

# Fellgate Primary School

Oxford Way, Fellgate Estate, Jarrow, Tyne and Wear, NE32 4XA

**Inspection dates** 6–7 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Children have a good introduction to their education in the Early Years Foundation Stage. They settle quickly into learning. A strong focus on developing speaking and listening skills and their personal development, ensures they are well prepared for their time in school.
- Achievement is good because pupils make good and sometimes outstanding progress. From a variety of starting points, most pupils reach standards in line with the national average by the time they leave Year 6.
- Good and sometimes outstanding teaching ensures pupils are beginning to make accelerated progress. Teachers' well-honed questioning skills and the very effective use of 'talk partners' in lessons, enables pupils to make good progress.
- Highly skilled teaching assistants make a very strong contribution to pupils' progress. They work closely with teachers and are confident to use their own initiative to aid pupils' learning.
- Relationships are very strong in this family school due to strong partnerships with parents.
- Pupils' behaviour and safety are outstanding. Pupils were keen to say that they really enjoy coming to school. Pupils' spiritual, moral, social, and cultural development is a strength of the school.
- The headteacher's excellent leadership and good support from a strong leadership team, have improved both the quality of teaching and pupils' achievement.
- The rigorous checks made on progress and the school's determination to improve are testament of the staff's commitment to pupils. Consequently, the school is now rapidly improving and all staff are keen to develop their skills.
- Governors robustly challenge the school to do better. They are passionate about the school and are working hard to make it outstanding.

### It is not yet an outstanding school because

- There is not enough outstanding teaching. Time is not always used well in lessons and work for some groups is not challenging enough. Pupils are not always sufficiently independent in their learning or know how to be successful in lessons.
- Standards in writing are not high enough. The marking of writing needs to have a sharper focus to improve the quality of pupils' writing. Pupils' handwriting and spelling skills slow their progress as does their ability to use grammar effectively.

## Information about this inspection

- Inspectors observed 24 lessons or parts of lessons, of which two were joint observations with the headteacher. Inspectors observed groups of pupils working with teaching assistants and listened to pupils read from different year groups, including a group from Year 1 and 2.
- Inspectors talked with a range of pupils, including the school council, about their work and play.
- Meetings were held with four governors, as well as teaching staff, including senior and middle leaders. Discussions were held with a representative of the local authority.
- Inspectors took account of 16 responses to the online questionnaire (Parent View). They also considered the school’s parental questionnaires and staff questionnaires. One parent also sent written information to the inspection team about the support given to their child.
- Inspectors observed the overall work of the school and looked at a number of documents, including the school’s data about pupils’ current progress. In addition, they looked at documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors looked at a range of other evidence including school displays, the school’s website, and evidence representing the school’s wider achievements beyond the classroom.

## Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Michele Crichton

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average sized primary school.
- The school has a Resource Provision Unit that caters for 30 pupils who are on the Autistic Disorder Spectrum and this is approximately 25% of the school's number of pupils on roll.
- An above average and increasing proportion of pupils are eligible for the pupil premium, which is additional funding for pupils known to be eligible for free school meals, children in the care of the local authority and children of service families.
- The proportion of disabled pupils and those who have special educational needs is well above average. A below average number of pupils are supported at school action. A well above average number of pupils are supported at school action plus and have a statement of special educational need.
- Almost all pupils are of White British heritage.
- The school has the Sports Active Mark, Information Communication Technology Quality Mark and Healthy School status.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The Early Years Foundation Stage is taught as one Reception class in the main school, as well as provision for Reception children in the Resource Provision.
- The school has a breakfast club managed by a classroom assistant.

