

# Hareside Primary School

## Inspection report

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<b>Unique Reference Number</b>	122268
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	380439
<b>Inspection dates</b>	14–15 November 2011
<b>Reporting inspector</b>	Barbara Hudson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	517
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Bell
<b>Headteacher</b>	Geoff Love
<b>Date of previous school inspection</b>	09 June 2009
<b>School address</b>	Hareside Cramlington NE23 6BL
<b>Telephone number</b>	01670 712440
<b>Fax number</b>	01670 716422
<b>Email address</b>	admin@hareside.northumberland.sch.uk

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons and observed 18 teachers. They held meetings with staff, groups of pupils and members of the governing body. They observed the school's work, looked at pupils' books and documentation related to safeguarding, pupils' progress, teachers' assessments and development planning. In total, 110 parents' and carers' questionnaires were analysed.

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

- Whether those pupils in Key Stage 2, who were at broadly the expected level of attainment at the end of Year 2, are making good enough progress.
- Whether teachers are using assessment well enough to ensure that the work is well matched to the pupils' abilities and the pupils know how to make improvements.
- Whether the school's expectations for the middle leaders are successfully delivered.

## Information about the school

Most of the pupils who attend this above average size primary school are of White British heritage. A smaller than average proportion is from a minority ethnic background. Very few pupils speak English as an additional language, none of whom is at the early stage of learning English. A smaller than average proportion is known to be eligible for a free school meal. A smaller percentage of pupils than average have special educational needs and/or disabilities. A few have a statement of special educational needs. A new headteacher took up post in May 2011. The school has acquired awards, including Basic Skills and Lets Get Cooking and has achieved Healthy School status. There is a before- and after-school provision on the school site but this is led and managed independently and subject to a separate inspection.

**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

Hareside is a good school. Parents, carers and pupils hold very positive views about the school. The outstanding care, guidance and support ensure pupils feel exceptionally safe. The school is a harmonious and inclusive community. Pupils' behaviour is excellent and they get along together very well. Their attendance and punctuality are good. Pupils thoroughly enjoy being part of the community and Year 6 pupils take great pride in the jobs they do in and around school.

Children enter the nursery with below expected skills and knowledge. Pupils' attainment is above average by the end of Year 6, resulting in good achievement. Pupils with special educational needs and/or disabilities and those whose circumstances put them at risk of being vulnerable make good progress because the school provides good quality, appropriate support for their needs. Pupils who speak English as an additional language also make good progress. Children get a good start in the Early Years Foundation Stage, in which they are outstandingly well cared for and where the teaching and the curriculum are good.

The good quality teaching is characterised by excellent relationships between pupils and staff. Teachers are exceptionally good at ensuring pupils know how to improve their work. The teachers' good explanations and questioning ensure pupils' knowledge is accurate and misconceptions are eradicated. A new initiative, where provision provided for those pupils who are making satisfactory rather than good progress, is proving to be very effective and teaching assistants are playing a major role in this initiative. Although most lessons are good, teachers do not always provide inspiring, innovative activities where pupils can use their own ideas or work in small groups to complete their tasks, thus increasing their enjoyment and rates of progress even further. Teachers ensure that literacy, numeracy and information and communication technology (ICT) skills are carefully woven into the well-organised curriculum. The curriculum has an excellent focus on helping pupils develop healthy lifestyles and this ensures that they have an excellent understanding of how to keep healthy. There is a good range of learning experiences both within and beyond lesson time.

The school is led well because there is much determination among the senior leaders to make this school even better. Rigorous systems are in place to check pupils' progress and development and ensure that pupils have equality of opportunity. The school's self-evaluation is very effective. As a consequence, strengths and areas for

improvements are accurately identified. Appropriate actions for improvement are very quickly and thoughtfully put into place to ensure that the school continues to move forward at a rapid pace. A good example of this is the school's professional development programme for all staff. The governing body is both reflective and challenging and uses its collective talents well to carry out its duties. Middle leaders are effectively managing their areas of responsibility so that pupils are receiving a good curriculum. As a result, the school has a good capacity to sustain its improvements.

## What does the school need to do to improve further?

- Move good quality teaching to outstanding by:
  - increasing the opportunities for pupils to work things out for themselves and develop their own ideas when completing a task
  - encouraging more pupils to become actively involved in small group work and when teachers are explaining new things or revising old knowledge
  - using the school's staff development programme to better share good practice and help more staff deliver inspirational lessons and innovative activities.

