

# Cleadon Village Church of England VA Primary School

Inspection report

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<b>Unique Reference Number</b>	134389
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	381681
<b>Inspection dates</b>	24–25 November 2011
<b>Reporting inspector</b>	Lee Owston

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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	425
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Bowens
<b>Headteacher</b>	Jane Beckett
<b>Date of previous school inspection</b>	29 January 2009
<b>School address</b>	Boldon Lane Cleadon Village Sunderland SR6 7RP
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons or part-lessons taught by 14 different teachers. Meetings were held with the headteacher, school leaders and members of the governing body, groups of pupils and a representative of the local authority. Inspectors observed the school's work and looked at a range of documentation including school improvement planning, a variety of school policies, including those for safeguarding, records of pupils' progress, pupils' work and the school's self-evaluation procedures. Inspectors also took account of responses to the inspection questionnaires returned by 228 parents and carers, 120 pupils and 37 staff.

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

- The quality of learning and the current rates of progress made by pupils across the school, especially in English.
- The quality of teaching and how well teachers use assessment information to enable all groups of pupils, and especially those who are more-able, to achieve their potential.
- The effectiveness of the Early Years Foundation Stage in providing children with a strong basis on which to build their future learning.
- The effectiveness of leaders and managers, at all levels, in tackling key issues and ensuring a sustained capacity for improvement.

## Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is low. The percentage of pupils with special educational needs and/or disabilities is well below the national average, with the percentage of those with a statement of special educational needs being lower than that found nationally. Nearly all pupils are of White British heritage. The school holds many awards including Healthy School status, the International Schools award, the information and communication technology (ICT) mark and the Activemark for its work in physical education.

The school provides accommodation for a privately-managed breakfast- and after-school club which did not form part of this inspection. They will be subject to a separate inspection, the report for which will be available on the Ofsted website.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school. It aims high for its pupils, knows itself exceptionally well and is effective in providing a purposeful environment in which all pupils thoroughly enjoy learning. The excellent leadership of the headteacher, ably supported by the very effective deputy headteacher, has been the key to driving change and striving for excellence. Together, they have empowered the entire staff team to continually improve so that each and every pupil can achieve their very best. Team work is truly at the heart of this school's success.

Pupils' overall achievement is outstanding. From starting points in Reception that are broadly typical for their age, children make good progress across the Early Years Foundation Stage so that they enter Year 1 with skills and abilities that are above average. This good progress continues across Key Stages 1 and 2, accelerating further in upper Key Stage 2 so that by the end of Year 6, pupils' attainment is high. Pupils with special educational needs and/or disabilities make outstanding progress in their learning. This is due to the swift identification of their needs and the highly-effective support they receive from skilled staff.

Pupils' personal development is excellent in all respects and they mature into extremely considerate and responsible individuals with a full appreciation of the high-quality care and support the school provides. Pupils are rightly proud of their school. They are articulate, enthusiastic and enjoy fully everything that the school provides. As a result, they have high levels of attendance and demonstrate exemplary behaviour.

The quality of teaching is consistently good and sometimes outstanding. In the most inspiring lessons, teachers provide frequent opportunities for pupils to engage actively in their own learning through regular interaction with their peers and independent working. However, not all teachers consistently provide this level of independence to allow even greater pupil progress. In the Early Years Foundation Stage, staff do not always utilise children's interests fully to enable greater engagement in activities children choose for themselves. Throughout the school the marking of pupils' work is frequent with evidence of best practice across the classes. However, inconsistencies between classes and subjects remain so that pupils are not always precisely aware of how their work could be improved.

All aspects of leadership and management are exemplary. The school's self-evaluation is rigorous and accurate. It forms the basis of insightful and well-focused action-planning which indicates precisely what the school has to do to improve further. As a result, the school has made significant improvements since the last inspection. An unrelenting focus on improvements to provision and the quality of teaching and learning has, for example, enabled the effectiveness of the Early Years Foundation Stage to improve, the curriculum to become richer and for overall pupil achievement to become outstanding. These factors and the maintenance of the highest possible levels of pupils' personal development demonstrate the school's outstanding capacity for continued improvement.

