

Cullercoats Primary School

Inspection report

Unique Reference Number	108569
Local authority	North Tyneside
Inspection number	377773
Inspection dates	18–19 April 2012
Lead inspector	Kate Pringle

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	400
Appropriate authority	The governing body
Chair	Mr TA Littleton
Headteacher	Mr G Storey
Date of previous school inspection	9 March 2009
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Introduction

Inspection team

Kate Pringle
Michael Wardle
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Additional Inspector
Additional Inspector
Additional Inspector

This inspection was carried out by three inspectors with two days' notice. Twenty lessons and 17 teachers were observed. Inspectors also observed shorter sessions of small group support for pupils and listened to pupils reading. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. The views of pupils and staff were considered, together with those of parents and carers in the 124 questionnaires they returned. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection.

Information about the school

In this larger than average-sized primary school, the proportion of pupils known to be eligible for free school meals is lower than the national average. There are few pupils on roll from minority ethnic groups or who speak English as an additional language. The proportion of pupils supported by School Action Plus or with a statement of special educational needs is lower than average. The school meets the current floor standards, which set minimum expectations for pupils' attainment and progress. Over the past two years there has been considerable staff mobility within Key Stage 1. The on-site after-school provision is managed privately and has been subject to a separate inspection by Ofsted. The report can be found on the Ofsted website.

The school holds a range of awards, including: Eco-Schools (Silver), the Primary Science Quality Mark (Gold) and the Intermediate International 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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not outstanding because, although pupils' achievement is good overall, it is not consistently so in Key Stage 1, where progress is satisfactory. An exceptional curriculum provides, for example, exciting opportunities for pupils in Key Stage 1 to learn in the outdoor environment and also for pupils in Key Stage 2 to use stimulating information and communication technology (ICT) programmes. Successful links with pupils from other schools and local environment contribute greatly to outstanding spiritual, moral, social and cultural development. The positive responses from parents and carers recognise the strengths of this good school.
- Pupils' progress is good. In the Early Years Foundation Stage children make good progress, becoming confident and independent learners. In Key Stage 1 progress is satisfactory due to insufficient challenge for pupils, particularly for the more able, and a high level of staff mobility over recent years. Progress accelerates in Key Stage 2 and, by the end of Year 6, attainment is above average with high achievement in reading.
- Teaching has greatly improved since the previous inspection, due to effective training and mentoring. It is now mostly good, with some that is outstanding. Where it is satisfactory, teachers do not sufficiently ensure that tasks are well matched to individual needs and this slows progress
- Pupils feel extremely safe. They recognise that bullying can occur but are secure in the knowledge that staff will act quickly to address individual concerns. Pupils have positive attitudes to learning and their behaviour is good. Attendance is above average.
- Leadership and management are good. Actions identified from the last inspection have been very well addressed and accurate self-evaluation enables the school to set a clear direction for sustained improvement. The effective management of staff performance has led to improvements in the quality of teaching and pupils' learning in lessons.

What does the school need to do to improve further?

- Raise pupils' achievement in Key Stage 1, ensuring that their progress is always good or better, by:
 - ensuring consistently good or better teaching
 - ensuring an accurate match of task to ability to provide appropriate challenge, especially for more-able pupils
 - ensuring that marking and feedback to pupils on how to improve their work is consistently good
 - reducing the amount of time that teachers talk and extending opportunities for pupils to work independently.

Main Report

Achievement of pupils

Parents and carers say achievement is good. Inspection findings match their views. Children in the Early Years Foundation Stage begin with development levels that are broadly in line with those of most children of their age. Children make good progress because of the well developed curriculum through which staff encourage good attitudes to learning and ensure children's excellent personal and social development. Children enjoy learning and effective interventions by staff challenge them to ask questions and find things out for themselves. Overall, their skills are above age-related expectations by the time they leave the Reception Year.

Progress across Key Stage 1 is largely satisfactory and attainment is average in reading, writing and mathematics by the end of Year 2. Pupils have positive attitudes, engage well in lessons and have good relationships with their teachers. Evidence from inspectors' analysis of pupils' work, from lesson observations and from the school's tracking data, indicate that progress is currently improving in reading, writing and mathematics. However, insufficient challenge for more-able pupils is reflected in the lower than average achievement at higher levels. Pupils participate particularly well in lessons where they are able to use their developing skills to investigate and problem solve independently.

