

Balliol Primary School

Chesters Avenue, Longbenton, Newcastle-upon-Tyne, Tyne and Wear NE12 8QP

Inspection dates 22–23 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in lessons and achieve well. Approaches to the teaching of reading, writing and mathematics have strengthened and as a result standards in mathematics are now average at the end of Key Stage 1 and in all subjects by the end of Key Stage 2.
- Children make good progress in the Early Years Foundation Stage, quickly gaining confidence and independence. Well-planned teaching provides a secure base from which children's reading, writing and mathematical skills develop.
- The quality of teaching is consistently good and sometimes outstanding because senior leaders use their monitoring of lessons and pupils' work in books to identify improvements that are needed. Learning is rapid in Year 6 where highly effective approaches are used consistently.
- Senior leaders, staff and governors share a common purpose and have high aspirations for all pupils. Consequently, pupils are keen to do well, work industriously in lessons and engage fully in the activities that teachers plan.
- Leaders carefully monitor pupils' progress and are swift to provide support for those needing extra help. This is ensuring that an increasing number of pupils reach the levels expected for their age by Year 6.
- Pupils' excellent behaviour makes a strong contribution to their learning.
- Parents appreciate the friendly and welcoming atmosphere that exists in school and value the many opportunities for involvement in their children's learning.

It is not yet an outstanding school because

- Although achievement in reading and writing is improving securely in Key Stage 1, standards remain below average at the end of the key stage.
- Although teaching is never less than good, the highly effective approaches used by some teachers which secure pupils' rapid progress, are not used consistently by all staff and there are some variations in progress between classes.

Information about this inspection

- Inspectors observed eight teachers in 10 lessons or parts of lessons. In addition, they observed the support provided to individuals and groups of pupils by other members of staff.
- Inspectors talked to senior leaders including governors, groups of pupils, teachers, and a representative of the local authority.
- Inspectors looked at pupils' work and heard some pupils in Years 1, 2 and 3 read.
- A range of documents, including the school's own analysis of its performance, improvement plans, achievement information, safeguarding procedures and reports by the local authority were examined.
- The views of three parents, who responded to the on-line questionnaire (Parent View), together with responses to a parent survey undertaken by the school, were taken into account.
- The views of 15 staff who submitted questionnaires were taken into account.

Inspection team

Janet Bennett, Lead inspector

Additional Inspector

Graeme Clarke

Additional Inspector

Full report

Information about this school

- Balliol Primary is smaller than average in size.
- More than half of the pupils are known to be eligible for the pupil premium, which is well above the national average.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is much higher than the national average.
- Many more pupils leave or join the school at mid-points in their primary years than is usually the case.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school offers specially resourced provision for six pupils with social, emotional and behavioural needs.

What does the school need to do to improve further?

- Extend the best practice of the most effective teachers to all classes by:
 - continuing to share best practice
 - ensuring that all teachers make regular checks on learning during lessons so that misconceptions are swiftly addressed
 - ensuring that marking is used consistently to provide precise guidance to help pupils to improve.

Inspection judgements

The achievement of pupils is good

- In recent years the standards reached by pupils at the end of Key Stage 2 have been below those seen nationally. However, new approaches to the teaching of reading, writing and mathematics, together with well-planned support for individuals have improved pupils' learning and as a result current standards are now average by the end of Year 6.
- Most children's skills when they start nursery are low, particularly in language and communication and mathematical development. Good teaching promotes children's learning well and sensitive support ensures that they quickly grow in confidence and develop strong personal and social skills. Although children achieve well from their respective starting points, their skills when they enter Year 1 remain below and sometimes well below average, particularly in language and literacy.
- Learning is built upon well in Key Stage 1. Well-planned approaches to the teaching of mathematics have improved learning in this subject and standards are now average by Year 2. Although pupils' skills in reading and writing are improving rapidly they remain below average. Nevertheless, decisive action is being taken by leaders and new initiatives have been recently introduced in a determined effort to ensure that more pupils reach the levels expected for their age by the end of Year 2.
- Effective teaching is improving pupils' understanding of sounds and letters and pupils' confidence to apply these skills independently in reading and writing. Increasingly, pupils in Key Stage 1 read with accuracy and expression, making good use of punctuation to help them.
- Pupils make good progress in Key Stage 2 because teaching is good. Learning accelerates in Year 6 where teaching approaches are highly effective. Well-planned support is provided for those pupils needing extra help. It is tailored precisely to the needs of individuals and is very effective in getting pupils back on track to achieve the challenging targets set for them.
- Pupil premium has been used to create small teaching groups and to provide individual support for pupils. As a result, an increasing proportion of pupils who are eligible for this funding reach the expected levels for their age by Year 6. In 2012, the outcomes from national tests showed that the proportion of pupils reaching the expected standards in English and mathematics was similar to that of all pupils nationally.
- Pupils, who are supported at school action, school action plus or with a statement of special educational needs, make good progress and achieve well. This is because potential barriers to their learning are accurately identified and effective action is taken to overcome them.
- Pupils who join the school mid-way through the primary years are warmly welcomed and carefully assessed to ensure that any disruption to their learning is minimised. Pupils with social, emotional and behavioural needs, who access the school's specialist provision, are supported by well-trained staff who ensure that they are actively involved in lessons and fully included in the broader work of the school. The arrangements for effectively supporting individual pupils reflect the commitment of leaders to promoting equal opportunities for all.

