

King Edward Primary School

Preston Avenue, North Shields, Tyne and Wear, NE30 2BD

Inspection dates 13–14 November 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.

- The headteacher's high aspirations and inspirational methods have led to substantial improvement since the previous inspection. Senior leaders, including governors, know precisely what needs to be done to sustain the rapid improvements made.
- Good and occasionally outstanding teaching with effective help in lessons enables pupils, including those disabled or with special educational needs, to achieve well. Progress from their starting points is good and often rapid. This includes those pupils supported by extra funding.
- Pupils are extremely well cared for, highly respected and valued. Consequently, their behaviour is outstanding and they are eager and hard working.
- The school enjoys high levels of trust and confidence from almost all parents.
- Pupils feel very safe. They report that staff always find time to listen to any of their worries or concerns.
- The breakfast and after-school clubs and childcare provision make a very positive contribution to the happy, family school atmosphere.
- The curriculum provides a wide range of rich learning activities. The provision for pupils' personal development and well-being is excellent. High-quality music and sport provision encourages pupils of all ages to participate and extend their skills in these areas.
- Senior leaders ensure there is a relentless focus on improving the quality of teaching to make certain all pupils can achieve their best.

It is not yet an outstanding school because

- Despite concerted action, rapid progress and the highest levels of achievement have yet to be sustained over time in all subjects, particularly in mathematics.
- Occasionally, the work that teachers organise is not always sufficiently thought-provoking and interesting enough for pupils.
- At times, opportunities are missed for pupils to practise their numeracy skills in all subjects and teachers do not always give pupils direct guidance for improvement.

Information about this inspection

- Inspectors observed 27 lessons including four paired observations and paired work scrutiny with the headteacher and assistant headteacher. In addition, inspectors made a number of short visits to lessons and walks around the school to check the quality of what is provided for pupils.
- They held discussions with pupils, parents, seven members of the governing body, school staff, including those with responsibilities for subjects and the local authority School Development Partner.
- Inspectors took account of the 60 responses to the online questionnaire (Parent View).
- Inspectors 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. They also considered documentation in relation to behaviour, attendance, child protection and safeguarding.

Inspection team

Clive Petts, Lead inspector

Additional Inspector

Pauline Piddington

Additional Inspector

Deborah Wylie

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- Currently, a below 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 who are looked after by the local authority and children from service families.
- Almost all pupils are from White British communities with a very few pupils from minority ethnic groups. A very few speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school extends its services in that it provides a breakfast club each morning, an after-school club, wrap-around childcare for Nursery children and a holiday club.
- The school became a member of the North Tyneside Learning Trust in September 2013.

What does the school need to do to improve further?

- Make certain that more teaching is inspiring and exciting to ensure a consistent pattern of rapid progress and sustained high achievement by:
 - ensuring that there is a relentless focus in all lessons on pupils making rapid progress by providing tasks that constantly stretch pupils' thinking, especially in mathematics
 - sharing teachers' imaginative and thought-provoking methods widely across the school
 - providing even more opportunities for pupils to apply their mathematical skills in all subjects
 - ensuring that pupils know exactly how they can make the best possible progress in their work by providing well-defined steps for improvement.

Inspection judgements

The achievement of pupils

is good

- Children start the Nursery with skills broadly typical for their age, although their speech, language and number skills are sometimes underdeveloped. They make good progress, developing early confidence, self-control and independence. This good progress continues in the Reception classes. Children enter Year 1 with much improved speech, language and number skills.
- In Years 1 and 2, progress accelerates and is at times rapid, especially in the acquisition of early writing skills. Increasing proportions of pupils are exceeding what is expected of them, including in the test to check pupils' phonic skills (the sounds that letters represent). Pupils' skills are successfully promoted in Years 3 to 6, although progress is faster in reading and writing than in mathematics.
- At the end of Year 6, attainment in English is above average and average in mathematics. The school's concerted action is improving reading and writing at a rapid rate. Although attainment in mathematics is rising over time, it is not yet high enough for pupils of all starting points.
- Pupils' progress is rigorously checked throughout the school. Any slips or gaps are quickly pinpointed and highly effective intervention and support programmes put in place. This makes sure that pupils with special educational needs make the same progress as their classmates. The achievement of the most-able pupils is good and continues to rise because their needs are accurately identified. As a result, an increasing number of pupils are reaching the highest National Curriculum Levels 5 and 6. This is evident in the test results for both English and mathematics in 2013.
- Those pupils who are known to be eligible for support through the pupil premium make similar and often faster progress than their classmates. This is because of the improved frequency and quality of intervention and support sessions. Consequently, attainment gaps are closing. Currently, their attainment in English and mathematics is one term behind other pupils in the school. The school's own progress information shows that this gap is narrowing more rapidly for younger pupils.
- The school gives a high priority to teaching reading and comprehension skills. Enjoyment levels of reading are high amongst pupils of all ages. Increasingly effective teaching of letter and sound relationships is quickly adding to the fluency and accuracy of the reading skills of younger pupils. Older pupils talk confidently and enthusiastically about their favourite authors and themes. Many use a wide range of reading material at home.

The quality of teaching

is good

- Teaching is good and sometimes outstanding. Previous weaknesses in teaching, especially in the accuracy of assessment at the end of Year 2, have been eliminated.
- Teachers enjoy excellent relationships with pupils. Consequently, pupils are keen to learn as much as they can. Methods that encourage pupils to analyse problems, explain their thinking and solutions, give reasons and make decisions are increasingly effective in capturing and holding their interest.
- In lessons where progress is rapid and achievement is highest, teachers:
 - set high expectations for what pupils of all starting points can achieve
 - know what they want pupils to learn and shape activities carefully to meet individual abilities and needs
 - use questioning continuously to check and test pupils' knowledge and understanding
 - set problem-solving tasks which inspire pupils to work things out with a partner or by themselves.

