

Denbigh Community Primary School

Inspection report

Unique Reference Number	108608
Local authority	North Tyneside
Inspection number	367382
Inspection dates	27–28 September 2011
Reporting inspector	Carol Gater

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	376
Appropriate authority	The governing body
Chair	Mrs Audrey Peebles
Headteacher	Dame Mary MacDonald
Date of previous school inspection	28 February 2008
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Introduction

This inspection was carried out by three additional inspectors. They visited 23 lessons and observed 15 teachers. Discussions were held with staff, pupils and members of the governing body. Inspectors also looked at a range of documentation that included safeguarding policies, assessment data, action plans and pupils' work. They analysed 103 questionnaires from parents and carers as well as those from staff and pupils.

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

- The impact of strategies taken to raise attainment and to accelerate pupils' progress, particularly in mathematics.
- The quality of teaching and learning and how well teachers plan activities that match pupils' abilities.
- The way in which the new leadership team is driving school improvement.

Information about the school

This is a larger than average size primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is well above average, as is the proportion of pupils with special educational needs and/or disabilities.

Following a period of turbulence in school management, a new headteacher has been appointed. There have been significant changes in staffing, including the appointment of experienced teachers as phase leaders. The school runs a daily breakfast club.

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

Denbigh Community Primary is a satisfactory school. It is improving rapidly under the inspirational leadership of the new headteacher. Her vision that every child deserves the very best education is shared by all staff and the governing body. Good care and support for pupils and their families are at the heart of the school. A pupil's comment, 'Everything has changed for the better', echoes the views of many. Parents and carers say that the headteacher has done an 'excellent job' and that the school is 'now one of the best'.

The learning environment has been transformed and, in response to teachers' high expectations, pupils take pride in their school, their uniform and their work. They are keen to take on the roles of buddies, monitors and school councillors. Values of respect and tolerance underpin the new behaviour code and, as a result, pupils' behaviour is good and sometimes exemplary. The school has worked closely with parents and carers to dramatically improve punctuality and this has had a positive effect on pupils' learning. Pupils enjoy coming to school. They settle quickly to work and say that lessons are 'fun'. Through the stimulating curriculum, pupils develop a good understanding of how to live safe and healthy lifestyles, and many participate in extra-curricular activities. The breakfast club is very well run and offers pupils a good start to the day with a healthy breakfast and the opportunity for social interaction.

Children enter the nursery with skills that are generally below those typical for their age, particularly in literacy and emotional development. Progress throughout the Early Years Foundation Stage is good in some aspects, such as social and physical development, but is satisfactory overall. Assessment is used well to plan exciting activities. However, opportunities to promote children's confident, independent learning are sometimes missed. A recent dip in attainment is being reversed and although it is still just below average it is now much closer to the national average. Overall, pupils' progress through the school is satisfactory but rapidly improving. In mathematics, pupils' attainment and progress have historically been less strong than in English but they are now improving strongly. Tailored support programmes for small groups and individuals are skilfully delivered by teachers and teaching assistants. As a result, pupils with special educational needs and/or disabilities are now making good, and sometimes outstanding, progress.

Relationships between pupils and staff are good. Teachers are well-organised and planning is thorough. Teaching is satisfactory overall but there are examples of good

and outstanding practice. In these lessons, activities are closely matched to individuals' needs. This is not yet consistent across the school.

Leaders and managers are very aware that instability in staffing has slowed the rate of progress. This has been swiftly addressed. Key members of staff have been appointed and the headteacher has set challenging targets to raise pupils' attainment and accelerate their progress, particularly in mathematics. Current assessments and work in books show that actions taken to address this are having a very positive impact. The headteacher has empowered leaders and managers in each phase. Systems are well-established so that there is a clear picture of the standards that pupils in each class should reach. As yet, plans to hold all teachers accountable for this have not been fully implemented. With this concerted drive much has improved in a very short time. Evaluation by the school and governing body is accurate and further areas to develop are being systematically tackled. As such, the school has good capacity for further 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?

- Raise pupils' attainment and accelerate progress, particularly in mathematics, by:
 - ensuring that teaching is consistently good or better, especially by checking that tasks are sufficiently challenging and meet the needs of all pupils
 - making full use of assessment information to hold teachers to account for the progress of all groups of pupils.

