

# Adderlane First School

Broomhill Road, Prudhoe, Northumberland, NE42 5HX

**Inspection dates** 10–11 July 2013

|                                |                      |                             |          |
|--------------------------------|----------------------|-----------------------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Good                        | 2        |
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Achievement of pupils          |                      | Requires improvement        | 3        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Leadership and management      |                      | Good                        | 2        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement.

- A consistent pattern of good progress and achievement has yet to be sustained over time. Attainment at the end of Key Stage 1 is not yet high enough.
- Younger children, particularly in the Nursery, do not make fast enough progress in acquiring early reading and writing skills.
- Not enough lessons inspire and excite pupils' thinking. Pupils and younger children are sometimes too reliant on adults. As a result, they lack the self-confidence and skills to work things out for themselves.
- Teaching requires improvement because the demands made of pupils are not consistently challenging.
- After marking pupils' work, teachers do not always make certain that pupils respond to the guidance given to help them improve.
- Leaders and managers do not always have a sharp enough focus on pupils' rates of progress and achievement when checking lessons and scrutinising pupils' work in books.

### The school has the following strengths

- The positive action taken by the headteacher to improve the quality of teaching is now making a difference as progress rates quicken and achievement rises.
- Recently appointed middle leaders display high ambitions, have successfully pinpointed correct areas for improvement and are guiding improvement at a faster rate.
- In lessons when teaching is inspiring and challenging, pupils make rapid progress in acquiring reading, writing and mathematical skills.
- The sharper focus on reading and descriptive writing is helping to close the gap in skills between pupils eligible for extra funding and other pupils.
- Behaviour is good, with older pupils demonstrating exemplary attitudes and commitment in lessons. All parents agree. Attendance is above average.
- The curriculum is stimulating and supports well pupils' good spiritual, moral, social and cultural development. Provision for pupils' personal development is often excellent.
- Excellent care is provided by staff, who all work tirelessly to ensure that pupils, regardless of need, are safe and happy.
- The governing body has a firm grasp of the strategic direction of the school and is very supportive.

## Information about this inspection

- The inspector observed nine lessons of which two were joint observations with the headteacher. In addition, the inspector made a number of short visits to lessons and walks around the school site to check the quality of what is provided for pupils.
- The inspector held discussions with pupils, parents, members of the governing body, school staff, including middle leaders with responsibilities for subjects, and the local authority school improvement adviser.
- The inspector took account of the 11 responses to the online questionnaire (Parent View).
- The inspector observed the work of the school and examined a range of documentation, including the school's own records of pupils' current progress, records from the observation of lessons, pupils' books and school improvement planning. Records relating to behaviour, complaints and attendance, and documents relating to safeguarding were also taken into consideration.

## Inspection team

Clive Petts, Lead inspector

Additional Inspector

# Full report

## Information about this school

- This is much smaller than the average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above the national average.
- A well-above-average proportion of pupils are known to be eligible for pupil premium funding. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.)
- Almost all pupils are from White British communities, with few pupils from minority ethnic groups. A very few are at an early stage of learning to speak English as an additional language.
- The on-site children's centre and diandjims@Prudhoe childcare provision are not managed by the governing body. Each is subject to a separate inspection and will receive its own inspection report which can be found on our website at: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).
- Middle leadership was restructured in October 2012.