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

- Increase the proportion of outstanding teaching to improve pupil progress even further by:
  - ensuring an appropriate balance between structured, teacher-led learning and that which allows pupils to be actively and independently engaged
  - addressing inconsistencies in marking and feedback so that all pupils know precisely what they have done well, what they need to do next and are given sufficient time to address their points for development
  - ensuring that within the Early Years Foundation Stage staff make full use of children's own interests to ensure activities that children choose for themselves are more engaging.

## Outcomes for individuals and groups of pupils

<b>1</b>
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Pupils overwhelmingly say that they enjoy learning. Their excellent attitudes and behaviour help them learn very effectively. One view of 'I am truly delighted with my child's progress and even more delighted to know that she enjoys herself so much when she is there,' exemplifies the strong agreement, typical of many parents and carers. Pupils develop mature learning skills so that they listen intently to teachers' directions, questions and explanations. However, on occasion, pupils can spend too long listening to their teacher. In the most inspiring lessons, opportunity for pupils to become more involved in their own learning, for example, through paired or group discussion with their peers, accelerates their progress further.

Pupils' achievement is outstanding. Throughout the period since the last inspection, attainment at the end of Year 6 has been high. Current assessment data and the quality of work pupils are producing in lessons shows that this level of attainment is continuing and pupils are on track to meet their ambitious targets set by the school. Over recent years, higher-ability pupils have not made as much progress as that of their peers, particularly in English. This is no longer the case. More effective tracking systems, the introduction of individual educational plans and specific, targeted intervention for the more-able has enabled their progress to accelerate. These pupils now attain high standards in line with their capabilities. All pupils explain themselves clearly and precisely when speaking to others and read with a high level of accuracy and understanding. Stories are written with imagination and flair and reports contain clear and detailed information. Many pupils solve mathematical problems confidently,

using well-developed skills to arrive at accurate and carefully-reasoned answers. Pupils' high levels of attendance, excellent social skills and secure grasp of basic skills in literacy, numeracy and information and communication technology mean that they are exceptionally well-prepared for the next stage of their education and for future economic well-being.

All aspects of pupils' personal development are outstanding. Pupils say they feel completely safe and secure in school. From the earliest age, they develop a keen sense of risk and learn how to minimise any potential harm. Pupils fully understand how to lead a healthy lifestyle, make sensible choices about what to eat at lunchtimes and readily engage in the wide range of physical and extra-curricular activities the school provides. Pupils demonstrate a strong sense of responsibility, with members of the school council making very careful decisions so that everyone benefits. Pupils are outstanding ambassadors for their school. Through established links with pupils in different schools across the region and internationally, pupils are astutely aware of life in our culturally and socially diverse society. The school's work to develop awareness and understanding of global issues, such as fair-trade, as well as its broad and stimulating curriculum, means that pupils' spiritual, moral, social and cultural development is outstanding.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	1
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	1
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teaching is good overall and improving; some is outstanding. Teachers have good subject knowledge and promote very positive relationships with pupils. Lesson-planning is clear and based on an understanding of each pupil's current progress. All teachers have high expectations of what pupils can achieve and the pace of learning is often brisk. However, some lessons can be overly-directed and teachers can talk for too long. Such high levels of structure support less-able pupils well but can prevent middle- and higher-ability pupils from making faster progress. One feature which distinguishes outstanding lessons is that opportunities are systematically provided for pupils to be fully engaged in their own learning through independent

<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

exploration and investigation. For example, in an excellent mathematics lesson, pupils were fully engaged in their use of programmable robots to describe position and movement. The teacher allowed pupils to independently explore how to correctly programme the robot to turn and move. This developed high levels of language and through self-discovery, subtly directed by the teacher, pupils made outstanding progress. Some marking and feedback is of the highest quality, clearly outlining particular strengths in a piece of work and giving guidance about next steps to take. This is not consistently the case across classes or subjects. Pupils are not always routinely provided with opportunities to address their misconceptions or areas for improvement. This prevents even faster progress.