## Outcomes for individuals and groups of pupils

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Most pupils thoroughly enjoy learning and achieve well. Pupils are happy, polite and well behaved in lessons and around the school. Pupils work hard, listen carefully to instructions and readily answer questions confidently. They persevere, take pride in their work and respond positively to the advice they are given to improve their work. Work observed in lessons, and in pupils' books, together with the school's own data confirms that most pupils make good progress and are on track to meet the school's challenging attainment targets. While progress is good overall, the senior leadership team have identified a small minority of pupils who were making satisfactory, rather than good progress, and these pupils are now receiving high quality additional support. The outstanding support for pupils with special educational needs and/or disabilities or those whose circumstances make them potentially more vulnerable than most, enables them to make good progress.

Pupils feel very safe and secure and know that they can readily approach staff if they have a problem or concern. They make a very valuable contribution to the smooth running of the school and look out and care for each other. Pupils in Year 6 take great pleasure from fulfilling their many and varied roles which positively contributes to the well-being of other pupils and adults. Pupils know their opinions and suggestions are valued as is evident when the school council requested a school tie for pupils in Year 6 and they are currently organising a competition to design one. Pupils have an excellent knowledge of how to keep themselves healthy through the frequent reminders in lessons and in the dining hall. Pupils' above average basic skills, combined with their above-average attendance and good punctuality, equip them well for the next stages in life and education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The strengths of the good quality teaching are in the adults' very positive relationships with pupils. Teachers have strong subject knowledge, which they use very well to explain new things to the pupils and to help pupils use the correct technical vocabulary, as was evident in a Year 6 lesson about characterisation. They also ask pertinent questions to ensure pupils' understanding is clear and any misconceptions are corrected. Teachers are very adept at ensuring pupils know what they do well and how they can improve their work. Teaching assistants provide very effective and targeted support for individuals and groups of pupils. When teaching is less effective, pupils are not given sufficient opportunities to work independently or in small groups to generate their own ideas, discussions and questions about a given task. At times, teachers' explanations are too long and some pupils are not as actively involved as they could be in the lesson. Teaching assistants are not always deployed well at the beginning and end of lessons. Although lessons promote good learning they occasionally lack the inspirational, innovative activities for the pupils to complete. The school's effective staff development programme is beginning to address this. The impact of this work was seen in a Reception class lesson where puppetry was used to help children develop descriptive words and phrases.

The good curriculum is very well organised and modified to meet the needs of pupils, particularly for those who have special educational needs and/or disabilities. Literacy, numeracy and ICT skills are successfully integrated into other subjects as was seen in a Year 3 science lesson where pupils were writing up an experiment that they had recently completed using different materials to test strength. The school's focus on helping pupils adopt healthy lifestyles is extremely well woven into the curriculum. Pupils very much enjoy a wide range of additional activities in school time and beyond which aid their personal development and well-being, including the popular 'Bike It', 'Wheelie Wednesdays' initiative.

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

Pupils feel that the staff care for them exceptionally well and parents and carers agree. Staff keep a very vigilant watch over all pupils, particularly those who may be potentially more vulnerable than most. When appropriate, the school uses the strong links it has with a very wide range of agencies to support pupils and their families. Procedures for keeping pupils and staff safe are embedded in the culture of the school. The procedures to ensure pupils come to school and be punctual are robust. Parents and carers are frequently consulted about their children's well-being and are actively encouraged to support their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The drive and high aspirations of the headteacher and the senior leadership team are playing a fundamental part in the school's good improvement. This is seen in the careful way individuals and groups of pupils are tracked to make sure that they are making enough progress. The impact of this team approach, along with focused monitoring and evaluation procedures, is seen in the school's accurate judgements about its effectiveness. As a result of accurate evaluation, recent improvements include a very effective intervention programme for those pupils making satisfactory rather than good progress, which is having a positive impact on their attainment. Individual professional development programmes for staff are also having a positive impact although senior leaders are aware that there is a need to share best practice more effectively. Staff feel well valued and are able to discuss their strengths and the areas where their good practice can become even better. Middle leaders are confident in their role and are committed to sustaining improvements.