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

- Improve pupils' standards in writing by:
  - improving the marking of writing so that the points for improvement enable pupils to reach the next level in their writing
  - ensuring that pupils are able to use their understanding of sounds that letters make (phonics) to improve their spelling of words and make them more confident when writing new words
  - improving handwriting and presentation skills so pupils are more fluent in their writing and reach a higher standard
  - developing pupils' understanding of grammar so that they apply it accurately to their writing.
- To increase the amount of outstanding teaching by:
  - ensuring all work is sufficiently challenging for all groups of pupils
  - using time more effectively in all lessons and reviewing pupils' learning more regularly in order to drive faster progress
  - using more problem solving and investigations in lessons so pupils become more independent and can accelerate their own learning and progress
  - ensuring pupils know how to be successful in their work so they can assess and improve their own progress.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well because the school rigorously checks all pupils' progress. Assessments of pupils' work are accurate. They provide good information to everyone working with the pupils, which enables adults to set work that helps to accelerate pupils' progress.
- Children enter the school in the Early Years Foundation Stage with skills below those typical for their age, especially in their communication and personal development. Some pupils have complex needs. Despite this, they make good and sometimes outstanding progress as they catch up in their learning.
- Pupils continue to make good and sometimes outstanding progress across the school, including pupils in the Resource Provision Unit. By the time they leave Year 6, standards are broadly average in English and mathematics. Pupils' standards in writing are not as high as in other subjects because their handwriting skills and the ineffective use of grammar, hampers their ability to reach higher standards.
- Standards in reading are broadly average overall by the end of Year 6. Standards in the Year 1 national screening tests in reading are above the national average. This is due to the school's good approach to teaching reading and the sounds that letters make (phonics). Pupils are not as good at applying their skills when attempting to spell new words and this slows their progress in writing.
- Mathematics teaching has improved and pupils are increasingly confident with calculations and times tables. The use of a computer programme, specifically for developing pupils' mathematical skills, has accelerated pupils' progress and helped to raise standards to average.
- Pupils supported by pupil premium funding, including those known to be eligible for free school meals, make good progress, and reach standards in English and mathematics that are in line with similar pupils nationally. Although these pupils' attainment is below that of pupils in the school not eligible for pupil premium funding, the gap is narrowing. The school is effective at meeting these pupils' needs through carefully planned group work and activities.
- Disabled pupils and those who have a special educational need are catered for extremely well. Highly skilled teaching assistants provide outstanding support for these pupils across the school. These pupils, including those in the unit make good and often outstanding progress because staff have high expectations of them and work is tailored to their specific and sometimes complex needs.

### The quality of teaching is good

- The overall quality of teaching is good, which enables pupils to make good and sometimes outstanding progress. Where teachers plan creative and stimulating activities that involve pupils extremely well, teaching quality is outstanding. Teachers use assessment well to set work that helps pupils to make at least good progress in lessons. Consequently, teaching, particularly in the Resourced Provision Unit, is good and sometimes outstanding.
- Teachers' questioning skills are highly effective in accelerating pupils' progress, particularly in mathematics where teachers' subject knowledge is good. In a Years 5 and 6 lesson, pupils were challenged to solve mathematical problems and subsequent investigations accelerated their progress. This good use of problem solving does not occur in all lessons. Pupils are not always challenged enough to solve problems and consequently, their progress is slower.
- Mathematics teaching is good across the school. In a Year 2 lesson about block graphs, pupils made rapid progress because the teacher ensured that pupils knew how to be successful in the activities. In the majority of lessons, teachers share with pupils what they are to learn but they do not always discuss how to be successful so that pupils can accelerate their own progress.
- Teachers are effective at promoting discussion through pupils acting as 'talk partners'. In a review of pupils' learning at the end of a Year 1 lesson, pupils made outstanding progress

because the teacher encouraged pupils to talk with their partner about a character in a book. In lessons where teachers do not sufficiently review pupils' learning during and at the end of lessons, progress is slower.

- Reading is taught well across the school. The school has improved the teaching of phonics and this has been effective in improving reading. A very effective teaching assistant in Year 1 delivered a skilful session that ensured pupils knew how to apply their skills to reading and writing and subsequently, some made outstanding progress.
- Teachers diligently mark pupils' work and often give them time to improve and this has helped promote pupils' progress. Standards in writing are not as high as they could be. Points given for improvement do not always ensure that pupils can reach higher levels in their writing.
- Teaching assistants across the school provide excellent support for pupils' learning and progress both in and out of class. They skilfully nurture pupils, particularly disabled pupils and those with special educational needs, so that they achieve well.