The curriculum gives very strong attention to developing basic skills. They are rigorously applied across a creative and engaging cross-curricular approach to planning, allowing pupils to see the links between all areas of their learning. A rich and stimulating range of experiences contributes significantly to the outstanding personal outcomes for pupils. Many pupils participate in musical, sporting and cultural experiences allowing them to develop into well-rounded individuals. The curriculum is further strengthened by the extensive range of extra-curricular clubs on offer, about which pupils speak so enthusiastically. ICT is used effectively across a range of subjects to fully enhance learning and enjoyment.

Care, guidance and support are central to the school’s success. All adults know pupils extremely well. Consequently, pupils have complete confidence that there is an adult to turn to if they are sad or troubled. Those pupils with specific learning needs, including those with special educational needs and/or disabilities and those who are more-able, are very well supported through individual educational plans that set out clearly how their needs should be met. Transition arrangements for pupils across every phase are most effective, ensuring seamless, secure passage between each stage of learning and between schools. Parents and carers show strong support for the school and say that the care and nurture of their children are excellent. One parental comment, typical of many, stated ‘pastoral care is at the cornerstone of the Christian ethos developed by all staff at the school’.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Pivotal to the school’s continued success is the visionary leadership of the headteacher and deputy headteacher. Together, they communicate very high expectations and, bringing all staff with them, have successfully established a culture of continuous improvement and equality of opportunity for all individuals and groups of pupils. Key areas of relative weakness, such as the quality of provision within the Early Years Foundation Stage and the progress made by more-able pupils, have been tackled with rigour and have reaped significant reward. As a result, the school’s

effectiveness in promoting equality of opportunity and tackling discrimination is outstanding. School improvement planning is detailed, well-focussed on key priorities and founded on robust evidence and high-quality data. Leaders and managers have taken very effective steps to drive up the quality of teaching and learning across the school. All staff are seen as 'leaders of learning' and have access to high-quality, school-focussed professional development opportunities. The impact of this is seen in sustained, high levels of attainment and the increasing proportion of teaching that is outstanding.

Governors provide outstanding leadership and are dedicated to the school and highly knowledgeable of its work. They support and challenge in equal measure and use their range of expertise and experience to excellent effect in driving improvements in all aspects of school life even further. Complacency has no place here and the whole-school community expresses an ambition to provide the very best they can for the pupils in their care.

The school involves parents and carers outstandingly well in their children's learning and they in turn feel that they can approach any member of staff for help and support. Mutually rewarding partnerships with external agencies and providers ensure an extended range of provision and services which have an outstanding impact on pupils' learning and enjoyment. Safeguarding procedures are first rate. Record-keeping is meticulous. Systems and policies are well-embedded in practice, integrated into the curriculum and regularly and extensively reviewed by staff, pupils, parents and carers.

The school promotes community cohesion exceptionally well. It has excellent understanding of its context and plans accordingly. Strong relations have been formed with other schools with very different religious, ethnic and social characteristics to promote understanding of Britain's diverse society. Established links with schools in Nepal and Kenya bring home to pupils the challenges facing other youngsters less fortunate than themselves. The school provides outstanding 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>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>



## Early Years Foundation Stage

Children are warmly welcomed into the Reception classes. Excellent liaison with parents and carers and effective induction arrangements, from a wide range of different settings, ensure that children settle quickly and follow routines. Children are cared for exceptionally well. As a result, they have trusting relationships with adults, behave extremely well, play happily together and enjoy learning. Children enter school with skills and abilities that are broadly typical for their age, although some do arrive with abilities above what would be expected. Through good provision, they make good progress and enter Year 1 with above average capabilities.

