

Backworth Park Primary School

The Park, Backworth, Newcastle-upon-Tyne, Tyne and Wear , NE27 0AH

Inspection dates 20–21 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points. Pupils' progress has accelerated very quickly since the last inspection because the senior leaders have successfully and relentlessly driven forward improvements.
- The quality of teaching is good. Teaching staff are highly motivated to continually improve their skills.
- Pupils' attendance is very high because they thoroughly enjoy coming to school. Most pupils are keen to do their best and very positive relationships between pupils and adults are evident across the school.
- The school provides a safe, inclusive, harmonious and nurturing environment. Pupils are very well cared for and feel safe in school. The staff ensure that all pupils are given every opportunity to fully engage in school life.
- The headteacher, ably supported by the deputy headteacher, has ensured a sharp focus on the school's improvement agenda. Excellent team work and mutual support are evident across the school.
- The governing body effectively challenges all aspects of the school's work and also provides high quality support.

It is not yet an outstanding school because

- Although, overall, the quality of teaching is good, there is not yet sufficient outstanding teaching to ensure all pupils of all abilities make accelerated progress.
- There are inconsistent approaches to helping pupils know how they can improve their work.
- Problem solving, particularly in mathematics, is not well used across the whole curriculum.

Information about this inspection

- The inspector observed 11 lessons, including two joint observations with the headteacher. Pupils were heard to read, and the written work in pupils' books was reviewed.
- Meetings were held with different groups of people involved with the school. These included pupils, members of the governing body, the headteacher, senior leaders, members of the teaching staff and an officer from the local authority.
- The 21 responses to the online questionnaire (Parents View) and the school's surveys for parents were examined. The Ofsted questionnaire completed by school staff was also examined. The school's website was also reviewed.
- A range of documents including the information on pupils' achievements, the school's data on pupils' current progress, documents relating to planning for improvement and procedures for checking the quality of teaching, documents relating to safeguarding and records relating to behaviour and attendance were reviewed.

Inspection team

Barbara Hudson, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are from White British backgrounds.
- The proportion of pupils supported at school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for pupil premium is well-above average. (Pupil premium is additional funding for those who are known to be eligible for free school meals, children from service families and those that are looked after.)
- The school meets the government's current minimum floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection three new teachers have been appointed.

What does the school need to do to improve further?

- Ensure that teaching is consistently good and the proportion of outstanding teaching increases in order to accelerate pupils' achievement further by:
 - providing a consistent approach to helping pupils know what they have to do next to improve their work
 - ensuring all teachers provide sufficient, but not too much time, for pupils to complete their activities so that the challenge and rigour of learning remains high
 - providing pupils with more opportunities to develop their problem-solving skills, particularly in mathematics, across the whole curriculum.

Inspection judgements

The achievement of pupils is good

- Because of the small numbers in the school, resulting in a wide range of differing abilities year on year, standards fluctuate. Overall, children join the school with skills and abilities that are generally well below those typically expected for their age, particularly in literacy and mathematics. Children get an excellent start in the Nursery class and they make good progress as they move through the school to leave Year 6 with standards that are close to those nationally in reading and mathematics and exceeding national averages in writing. Around 20% of pupils are making more than good progress to achieve standards that are above those expected for their age.
- Pupils at this school have made rapid progress since the last inspection because the quality of teaching has improved and senior leaders robustly evaluate individual pupils' progress. They quickly set up effective systems to support any pupils who are falling behind and also provide additional challenge for those pupils who can further accelerate their learning. This ensures that the most-able pupils are making good and sometimes outstanding progress particularly in writing.
- Over the last three years, pupils' attainment and progress in writing and mathematics has improved year on year in both Key Stage 1 and Key Stage 2. In Key Stage 1 pupils' attainment and progress in reading has also improved year on year. This is because pupils are taught their letters and the corresponding sounds that they make effectively and, as a result, the proportion of pupils meeting or exceeding the expected standard in the Year 1 phonics screening check is above the national average.
- In Key Stage 2, standards in reading rose very quickly in 2012 and then fell back. This was partly due to two pupils just missing out on their expected standards in the test situation. However, the school has taken this dip very seriously and have already addressed this problem, and progress this academic year has been extremely fast. This is due to high levels of staff training, which have been successfully implemented, many new resources and some dedicated time each day where teaching staff focus on developing the reading and comprehension skills of all pupils. Pupils' progress in mathematics has also risen year on year but the lack of opportunities to solve mathematical problems across the whole curriculum is hindering their further progress.
- The funding from the pupil premium has provided more teachers so as to reduce the number of pupils in each class. It has also been used for focused one-to-one support in literacy and numeracy for identified pupils and enhanced pastoral intervention for those families with particular social and personal needs. As a result, pupils supported by the funding make good progress from their starting points. In 2013 tests, pupils eligible for free school meals were two terms ahead of their peers and one term ahead of similar groups nationally.
- Disabled pupils and those who have special educational needs make good progress. This is because the school staff are very careful to get the best advice that they can from support services and they use this to carefully tailor support for individual pupils.

The quality of teaching is good

- Senior leaders have an accurate view of the quality of teaching. Robust systems to monitor and evaluate the quality of teaching are in place. Staff value the quality of the feedback from lesson observations and scrutiny of pupils' work. They have a shared commitment to continual improvement and have successfully implemented improvement suggestions from the feedback and the training that they have received to further develop their skills. This has resulted in most teaching being good; some is outstanding.
- Overall, teachers display good levels of subject knowledge and lessons are planned well to meet the needs of different groups of pupils. Exceptionally good teamwork between teachers and

teaching assistants ensures that all pupils are provided with an appropriate amount of support and this increases pupils' learning.

