact of good-quality staff training and highly effective partnerships contributes significantly to school improvement. The success of the actions is reflected in improved outcomes for boys and increased proportions of pupils reaching the higher levels in mathematics at the end of Key Stage 2. The actions have also resulted in two areas of provision being given a higher inspection grade since the previous inspection. Staff are eager to share expertise, to learn from each other and to improve their skills continually. Consequently, teaching is consistently good and the proportion of outstanding teaching is increasing.

The governing body knows the school well and understands the community it serves. It seeks the views of pupils, parents and carers in order to inform decision making processes fully. The governing body has a good understanding of the school's strengths and the actions needed to improve it further. Equality of opportunity is promoted well. Pupils' progress is tracked carefully by leaders and swift action is taken to provide support for those who need it. Discrimination of any sort is not tolerated. The school makes a good contribution to community cohesion through highly effective partnerships, both locally and further afield. Excellent relationships with parents and carers ensure that pupils are supported well at home and school. Safeguarding pupils is given the highest priority. Policies and procedures are tailored precisely to the context of the school and they are monitored and evaluated rigorously.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2

The effectiveness of safeguarding procedures	1
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

Staff provide strong role models and care for children exceptionally well. Procedures and routines are well established and, therefore, children grow in confidence and independence quickly and learn to play together very well. Staff use observations to plan activities that are matched well to children’s needs and which take account of their changing interests. As a result, children are enthusiastic learners who are keen to explore the world around them. Space is used appropriately to provide a wide range of learning opportunities, however, the quality and range of resources are variable. As a result, the pace of learning slows in some areas of play, particularly in the nursery. Good links with parents and carers, through initiatives such as the ‘toddler group,’ ensure children and their parents and carers are well prepared for the move to nursery. Good leadership ensures that those children requiring extra support receive the help they need and well-planned transition arrangements promote continuity in learning as children move into Year 1.

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 in the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers appreciate greatly the friendliness of staff and the welcoming environment created in school. More than a third of parents and carers made comment about the school’s performance by completing questionnaires. Those who did respond were very positive about the work of the school. The inspection evidence supported these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Falla Park 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	60	37	40	0	0	0	0
The school keeps my child safe	63	68	29	31	1	1	0	0
The school informs me about my child's progress	44	47	46	49	3	3	0	0
My child is making enough progress at this school	51	55	37	40	2	2	1	1
The teaching is good at this school	64	69	29	31	0	0	0	0
The school helps me to support my child's learning	54	58	36	39	3	3	0	0
The school helps my child to have a healthy lifestyle	53	57	38	41	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)	50	54	40	43	0	0	0	0
The school meets my child's particular needs	50	54	39	42	2	2	1	1
The school deals effectively with unacceptable behaviour	44	47	43	46	2	2	1	1
The school takes account of my suggestions and concerns	40	43	48	52	3	3	0	0
The school is led and managed effectively	49	53	42	45	1	1	1	1
Overall, I am happy with my child's experience at this school	56	60	35	38	2	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.



22 September 2011

Dear Pupils

Inspection of Falla Park Community Primary School, Gateshead, NE10 9HP

Thank you for being so friendly and helpful when we inspected your school. We enjoyed the time we spent with you. We were very impressed by your exceptionally good behaviour and the extent to which you work with one another in lessons to help your learning. You told us you really enjoy school and we could see why. The adults who work in school care for you very well and plan lots of exciting things for you to do. We could see how interested you were in your learning and how hard you tried to do your very best. We were glad to learn that you all attend school regularly so keep up the good work!

Your school is good. These are some of the positive things we found.

- You have lots of opportunities to take responsibility, to help others and to share your ideas about the ways in which your school could be made even better. You contribute exceptionally well. Well done!
- The headteacher and staff check the progress you are making very carefully and ensure that you quickly receive any extra help you might need to support your learning. That ensures that you all make good progress.
- Staff have changed the way in which they plan lessons and other activities so that they interest both boys and girls and challenge all of you to improve your learning.
- The headteacher and the people who work with her think carefully about your ideas and the views of your parents and carers when they are planning new ways of working. That is helping your school to improve continually.

We have asked the headteacher, staff and governing body to do the following things to make your school even better.

- Help the younger pupils in school with their learning so that more of them can read, write and solve number problems by the end of Year 2.
- Make sure that the children in nursery have lots of interesting things to play with to improve their learning.

We hope that you continue to care for each other and to enjoy your learning. We wish you every success in the future.

Yours sincerely,

Janet Bennett
Lead Inspector (on behalf of the inspection team)

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