### **The behaviour and safety of pupils are outstanding**

- Pupils relate well to each other and to all members of staff. Relationships across the school and in the Resource Provision Unit are very strong, consequently, pupils behave exceptionally well both in and out of lessons. They are courteous, a joy to talk with, and are well mannered. They enjoy attending the breakfast club, which gives them a good start to their day.
- Pupils enjoy coming to school to play and work with their friends in a wide range of activities. These enrich their learning and interest them well. In lessons, pupils work in groups exceptionally well and are keen to learn. During the inspection, pupils from the Resource Provision Unit attended an assembly about 'Mothers' Day'. They fully participated in the assembly, demonstrating the school's strong commitment to ensuring all pupils have equality of opportunity to participate in all activities.
- The school's curriculum provides exciting and stimulating activities that enable pupils to develop their wider personal skills. Pupils have a good understanding of other cultures and understand 'Fair Trade' practices. Involvement in the creative and performing arts enhance their spiritual, moral, social, and cultural understanding, which is a particular strength of the school.
- Pupils' attendance has improved over time. The school works hard to ensure pupils are punctual and attend well. As a result, attendance is broadly average.
- The school has a strong commitment to ensuring that pupils understand what bullying involves. They regularly talk to pupils about how to get on well with others and have an annual 'Anti-bullying Week'. This gives pupils a true insight into avoiding bullying.
- Pupils have a good understanding of how to keep safe in a variety of situations. They are particularly knowledgeable about how to stay safe when using the internet. Around the school, there are prompts to remind pupils how to be 'SMART' when using information and communication technology.
- The school is very effective in ensuring that pupils take on responsibility. Pupils very much enjoy being monitors and take their roles very seriously. The school council plays an active part and are involved in making decisions about the playground and other aspects of school life.

### **The leadership and management are good**

- The headteacher's determination to improve the school, together with her excellent leadership have been instrumental in driving the school forward. She is very well supported by a strong leadership team. It rigorously checks on the school's progress and the quality of teaching. Leadership in the Resource Provision Unit provides good support and challenge to the quality of teaching and learning. This has resulted in a rapidly improving school.
- Leaders regularly check on pupils' progress in lessons and by looking at their work. This has

ensured that the school's view of itself is very accurate. The information has been used to identify the school's key areas for development. The school sets challenging targets for all staff. Salary awards are not made unless staff members have achieved their targets. All staff have access to good quality training and support which has improved teaching over time.

- The school's curriculum provides rich and varied opportunities for pupils to learn. Each theme starts with a 'Big Idea' such as 'Fire'. Such starters are followed up by what are termed 'Wow Ideas'. These immerse pupils in activities that spark their interest, resulting in pupils being totally involved with activities as excited and enthusiastic learners. The curriculum is particularly good at meeting the diverse needs of pupils across the school, again showing the school's commitment to ensuring all pupils have equality of opportunity.
- Pupils' spiritual, moral, social and cultural development is supported well through music, art and a wide range of cultural activities, such as 'Inter-Faith', 'Diversity', and 'Fair Trade' weeks. 'Enterprise Week' encourages pupils to work together effectively to solve problems. Family afternoons, also enable pupils to work alongside each other enriching their learning experience.
- The school is very effective in its work with parents. An afternoon to celebrate 'World Book Day' attracted a good number of parents who were keen to work with their children. The school has an extensive range of other strategies that help parents to know about the work of the school, including texting and the school's regularly updated website.
- Robust partnerships support all aspects of the school's work. Links with other schools and a range of support agencies, contribute to the work of the Resource Provision.
- The local authority provides strong and effective support and guidance to this rapidly improving school.
- **The governance of the school:**
  - Governors are ambitious for the school. They rigorously check on how well the school is doing by looking at lessons and pupils' work. Governors have regular meetings with subject leaders. They are very knowledgeable about all aspects of the work of the school, including teaching. Governors display a good understanding of the school's data and know about its strengths and the key areas for improvement. Governors are very clear about the use of pupil premium funding to employ additional staff. They ensure that the funding has a positive impact on pupils' achievement. Governors ensure that safeguarding systems meet requirements. All checks on the suitability of staff are thorough. Training to ensure effective support and protection for pupils is up to date.

## 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

<b>Unique reference number</b>	108706
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	401000

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeff Jones
<b>Headteacher</b>	Carol Wilson
<b>Date of previous school inspection</b>	4 November 2009
<b>Telephone number</b>	0191 4894801
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