- Improve the consistency of practice in the Early Years Foundation Stage, by ensuring a balance between activities that are adult-led and those which children choose for themselves, and checking that there are always enough activities to increase their confidence and independence.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school and respond well to teachers' high expectations and praise. An insistence on neat presentation has instilled a pride in work; pupils strive to do their best. They work collaboratively and appreciate the small group interventions which are impacting positively on progress and self-esteem. A pupil in Year 6 comments, 'I don't feel as stuck as I did.' Pupils' progress is satisfactory overall but there are now many more pupils making good progress, especially those with special educational needs and/or disabilities.

Pupils show care and respect for each other. They say they feel safe and are confident that adults in the school will sort out any problems they have. Even the very young children are proud of the school and, during an assembly, participated

enthusiastically in their school song. Older pupils are encouraged to think about people’s actions and one pupil described a character in a story as having ‘a gracious heart’. A range of charities, local and international, are supported and pupils eagerly help in the community. Pupils have a good understanding of different faiths and cultures and older pupils are aware of the importance of accepting different points of view. Teamwork is strong. Attendance is broadly average and improving. Pupils are acquiring skills that give them a sound preparation for the future.

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	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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

There have been recent significant improvements in teaching and learning, and pupils indicate that they enjoy ‘doing hard work now’. They respond particularly well when they are actively involved; such as in lessons where they investigate ‘nets’ of cereal boxes or where they become journalists, taking notes at a press conference. Teachers use information and communication technology (ICT) effectively to engage pupils. Good questioning skills extend pupils’ thinking and enhance teachers’ understanding of pupils’ progress. Teachers’ planning is thorough and identifies the different groups within each class. However, the use of this information is variable. In lessons that are good and outstanding, activities are tightly focused on what pupils need to do to improve. Where teaching is satisfactory, this is not always the case and tasks do not as closely match pupils’ ability as they should. Teaching assistants are deployed effectively in all lessons to support pupils with special educational needs and/or disabilities.

The curriculum makes a good contribution to pupils’ personal development. Well-targeted initiatives to develop pupils’ understanding of number and basic literacy skills have led to improved outcomes. Extra-curricular activities are appreciated and well attended. The residential experiences are the highlight of the year for many pupils. Each term, all topics are enhanced by ‘one visit out and one visitor in’. Where possible, subjects are being linked with a strong focus on developing literacy, numeracy and ICT throughout. This approach is making learning more purposeful

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

and capturing pupils’ enthusiasm to learn. To meet pupils’ needs even further the curriculum has been reorganised to include dedicated sessions for interventions and for the teaching of basic skills.

Good care, guidance and support ensure that every pupil is known and valued as an individual. The school makes it a priority to support pupils and their families who are potentially vulnerable due to their circumstances. Systems for identifying barriers to learning have been refined; accurate assessment has led to appropriate actions being taken quickly. There are also good procedures in place to support pupils as they move from class to class and to the next stage in their education. More rigorous procedures and improved partnerships with parents and carers and other agencies have resulted in better punctuality and attendance.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The leadership of the headteacher is exceptional; she has a very clear educational vision, sets high standards and leads by example. Staff feel valued and very well-supported in their professional development. The learning environment has been transformed which has raised the morale of staff and pupils. Rigorous systems to track progress are in place and information used effectively to set challenging targets for all teachers. The new phase leaders closely analyse the progress pupils make towards their targets, but as yet there are no regular meetings with teachers to monitor and explore the progress of individuals. Teaching is monitored and improvements are now emerging although some weaknesses are not yet fully resolved. The governing body provides sound support. Members are well-informed and are beginning to be systematically involved in evaluating the school. The governing body has been proactive in making key appointments of teachers with the required, specific expertise to drive school improvement. Specialists in mathematics have already put actions in place that are securing positive change and increasing the rate of pupils’ progress.

Safeguarding is good and members of the governing body and the site manager play a key role in monitoring this. Training is regular and there is a prompt response to any concerns. The school is committed to promoting equal opportunities and improved tracking is closing gaps in achievement to ensure all pupils do as well as those with special educational needs and/or disabilities. Recent initiatives are raising pupils’ aspirations and encouraging all to do well. Effective planning and evaluation ensure the contribution to community cohesion is good. The impact is clear on this harmonious community where pupils respect each other. Links with the local community are especially strong and plans are in place to extend global links. The school values its good partnerships with parents, carers and other agencies and uses

them well to enhance pupils’ learning and well-being. The school acknowledges the excellent support of the local authority during this time of change.