- Pupils enjoy their learning and most are highly motivated to do their best. Most listen attentively in lessons and engage well with the tasks. They respond very positively to the well-framed questions and instructions from staff. Occasionally though, some pupils lose interest and quietly disengage when the pace of learning slows. This happens when pupils are given too long to complete activities so that they lose interest and the challenge diminishes.
- In those lessons where pupils make excellent gains in their learning, teachers consistently provide high levels of challenge throughout the lesson for pupils of all abilities. Every opportunity is taken to extend pupils' thinking and ideas through well-targeted activities and skilful questioning. Leaders fully recognise what is required to ensure that more teaching is consistently at this high level.
- Marking of pupils' work is regular, with many examples of detailed feedback that help pupils to improve further. However, this is not consistent throughout the school. Pupils value the comments about how they can improve their work and also the encouragement and verbal feedback they receive in lessons.
- Parents feel that their children are taught well and are very well supported so that they can make good progress.

The behaviour and safety of pupils are good

- Pupils thoroughly enjoy school life and this is reflected in the consistently high levels of attendance and punctuality. They show care and respect to one and another, value each other's differences and work together cooperatively in lessons, and enjoy themselves at playtimes and lunchtimes. Pupils' spiritual, moral, social and cultural development is effectively promoted in all lessons. As a result positive relationships and cooperation between all teaching staff and pupils are very evident and this helps pupils to learn effectively.
- Pupils feel safe in school. They are aware of different types of bullying and are confident that if bullying should occur, the staff would quickly resolve the problem. Pupils have a very clear understanding of how the school's new system to promote excellent behaviour operates. As one pupil said in a discussion, 'The new system is good because there are no hiding places and no one can get away with anything naughty.'
- Staff provide high quality support and care for all pupils. The thorough procedures to safeguard and care for all pupils are effectively implemented throughout the school. Staff are proactive in gaining advice from a wide range of support agencies, such as the school nurses, so as to ensure that they are providing the best for all of the pupils in their care. They are very good at praising pupils so that they feel good about themselves and want to learn. They are also particularly good at listening to pupils' concerns and helping them to resolve their problems. Pupils are also very confident that if they have a problem they can ask a member of staff for help and they will do their best to help them.
- Pupils have a good understanding of how to keep themselves safe in a variety of situations because curriculum planning covers a wide-range of aspects of staying safe, including those relating to e-learning.
- Parents who had responded to the school's survey were very positive about pupils' behaviour and indicated that their children felt particularly safe in school and that they were well cared for.

The leadership and management are good

- The headteacher, ably supported by the deputy headteacher has successfully driven forward improvements since the last inspection. This has resulted in rapid improvements in teaching and pupils' achievements. All staff and governors are fully committed to the relentless drive for improvement. This was evidenced in lessons, through reviewing pupils' work and discussions

with staff and governors.

- The recent introduction of middle leaders to the leadership team has increased the level of accountability and support for staff. The middle leaders are effectively developing their role and are beginning to see the impact of their work through the support they provide to the staff in their team.
- Subject managers have successfully developed their role since the last inspection and are now actively involved in the monitoring and evaluation of the school's process.
- School leaders have an accurate view of the school's performance. Systems to manage staff performance are used well, both to support and challenge their work. Staff highly value the range of well-targeted training opportunities offered by the school and the local authority.
- Robust procedures to check the quality of teaching and pupils' achievements are in place. Lesson observations, the regular monitoring of teachers' planning and pupils' work in their books together with pupil progress meetings ensure that leaders are well placed to tackle variations in performance.
- Pupils are keen to learn because the lively, well-planned curriculum develops their skills while providing an interesting range of subjects and topics for study. The school provides pupils with a wide range of sporting and creative enrichment activities, including educational visits, to ensure that they have the opportunity to engage in a good range of learning experiences. Friday afternoons are called 'Backworth University', when pupils can choose from a wide range of sporting, art and crafts, music and historical activities. These sessions are popular and enhance pupils' learning experiences.
- The new primary school sports funding is well used to increase the opportunities for pupils to partake in physical activities within the school day and support a wide range of after-school clubs. Within these sessions there is a clear focus on enjoyment, developing pupils' understanding of why physical activity is beneficial to their health and to give them opportunities to develop their interests and potential.
- School leaders and governors highly value the work of the local authority. They feel that the officers in the authority have responded exceptionally well to the support the school has requested. This support has made a significant contribution to the rapid progress this school has made. The school works productively with other schools on aspects of leadership and curriculum development.
- The school has a very good relationship with parents. This is because the headteacher and many of the staff know each family extremely well and the staff provide extremely good care for every child. Almost all parents are extremely positive about the school. They comment that the support and care for their child is very good.
- **The governance of the school:**
 - The governing body understands the strengths of the school and that pupils' achievement has been improving year on year but that there is further improvement needed. Governors have the required skills and expertise to hold leaders to account. Their meetings have focused on the issues relating to provision and achievement, for instance, on reading at Key Stage 2 where standards dipped after a period of improvement. Governors keep a firm eye on performance management and pay progression. They show a clear understanding of the school's finances, including pupil premium funding and the primary school sport funding, and help the school make decisions accordingly. The school's safeguarding arrangements meet all statutory requirements.

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	108580
Local authority	North Tyneside
Inspection number	425783

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	129
Appropriate authority	The governing body
Chair	Eileen Goodwin
Headteacher	Carol Crerar
Date of previous school inspection	5 January 2012
Telephone number	0191 2008355
Fax number	0191 2008325
Email address	backworthpark.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