In Key Stage 2, pupils are keen to learn and demonstrate excellent relationships with their teachers. They take responsibility for learning through their understanding and use of individual targets. This contributes to accelerated progress, particularly in Years 5 and 6. Overall attainment by the end of Year 6 is above average with high standards in reading. Pupils who are supported by School Action Plus, those with a statement of special educational needs, and those who may be considered to be vulnerable due to their circumstances, also make good progress. Overall, actions to tackle boys' underachievement have been successful, as has the challenge to promote higher achievement for more-able pupils in Key Stage 2. Current tracking data indicates that most groups in this Key Stage are making good or better progress towards above expected levels of attainment.

Quality of teaching

The greater proportion of teaching is good. Pupils, parents and carers recognise this and the quality of care and support provided. Most teachers have great enthusiasm to engage pupils in learning and have high expectations of pupils' behaviour. They provide an exciting

curriculum which motivates pupils and this is clearly evident in pupils' positive work ethic. Some lack of challenge, especially for the more-able pupils, and the recent high turnover of staff mean that the impact of the outstanding curriculum on the quality of learning has been less positive in Key Stage 1 than in other key stages. The level of support for those pupils with disabilities and those with special educational needs is good, as is the teaching of reading overall. Strategies are now having a good impact on supporting the younger pupils to achieve well in spelling and reading.

In the Early Years Foundation Stage, children settle quickly and respond well to adults. Teaching is good and provides well planned opportunities for children to participate in a range of activities which extends all aspects of their learning. Parents and carers are highly appreciative of the staff and delight, with their children, in the high quality learning journals which successfully chart children's progress in good detail. Elsewhere in the school, teaching is largely good with some that is outstanding. In good lessons, pupils understand what they need to learn and engage well in practical and creative opportunities appropriately linked to individual abilities and needs. In lessons exemplifying outstanding practice, pupils are highly motivated and very effectively apply their reading, writing and mathematical skills. Teachers pick up misconceptions and address these rapidly and pupils understand well what they achieve and what they need to do to improve further. Such practice was evident in a Year 6 numeracy lesson on angles, in which individual pupils were very effectively challenged and clearly understood their further learning needs. Excellent use of examples secured pupils' clear understanding of how to calculate the size of an angle and enabled pupils to progress rapidly. The linking of reading, writing and mathematics skills through physical education are particularly effective in engaging boys' learning. This has contributed significantly to closing the attainment gap with that of girls. Similarly, the highly successful integration of ICT throughout subjects creates high motivation to learn using the latest technology.

Where teaching is less effective, assessment is not used as successfully to match tasks to pupils' needs. This means that the pace of learning slows for some groups of pupils, most notably the more able, because there is insufficient challenge. The marking of work and feedback to pupils is variable and does not inform pupils well enough about how well they achieve against individual targets or what they need to learn next.

Pupils, parents and carers recognise the caring and supportive environment of the school which actively promotes pupils' outstanding spiritual, moral, social and cultural development. Inspectors found considerable opportunities for pupils to engage with environmental agencies, sports groups, the local community and pupils from other schools, locally and globally. Such experiences contribute greatly to pupils' citizenship and how they can influence the world they live in. Hatching chicks encouraged a sense of wonder for younger children while older pupils work regularly with a local university and marine laboratory on publications to celebrate the coastal environment.

Behaviour and safety of pupils

Pupils behave well. Pupils understand the difference between right and wrong, being aware of the need to care for and respect others. There is a strong ethos within the school to promote good citizenship and pupils develop responsibility, for example, as peer mediators or school councillors. Pupils are polite and friendly, working well with each other and with adults. In lessons, pupils display good attitudes to learning. The majority of parents and carers agree with this view and that behaviour is good overall.