The good relationships are highly valued by parents and carers, who are becoming more involved in supporting their children's learning and development. The governing body plays an effective part in shaping the strategic direction of the school and it has a very effective induction programme for new members and staff. Good partnerships with support agencies, local authority services, other schools and universities add to the quality of pupils' learning. The school adopts good procedures for safeguarding and risk assessment and staff take every opportunity to emphasise safety to pupils in lessons and around school. Community cohesion is promoted well within the school. Provision to broaden pupils' understanding of other beliefs and cultures is satisfactory. Equality of opportunity is positively promoted and all pupils are equally involved in a wide variety of enjoyable activities. The good outcomes for pupils and the efficient use of resources ensure that there is good value for money.

*These are the grades for the leadership and management*

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

## Early Years Foundation Stage

Children make a confident start in the happy, secure and well-organised environment. They settle very quickly because of the excellent care that they receive and the positive relationships between staff and children and their parents and carers. Most children enter the Nursery class with the skills and knowledge below those expected for their age. They make good progress and by the time they start Year 1, children are working at the levels expected for their age and some are above these. A good range of activities, both indoors and outdoors, provide children with a wide range of learning experiences. Staff take into account children’s interests and use this to plan activities which are well matched to children’s needs. This was evident in a Reception class lesson about two- and three-dimensional shapes. Children had much enjoyment identifying and using the shapes to construct things and staff took advantage of this as they developed key skills of speaking, reading, writing and counting.

Staff provide an appropriate mix of adult-led and child-initiated activities. There are times, however, when opportunities to follow through what children are doing are not exploited fully, resulting in too few opportunities for children to work in small groups where they can learn from each other. This is most evident in the imaginative play areas, such as the home area and the den. Staff are vigilant ensuring children’s welfare needs are very well met.

The Early Years Foundation Stage team is well led and managed by the team leader. It is an effective team that has a clear picture of the strengths and areas for development. Strong teamwork ensures that staff talents are used very effectively to develop the area. Currently, they have a focus on further developing the outside area and this is being well managed by staff with appropriate support from the governing body.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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
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## Views of parents and carers

There were fewer questionnaires returned than is usually seen. However, the views of parents and carers who returned the questionnaires were overwhelmingly positive about the quality of experiences that the school provides and the enjoyment their children get from school. One hundred per cent of respondents said that they were happy with their child's experiences in school, that their child enjoyed school, was well prepared for the future and the school is well led and managed. In all other areas there were very high positive returns. In a very small minority of cases where concerns were expressed, inspectors were assured that they were known to the school and had been, or were in the process of being, addressed.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hareside 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 110 completed questionnaires by the end of the on-site inspection. In total, there are 517 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	79	23	21	0	0	0	0
The school keeps my child safe	90	82	19	17	1	1	0	0
The school informs me about my child's progress	79	72	29	26	1	1	1	1
My child is making enough progress at this school	81	74	28	25	1	1	0	0
The teaching is good at this school	87	79	22	20	1	1	0	0
The school helps me to support my child's learning	78	71	29	26	2	2	0	0
The school helps my child to have a healthy lifestyle	71	65	38	35	0	0	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)	74	67	29	26	0	0	0	0
The school meets my child's particular needs	84	76	24	22	1	1	0	0
The school deals effectively with unacceptable behaviour	70	64	37	34	1	1	0	0
The school takes account of my suggestions and concerns	69	63	34	31	5	5	0	0
The school is led and managed effectively	80	73	30	27	0	0	0	0
Overall, I am happy with my child's experience at this school	87	79	23	21	0	0	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



16 November 2011

Dear Pupils

### **Inspection of Hareside Primary School, Cramlington, NE23 6BL**

Thank you very much for the friendly welcome you gave the inspection team when we visited your school recently. We enjoyed talking with you and appreciated the open way in which you answered our questions. I am sure you will be delighted to know that we judge your school to be a good school. This means that the school has lots of good things about it, some are outstanding and a few need improvement to make the school even better.

- Some of the good things about your school are:
  - the outstanding way in which the adults look after you
  - the good start the children in the Early Years Foundation Stage get to their education
  - pupils in Key Stages 1 and 2 work hard and behave well to reach above-average standards
  - the good teaching and curriculum which motivate you to learn.
  
- Even in good schools there are still things that can be improved. We have asked your headteacher, staff and the governing body to share the good practice that exists in the school and to look at more ways to make the good teaching outstanding by:
  - providing you with more inspirational lessons and innovative activities to do
  - increasing the opportunities for you to work things out for yourself
  - encouraging some of you to be more involved in small group work when teachers are explaining new ideas or revising old knowledge.

You can help the school become even better by continuing to work as hard as you do now in your lessons. I would like to wish you every success in the future.

Yours sincerely

Barbara Hudson  
Lead inspector

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