These are the grades for the 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	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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Teachers and teaching assistants enable children to settle quickly into established routines, even at this early stage of the school year. They develop positive attitudes and work well with each other, learning to share and to take turns. Attractive displays celebrate children’s own work and bright cushions make the reading areas inviting. Teaching assistants provide valuable support, as they take any opportunity to extend children’s vocabulary and develop communication skills. Much has been done to improve the outdoor area and this now provides a stimulating environment, imaginatively designed and resourced. Children and staff are keen to use the impressive bandstand! There is now more of a balance between adult-led activities and those which children choose for themselves, but this practice is not always consistent. There are not always sufficient opportunities provided to increase children’s confidence and independence.

The Early Years Foundation Stage leader and staff have worked in close partnership with a local authority specialist to improve aspects of provision. Planning is increasingly based on detailed observations and assessment. Overall, children make the expected progress but targets and actions taken are accelerating this. Outcomes are steadily improving. Attention to safeguarding is good and all welfare requirements are met. Parents and carers appreciate the home-school link books and communication is being further improved by the introduction of home visits. The continued improvement in all aspects of the Early Years Foundation Stage reflects the commitment of all staff.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	3
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3

The effectiveness of leadership and management in the Early Years Foundation Stage	3
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Views of parents and carers

An overwhelming majority of the parents and carers who responded to the questionnaire say that their children enjoy school and that it is led and managed effectively. The large majority agree with all the other statements, and are particularly confident in the way that the school keeps their children safe and informs them about the progress their children are making. A very small minority of parents and carers expressed a concern that their children were not making enough progress. During the inspection, inspectors saw that this was being addressed through rigorous tracking of progress and progress is now satisfactory. There were many additional comments, such as 'There has been a dramatic improvement' in attitudes and behaviour and that the headteacher has made 'such a difference' to the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Denbigh 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 376 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	50	50	49	1	1	0	0
The school keeps my child safe	56	54	43	42	0	0	1	1
The school informs me about my child's progress	42	41	54	52	3	3	1	1
My child is making enough progress at this school	40	39	53	51	5	5	4	4
The teaching is good at this school	37	36	59	57	2	2	3	3
The school helps me to support my child's learning	43	42	54	52	2	2	1	1
The school helps my child to have a healthy lifestyle	46	45	50	49	5	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)	37	36	56	54	6	6	1	1
The school meets my child's particular needs	38	37	57	55	7	7	0	0
The school deals effectively with unacceptable behaviour	35	34	58	56	3	3	3	3
The school takes account of my suggestions and concerns	35	34	54	52	4	4	3	3
The school is led and managed effectively	47	46	52	50	2	2	1	1
Overall, I am happy with my child's experience at this school	48	47	48	47	6	6	1	1

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.



29 September 2011

Dear Pupils

Inspection of Denbigh Community Primary School, Wallsend, NE28 0DS

Thank you very much for making the inspectors so welcome when we visited your school. We enjoyed talking to you and appreciated the information you gave us. Please thank your parents and carers for returning the questionnaires.

You go to a satisfactory and rapidly improving school. You have a new headteacher who has made sure that conditions in school have improved and it is now an exciting place to learn. Your teachers are determined to help you to achieve your very best.

You are very fortunate because all the adults in your school make sure that you are well cared for and supported in your learning. You obviously feel safe because of this. We thought that you all looked extremely smart in your uniforms and were impressed by your good behaviour in school and on the playground. You enjoy lessons and say that teachers make them 'fun'. You work hard and present your work neatly. You understand how to keep fit and healthy and assured me that I would not find school lunches as good as Denbigh's, anywhere!

We have asked your school to improve further by:

- helping you to reach higher standards in both English and mathematics
- ensuring that teaching is always good or better
- planning opportunities for the very young children in Early Years Foundation Stage to become more confident and independent learners.

You can all help by continuing to be punctual and by working hard to meet the targets that your teachers have given you.

We wish you every success for the future.

Yours sincerely,

Carol Gater
Lead Inspector

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