Pupils feel very safe. They acknowledge that there is some bullying but that instances are few now. They are aware of the different forms that bullying may take and are secure in the knowledge that any such behaviour is quickly and effectively resolved by staff. Although some concerns were identified by a very few parents and carers, the school was able to provide evidence of successful conclusions to individual cases. Because pupils enjoy school and the exciting curriculum provided for them, attendance is above average over time with the most recent data indicating high attendance.

Leadership and management

Leadership and management are good. A shared vision of improvement has led to a number of successful developments since the last inspection. Particularly evident is the improvement in the Early Years Foundation Stage, the shrewd delegation of leadership responsibilities and the better definition of roles. In addition, ICT is now a significant strength within the school. There is a strong sense of working together and shared responsibility. Improved use of assessment has led to higher attainment at the end of Key Stage 2. The use of assessment has not been as successful in Key Stage 1 and the impact has been slower due to staff mobility which has caused a lack of continuity in pupils' learning. The development of this Key Stage continues to be a priority for the school. Due to improvements in staff training, the quality of teaching has improved and is now good overall. Leaders are keenly aware of the strengths of the school and the main areas for improvement. Priorities are clear and the regular monitoring of lessons, work and planning secure overall good practice. Senior leaders work effectively to identify needs and hold teachers to account for pupils' progress.

Leaders demonstrate a firm commitment to tackling discrimination and ensuring equality of opportunity. The greater challenge provided for more-able pupils in Key Stage 2 has resulted in greater proportions achieving at Level 5 and the use of outdoor learning, sport and ICT to enhance reading, writing and mathematics has considerably narrowed the attainment gap between boys and girls. An increased focus to raise pupils' attainment and accelerate progress at Key Stage 1 is now resulting in better outcomes for these pupils.

The governing body holds the school to account well. It understands fully what needs to be improved and works closely with the school to identify and address priorities. Its members have individual responsibilities and are well placed to challenge when required and determine potential areas of development. Account is taken of the views of parents and carers and these are acted upon. Although it can show some success, the governing body is not complacent and seeks to enhance communication still further. School policies and procedures, including those relating to safeguarding, meet requirements and are understood by staff.

The curriculum is outstanding because of the considerable breadth of experiences provided for pupils through the outdoor curriculum, art, sport and ICT which are integrated across the wider curriculum. Outstanding opportunities for pupils' spiritual, moral, social and cultural development are central to the curriculum through creative working partnerships. A number of residential opportunities enable older pupils to increase their levels of independence and self-esteem. Pupils are encouraged to take up responsibilities within school, and work in their local community contributing towards, for example, the design of play parks and printed publications. Pupils are inspired to reflect upon and use such activities to prepare for their future and leave school very well prepared for their next steps in learning. The success of the curriculum is reflected in pupils' high attendance and positive attitudes to learning. Parents and carers recognise the qualities of the school, the value of

the curriculum and support and guidance it provides to develop well rounded citizens.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



20 April 2012

Dear Pupils

Inspection of Cullercoats Primary School, North Shields, NE30 4PB

Thank you for the lovely welcome you gave to the inspection team when we visited your school recently. We enjoyed talking with you and greatly appreciate the way in which you considered our questions carefully and the answers you gave us. This meant that we were able to get a good idea of what you thought of your school.

We agree with you that yours is a good school. We know that you really enjoy school and this shows in your very good attendance and attitudes to learning. The teachers provide a wonderful range of experiences to help you to learn and this means that most of you achieve well. The curriculum is outstanding and you have many opportunities to become good citizens through your outdoor learning, sport and your continuing work with the university, marine laboratory and local community. We found your behaviour to be good and because you understand right and wrong your school community is safe and happy.

Many of you make good progress, but we feel that pupils at Key Stage 1 could achieve more highly. We would like the teachers to make sure that pupils' progress across Years 1 and 2 is consistently good by ensuring that tasks in class are well matched to the needs of different abilities, especially for those who are more able. We would like teachers to give you more opportunities to work independently using your skills in reading, writing and mathematics. Finally, we feel that you need more comments in your books to tell you what you have achieved against your individual targets and what you then need to learn next.

You can help by continuing to be so enthusiastic about coming to school and working hard. On behalf of us all may I wish you, and your school, every success for the future.

Yours sincerely

Kate Pringle
Lead Inspector

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