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

- Increase the amount of teaching that is at least good by:
  - ensuring teachers expect more of all pupils, regardless of their starting points, and make certain attainment is at least average at the end of Key Stage 1
  - making sure that all activities are at the right level of difficulty to challenge each pupil's thinking and allow them to make at least good progress
  - making certain teachers' questioning constantly checks and tests what pupils know, can do and understand
  - ensuring all pupils are given opportunities to modify, correct and edit their work so that they do not repeat mistakes.
- Accelerate children's progress in the Early Years Foundation Stage, especially in the Nursery, by:
  - maximising the use of classrooms and outdoor environments so that children can access a thought-provoking and exciting curriculum
  - improving further the teaching of letter and sound relationships (phonics) to accelerate progress in early reading and writing
  - providing more problem-solving opportunities for children to think and work things out for themselves
  - increasing the opportunities for children to write about things that interest them to ensure skills are learnt rapidly.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children start the Nursery with skills and knowledge below those expected for their age. A majority have weaker social, emotional and communication skills than are typical. Children settle into routines quickly and confidently and almost all acquire good early self-control. Although attainment varies because cohorts are small, children's rates of progress in attaining essential skills in the Early Years Foundation Stage require improvement. This includes practising and rehearsing skills to make sense of letters and sounds when developing early reading and writing.
- Pupils start Year 1 working towards the skills expected of them for their age, although their progress acquiring skills as they move through Key Stage 1 is uneven. In Year 1 inspiring teaching methods are accelerating rapidly pupils' progress in reading, writing and mathematics. Results from the phonics screening check are greatly improved. Yet, rapid progress is not consistently maintained through the key stage. Consequently, attainment is below average in reading, writing and mathematics at the end of Year 2 and requires improvement.
- At the end of Year 4 pupils reach broadly average standards in reading and writing. Standards in mathematics are close to the average. Although progress rates are quickening in Years 3 and 4, because of the positive action taken to improve reading, creative writing and problem-solving skills, standards are not yet high enough.
- Pupils are growing in confidence when blending letters and sounds to make sense of words. This can be seen in improvements in the fluency and accuracy with which pupils read. The enjoyment of reading is growing steadily throughout the school. At the age of six, skills are below average but improving more consistently. Older pupils are keen to read and happily discuss their current reading.
- Although classroom and corridors displays provide some positive ideas to help pupils to write creatively and inventively, environments are not always rich enough in language and text and are not sufficiently thought provoking or interesting.
- Pupils known to be eligible for the pupil premium make similar progress to their classmates. Despite the gap in attainment between those pupils known to be eligible for this funding and other pupils closing, assessment information in 2012 reveals that, in reading and writing, pupils supported by extra funding were half a term behind and, in mathematics, one term behind.
- The progress of disabled pupils and those with special educational needs is similar to that of their peers. Increasingly rigorous checking by middle leaders ensures that any slips in their progress and gaps in their understanding are quickly addressed.

### The quality of teaching

### requires improvement

- Despite improvements, a consistent pattern of stimulating and challenging teaching is not yet fully established throughout the school. An enthusiastic team of teachers are keen to improve and use training well, but higher levels of achievement are not yet a regular feature of all lessons.
- When challenge and pace in lessons are uneven:
  - expectations of what pupils are capable of achieving are not high enough
  - activities are not always matched precisely enough to the individual ability of each pupil and questioning does not always stretch pupils' thinking sufficiently
  - opportunities to use imaginative methods to spark interest and practise pupils' skills, such as in writing, are missed
  - the follow-up to a teacher's marking does not always ensure that mistakes and misconceptions are corrected.
- In the most effective practice, when progress is fastest:
  - high expectations are firmly embedded in all aspects of pupils' learning

- activities and tasks are closely matched and shaped to pupils' age, ability and needs
- questioning is used especially well to stretch pupils' thinking and check and reinforce their knowledge and understanding
- pupils are set problem-solving challenges and are expected to explain their thinking and justify their solutions.
- Marking is positive, helpful and constructive. It informs pupils of how well they have done and how they can improve, but does not always ensure that pupils correct their mistakes and respond to the teacher's advice.
- Themes are used well to link subjects together in attention-grabbing ways, such as when visiting Hexham Abbey to find out about the life and influence of St Wilfred. Yet, opportunities are sometimes missed to encourage pupils to write about those stirring events that excite and interest them.
- In the Early Years Foundation Stage adults provide high-quality care and support. Despite this, opportunities are missed to enrich classrooms, both inside and outdoors, to enable children to explore and investigate the world around them. This does not help to boost their knowledge and understanding. Too few pictorial and text prompts are provided to initiate talk, provoke thinking and encourage early reading, writing and problem solving. Opportunities are missed to encourage pupils to think for themselves, resolve problems and give details of their choices.
- A strength in all teaching is the good and sometimes excellent relationships between adults and pupils. Well-ordered classrooms are happy and friendly places.