The quality of teaching is good

- Teaching is good and sometimes outstanding. It is particularly strong in Year 6 where highly effective questioning and demonstration promote rapid gains in pupils' learning.
- Across the school, teachers plan carefully and amend planning following their evaluation of learning at the end of lessons. However, in some lessons, insufficient checks are made on learning during lessons so as to quickly address misconceptions and to ensure that the learning of all pupils progresses at a good pace.
- Excellent relationships between pupils and teachers ensure that pupils are confident to take an active part in lessons in the knowledge that their opinions will be respected. Paired discussion is particularly effective because pupils value the support they receive from their classmates and

recognise the important role they can play in helping others.

- Support assistants make an important contribution to learning both in lessons and when providing help to individuals or small groups outside of the classroom. They are a valued part of the teaching team and receive good quality training and support to enable them to work confidently with pupils.
- Teachers mark pupils work diligently. Approaches to marking have recently been strengthened to ensure that successes are recognised and feedback helps pupils to understand the next steps they need to take. Where marking is most effective teachers provide very precise guidance which pupils use to improve their work, but this practice is not consistent.
- Reading is now taught well with children getting off to a good start in the Early Years Foundation Stage. There is a well-planned approach to the teaching of sounds and letters which is improving pupils' confidence to tackle new words. Staff use questioning well to probe pupils' understanding of texts and to develop their skills of inference and deduction. New resources and spaces for reading have increased pupils' level of interest and motivation to read. Pupils were keen to use the profits from their 'fruit to suit' enterprise in order to enhance the school library. Better information for parents has increased their involvement in supporting their child's reading at home which is contributing well to the good progress that pupils are making.

The behaviour and safety of pupils are outstanding

- Pupils are highly motivated, engage fully in activities and are keen to do well. They work hard and industriously both independently and in collaboration with others. They listen attentively, value the opinions of others and are swift to respond to any suggestions made.
- Pupils are polite and courteous when talking with adults and each other. Relationships are exceptionally good and contribute to the welcoming atmosphere, which is valued by parents.
- Pupils are very aware of different kinds of bullying and how to deal with it. They say that bullying is rare and are entirely confident that staff will deal with any incidents effectively. They are aware of potential risks when using the internet and the action they would take if they came across incidents of cyber-bullying.
- The small number of pupils who have social, emotional or behavioural special educational needs are very effectively supported. Staff know them exceptionally well and are alert to potential difficulties. They are swift to intervene when necessary so that inappropriate behaviour does not disrupt learning.
- There are regular and well-planned opportunities for pupils to develop personal, social and citizenship skills and to reflect upon the impact their actions have on others. As a result, all pupils are able to contribute fully to the life of the school, and are valued members of its community. These opportunities make a strong contribution to pupils' spiritual, moral, social and cultural development.
- Rigorous checks on pupils absent from school and partnership working with parents have improved attendance, which is now average. In addition, the proportion of pupils who are regularly absent from school has reduced and is now below the level that might be expected.

The leadership and management are good

- The headteacher provides strong leadership and has the trust and respect of staff. This results in a strong team of staff who share a common purpose. The high aspirations they have for pupils is infectious and, as a result, pupils have confidence in themselves, are keen to rise to challenges and have clear ideas of what they want to achieve in the future.
- Leaders rigorously monitor the work of the school and have an accurate view of its strengths and those aspects that need to improve. Decisive action has been taken to improve approaches to teaching which have been successful in raising standards in reading, writing and mathematics,

particularly at the end of Year 6.

- Further actions are being taken to raise standards at the end of Year 2. These are leading to a secure trend of improvement, but as yet, standards at the end of this key stage remain below average in reading and writing. For this reason, leadership and management are not outstanding. However, the school has good capacity to improve because leaders have been successful in improving teaching and attendance and in securing pupils' good achievement by the end of Key Stage 2.
 - Careful tracking of the progress pupils make is used well to identify those requiring extra help. Plans, which are tailored well to the needs of individuals in order to get them speedily back on track with their learning, are quickly put in place.
 - High priority is given to involving parents in the work of the school. Parents comment that staff are approachable, caring and helpful and they value the ways in which staff share information about their children's learning. Safeguarding arrangements are robust and fully meet all statutory requirements.
 - Investment in relevant and good quality training has contributed well to improvements in teaching. Performance management is rigorous and used well to hold teachers to account for the progress that pupils make.
 - The local authority has provided good support to the school, particularly in establishing effective and accurate teacher assessment. Currently, support is light touch reflecting the school's good capacity to secure further improvements.
 - **The governance of the school:**
 - Governors work well with the headteacher to ensure that available resources are used well to address the school's main priorities. For example, pupil premium funding has been used to enhance staffing so that eligible pupils make accelerated progress, ensuring that a greater proportion reach the levels expected for their age. Governors visit lessons and talk with staff, gaining a good understanding of the quality of teaching. They are fully aware of how to check on the school's performance, and that they need to ensure good teaching is rewarded and teachers' underperformance is checked. Through asking pertinent questions they have good knowledge of the quality of teaching and the progress pupils are making.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108603
Local authority	North Tyneside
Inspection number	400994

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	154
Appropriate authority	The governing body
Chair	Eddie Darke
Headteacher	Fiona Downes
Date of previous school inspection	9 February 2010
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