- In lessons when challenge and pace of learning is a little variable:
 - activities are not always closely enough matched to individual pupils' abilities and needs
 - demands made of pupils do not stretch their thinking enough
 - opportunities to add that vital spark in lessons to create added interest are missed
 - questioning does not always check out and test pupils' understanding enough.
- Teaching assistants are very successful, using effective methods to help pupils who have fallen behind. Gaps in pupils' knowledge and understanding are steadily eliminated. The quality of marking is good. Pupils are very well informed on how well they have done, and guidance is provided for improvement, although sometimes written feedback in books does not provide well-defined steps for even faster progress.
- When achievement is highest, inspirational teaching excites the imagination of pupils. For example, in a mathematics lesson pupils were observed totally absorbed getting to grips with inverse operations, helped by innovative use of new technology. Yet, this imaginative teaching is not fully shared across the school. Opportunities are also missed to create tasks for numeracy skills to be practised and reinforced in all subjects.
- In the Early Years Foundation Stage, adults provide high-quality care and support. This boosts children's confidence to find things out for themselves, although opportunities are sometimes missed to make certain children explore and investigate in purposeful ways in the rich learning environments.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons and around school is excellent, as a result of a school ethos which encourages them to do their best in everything they undertake. They are considerate and polite, reflecting the highly positive role models provided by staff. They work hard when responding to the high expectations set for their conduct. Feedback and discussions with parents and school records confirm the excellent attitudes and behaviour of pupils.
- A calm start to each day is provided by the breakfast club. The pupils' high school attendance rates reflect their great enjoyment of school life. The high quality of care and support, including in the childcare and after-school club, is underpinned by excellent spiritual, moral, social and cultural development. Parents, staff, governors and pupils are all very proud of their school and its achievements.
- Discussions with pupils reveal that they are very happy and feel safe. They are well-informed about bullying in its different forms. They are in no doubt about the importance about e-safety. Pupils are clear in their view that bullying does not occur and are quick to point out that any inappropriate behaviour is promptly dealt with by staff.
- Play is lively and active, but pupils are sensible, considerate and safety conscious. Pupils thrive on responsibility, such as taking on extra jobs around the school. Staff work extremely diligently to make certain all individual needs are met. This includes the needs of those pupils whose circumstances make them potentially vulnerable.

The leadership and management are good

- The headteacher's highly successful drive to move the school forward has eradicated crucial weaknesses and resulted in a rapid pace of improvement. The whole staff and the governing body share her high ambitions for what all pupils can achieve.
- Restructured middle leadership is quickly gaining confidence and adding to their expertise, increasing the momentum of improvement. Regular and increasingly rigorous performance checks help to establish an accurate view of school strengths and areas for continued improvement. Judgements of the quality of teaching are accurate.
- Teaching is really well led and managed. Constructive help and guidance for staff, carefully matched to relevant training, are continually adding to teachers' confidence and skills. Newly

qualified teachers are extremely well supported. Staff performance appraisal is well established with improvement targets linked closely to pupil progress and also incentives and rewards. As a result, teaching has improved significantly since the previous inspection.

- The curriculum provides a broad range of interesting activities, including inspiring visits and visitors, carefully tailored to meet the abilities, needs and talents of pupils. Themes link subjects together, often in interesting ways. The promotion of pupils' personal development is extremely well organised. However, the application of mathematical skills to analyse and solve problems is not always firmly enough embedded in all subjects.
- Staff display a strong commitment to ensure all pupils have an equal opportunity to achieve well. All pupils, including those who are sometimes anxious and potentially vulnerable, are thoughtfully included in all aspects of school life. Any form of discrimination is rejected. Wise use of pupil premium funding is systematically closing attainment gaps. The recently allocated sport funding is enriching the range of activity, enhancing teachers' skills, boosting participation rates and fostering higher pupil skills. The school promotes equality of opportunity well.
- The headteacher and the governing body were instrumental in joining the North Tyneside Learning Trust. The school is taking full advantage of the opportunities the Trust provides to work with partner professionals. The local authority supports the school well and has an accurate view of school performance, challenging and supporting when appropriate in positive ways.
- Parents play a full and active role in their pupils' personal development and well-being. Imaginative and secure use by senior leaders of social media helps to foster a strong sense of belonging amongst parents and helps to keep them well informed of school successes.
- Safeguarding and child protection arrangements meet requirements, with much best practice underpinning the high quality of care and support provided for children.
- **The governance of the school:**
 - The incisively led governing body demonstrates an accurate view of school performance. Its members are passionate in their support and active in the day-to-day school life. They challenge and support in equal measure and hold teachers to account for pupils' progress and achievement ensuring that teachers are rewarded for improved classroom performance. Governors recognise that teaching could be even more thought-provoking. Their regular training and briefing sessions ensure that they have the skills to analyse accurately data in relation to school performance. This includes checking the impact of the 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

Unique reference number	108573
Local authority	North Tyneside
Inspection number	425782

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	435
Appropriate authority	The governing body
Chair	Helen Chambers
Headteacher	Kate Rickeard
Date of previous school inspection	18 January 2012
Telephone number	0191 200 6337
Fax number	0191 200 5074
Email address	kingedward.primary@northtyneside.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