**The behaviour and safety of pupils****are good**

- Pupils provide a cheery welcome and are friendly, polite and courteous. Staff provide very positive role models. Behaviour is managed skilfully and successfully to avoid any disruption. Consequently, all pupils are very clear about the boundaries established for their conduct. The behaviour and attitudes of older pupils are often exemplary.
- In conversations pupils report that they enjoy school a great deal. This is evident in their above-average attendance. Individual pupils whose needs are complex or whose circumstances might put them at risk are adroitly managed and receive endless encouragement.
- Pupils play and work together happily and safely. Classrooms are calm and busy places. Discussions with pupils reveal that they are well informed about different forms of bullying. For example, they are well aware of how texting, use of the internet and verbal and physical action can be intimidating. They display confidence that staff are always on hand and are never too busy to share a worry or concern.
- Discussions and correspondence from parents confirm the good and sometimes excellent behaviour. The school's behaviour, racist incident and complaint records confirm this to be the case. Children in the Nursery and Reception display good self-control and thoughtful attitudes for their age.

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

- The headteacher, ably supported by two increasingly confident and capable middle leaders, has taken clear-sighted action to improve the quality of teaching. Underperformance has been successfully tackled. The governing body has been refreshed by the appointment of a new Chair since the previous inspection. As a result, the rate of school improvement is speeding up, although leaders recognise there is still more to do in terms of sustaining improvements.
- Judgements of the quality of teaching are accurate. Lessons are regularly checked and helpful support and guidance given to staff. Good use is made of local authority specialists who provide valuable support for the school. Nevertheless, methods in lessons that are imaginative, thought provoking and hold pupils' interest for long periods are not fully embedded across the school.
- School leaders have a good understanding of strengths and areas for improvement. Development planning correctly states what needs to be done, but sometimes targets for

improvement are insufficiently challenging.

- The checking of pupils' progress in lessons and in their books, although increasingly rigorous, requires further sharpening because it does not focus relentlessly on making certain that action taken to raise achievement to a good level is equally effective throughout the school.
- An interesting range of first-hand experiences are carefully adapted and planned to meet the age, abilities and interests of all pupils, for example visiting Woodthorn Colliery to gain an insight to working underground and Bamburgh to study its castle and beach. The visit to Bamburgh is part of an annual residential experience.
- The good quality of teamwork is a strength of the school. All staff work hard to ensure each pupil has an equal chance of success. Discrimination is not tolerated. Pupils' good spiritual, moral, social and cultural development underpins their positive commitment to working hard.
- Safeguarding arrangements meet requirements, with much good practice, especially related to child protection, supporting the first-rate quality of care provided for children.
- The school works really well in partnership with parents, who are more and more involved in their children's development.

■ **The governance of the school:**

- The committed governing body supports the school well and displays a good grasp of the quality of teaching. Its members hold the school to account in increasingly positive ways and are effective in fulfilling their duties and responsibilities. They ensure that performance management systems link school improvement and pupils' achievement to salary progression. They take advantage of regular training to gain an even deeper insight into school performance. Finance is well managed, including the use and effectiveness of pupil premium funding.

## 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> | 122230         |
| <b>Local authority</b>         | Northumberland |
| <b>Inspection number</b>       | 413378         |

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>                 | 3–9                                   |
| <b>Gender of pupils</b>                    | Mixed                                 |
| <b>Number of pupils on the school roll</b> | 107                                   |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | Ian Lowry                             |
| <b>Headteacher</b>                         | John Lambert                          |
| <b>Date of previous school inspection</b>  | 14 October 2009                       |
| <b>Telephone number</b>                    | 01661 833996                          |
| <b>Fax number</b>                          | 01661 833996                          |
| <b>Email address</b>                       | admin@adderlane.northumberland.gov.uk |



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