The planned curriculum covers all areas of learning and provides children with structured, progressive activities to meet their needs and ensure good outcomes. The teamwork of the Early Years Foundation Stage practitioners is the key to the provision’s success. Adult-led activities are well-focussed to promote basic number and literacy skills. Appropriate opportunities are provided for child-initiated activity but this is sometimes too structured and prevents children from fully accessing the resources within the environment and exploring and engaging in their own learning. Assessment of children’s progress is firmly rooted in observation and this valuable information guides the next steps for the provision. Currently, not enough is made of children’s own interests and engagement and outcomes could improve further. Through the determined efforts of all staff and the good leadership of the Early Years Foundation Stage manager, improvement has been rapid since the previous inspection so that it now provides an effective start for children.

### *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:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

The return rate for the parents’ and carers’ questionnaire was above average for primary schools. The large majority of those who replied was very positive in their views about the school. Most parents/carers commented on the good levels of progress their children make, the high-quality care, guidance and support the school provides and the strong community links that are forged. Virtually all agreed that their children enjoy school. Inspection evidence supports the positive responses that parents/carers submitted about all aspects of the school’s work.

A very small minority of parents and carers commented upon the effectiveness of the school’s communication systems and how regularly they are informed about their children’s progress. The inspection team investigated these concerns and the outcomes are reflected in the overall inspection judgements.

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

Ofsted invited all the registered parents and carers of pupils registered at Cleadon Village Church of England VA 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 228 completed questionnaires by the end of the on-site inspection. In total, there are 425 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	154	68	71	31	3	1	0	0
The school keeps my child safe	161	71	62	27	4	2	0	0
The school informs me about my child's progress	82	36	126	55	18	8	0	0
My child is making enough progress at this school	97	43	116	51	11	5	2	1
The teaching is good at this school	116	51	102	45	5	2	0	0
The school helps me to support my child's learning	84	37	131	57	12	5	1	0
The school helps my child to have a healthy lifestyle	112	49	111	49	3	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)	93	41	120	53	7	3	0	0
The school meets my child's particular needs	101	44	114	50	9	4	3	1
The school deals effectively with unacceptable behaviour	79	35	128	56	10	4	4	2
The school takes account of my suggestions and concerns	65	29	137	60	13	6	3	1
The school is led and managed effectively	103	45	112	49	6	3	1	0
Overall, I am happy with my child's experience at this school	126	55	93	41	6	3	2	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 are 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 up 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.**



28 November 2011

Dear Pupils

**Inspection of Cleadon Village Church of England VA Primary School,  
Sunderland SR6 7RP**

Thank you all for the very warm welcome you gave the inspectors when we visited your school recently. We really enjoyed meeting you and particularly appreciate how helpful you were when you spoke with us, shared your work or explained what you were learning during lessons. Thank you also to the pupils who showed us around your Spiritual Garden – we agree with you that it is an excellent space in which to think and reflect quietly.

Almost everything we saw during the visit helped us to make the decision that you go to an outstanding school. We were very impressed with your excellent behaviour and high levels of attendance. We know this is because you enjoy your learning very much and that you are all very proud to belong to Cleadon Village Primary. Everyone at your school looks after you very well. You have a very talented headteacher who works very hard with the other staff and governors to make sure your school never stops getting better. Together with your hard work and enthusiasm, this leads to your outstanding achievement.

Even though yours is an outstanding school, there are some things I want your headteacher, teachers and governors to do to make it even better. I have asked that you have more opportunities to work independently so that you can explore and investigate on your own and that children in the Reception classes are given more activities that link to their own interests. I have also asked that teachers always tell you exactly what you need to do next in your learning to improve. These three things will help you to make even faster progress in your learning.

You too can help your school by continuing to behave at the highest level and working hard so that you become the best that you can be!

Yours sincerely

Lee Owston  
Lead inspector

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