

North Fawdon Primary School

Brotherlee Road, Fawdon, Newcastle-upon-Tyne, Tyne and Wear, NE3 2SL

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Pupils' achievement is inadequate. Their attainment in English and especially in mathematics has been too low for a number of years and remains so.
- During their time in school, pupils make inadequate progress in reading, writing and mathematics, particularly in Years 3, 4 and 5.
- In 2013, no pupils reached the higher levels in their end-of-Key Stage 1 assessments and too few reached the higher levels in their end-of-Key Stage 2 national tests.
- The impact of teaching on progress over time is inadequate. In too many lessons the work set does not help pupils achieve as well as they should.
- Teachers' marking of pupils' work is often not good enough. As a result, pupils are not always given the guidance they need to improve their work quickly.
- Poor behaviour in some lessons disrupts the learning for other pupils. There have been a high number of exclusions relating to unacceptable behaviour since May 2013.
- School leaders have an over-optimistic view of the school's performance. Senior and middle leaders are not attending to the inconsistencies in teaching and learning well enough.
- The governing body does not hold the school to account rigorously, especially for the progress of pupils with special educational needs and those supported by the pupil premium funding. Governors are not fully aware of the progress these pupils make and consequently they are not able to report the impact of this funding.
- Since the previous inspection, improvements have not been made quickly enough to secure sufficiently rapid progress of all pupils. As a result the school's performance has declined.

The school has the following strengths

- Pupils are respectful and courteous.
- School staff share a desire to make the school a positive, welcoming learning environment for pupils.

Information about this inspection

- Inspectors observed 16 lessons or part lessons, four of which were joint observations with the headteacher
- Observations also took place within the Additionally Resourced Centre (ARC), the special resource unit which is part of the school.
- Meetings were held with the Chair of the Governing Body and one other governor, school staff and representatives of the local authority.
- Inspectors talked to pupils in lessons about their work, looked at pupils' work in their books, listened to pupils read and met a group of pupils from Key Stage 2.
- The inspectors took into account 17 responses to the online questionnaire (Parent View) and 26 questionnaires completed by staff.
- The inspectors looked at range of evidence, including the school's own performance data on current pupils' progress, teaching and learning documentation and records relating to behaviour, attendance and safeguarding.

Inspection team

Rosemary Batty, Lead inspector

Additional Inspector

Jonathon Chicken

Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is smaller than the average-sized primary school.
- A special resource unit known as the ARC forms part of the school. It caters for a small number of pupils who have complex needs, some of which are related to communication and behaviour. It is managed by the governing body of the school
- The school has recently become part of the Newcastle West Learning Trust.
- The large majority of pupils are of White British heritage.
- The proportion of pupils from other heritage groups is below average.
- The proportion of pupils who are new to English, or speak English as an additional language, is broadly average.
- The proportion of pupils supported by the pupil premium is well-above average.
- The proportion of disabled pupils and those with special educational needs supported through school action is well-above average. The proportion of pupils supported through school action plus or with a statement of educational needs is well above average
- The proportion of pupils who transfer in and out of the school during the school year is higher than average.
- A new Chair of the Governing Body is in place since the previous inspection.
- Some new teachers have joined the staff since the previous inspection and others have moved into new roles of senior and middle leadership responsibility.
- The school operates a daily breakfast club, which is run by the governing body.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school has status for Healthy Schools and Basic Skills.

What does the school need to do to improve further?

- Improve the quality of teaching to be at least good throughout the school in order to accelerate progress and raise attainment, especially in mathematics, for all groups of pupils, particularly in Years 3, 4 and 5, by:
 - ensuring that teachers set work that helps pupils to achieve as well as they can and motivates them to learn and behave well in lessons
 - improving pupils' poor use of spelling, basic punctuation and grammar, particularly in writing
 - making sure that the teaching of mathematics is effective in Key Stages 1 and 2
 - adopting consistent approaches towards marking so that pupils are clear how to improve their work and are given enough time to respond to the advice given
 - making sure that all pupils in every year group make at least good progress so that they reach at least national average attainment levels at Key Stages 1 and 2
 - increasing the proportion of pupils achieving the higher National Curriculum levels in reading, writing and mathematics by the end of Year 2 and Year 6.

- Urgently improve leadership and management by developing the skills and knowledge of leaders at all levels to ensure that:
 - they rigorously and effectively evaluate the impact of teaching upon the progress of all groups of pupils
 - good practice is shared more widely so that there is consistently good teaching across the school
 - plans to improve teaching and learning are based upon an accurate evaluation of the school's current performance
 - every pupil fully understands how to keep safe and that adults apply school policy in responding to potential risks
 - the number of exclusions for unacceptable behaviour is reduced considerably and the overall standard of behaviour improves to be at least good
 - teaching and resources fully meet the needs of children as they move from the Early Years Foundation Stage to Year 1.

- Ensure that governors have the skills and knowledge to:
 - hold school leaders to account rigorously for pupils' attainment and progress
 - check that risk assessments are reviewed regularly and that they are understood by all staff working in the school
 - fulfil reporting requirements relating to the progress of pupils who are supported through the pupil premium funding, the use of the new primary school sport funding and pupil outcomes at the end of Key Stages 1 and 2
 - ensure the local authority is aware of the need to undertake regular checks on provision in the ARC unit.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Attainment in Key Stages 1 and 2 has been significantly below average in English and mathematics for several years and remains so.
- Pupils, including those with special educational needs and those supported by the pupil premium, do not make sufficient progress during their time in the school. The school's own data shows a pattern of underachievement in Years 3, 4 and 5. Inspection findings confirm this.
- Children enter the Early Years Foundation Stage with skills and abilities well below those expected for their age. Most make reasonable progress relative to individual starting points but enter Year 1 at levels of development still below what is expected for their age overall. Although a few pupils enter Year 1 with good levels of development, no pupils attain the higher National Curriculum Level 3 in reading, writing or mathematics by the end of Year 2.
- At the end of Year 1, in 2013, in the phonics screening test (about how letters and sounds link to form words), pupils reached levels below those expected nationally. While this represents an improvement from 2012, pupils who are known to be eligible for free school meals attain standards significantly less well than their peers in school in this test.
- Attainment at the end of Key Stage 1 has been significantly below average since 2011. In 2013, standards by the end of Key Stage 1 fell even lower and pupils' attainment in reading, writing and mathematics was well below the national average.
- Attainment in reading, writing and mathematics at the end of Key Stage 2 has also been below average since 2011. In 2012, pupils were on average one year behind what is expected of them nationally in mathematics and reading. There was some improvement in 2013 as the gap narrowed by about a term. However, attainment in writing, which had shown improvement in 2012, declined again in 2013. By the end of Year 6 not all pupils are ready for their next stage of learning because standards are too low.
- Pupils supported by the pupil premium, including those eligible for free school meals, and pupils of lower ability do not make sufficient progress in reading, writing and mathematics between Years 3 and 5. At the end of Year 6, too many have not made the progress they should. By the end of Year 6 pupils supported by the pupil premium attain less well than similar pupils nationally and are about two terms behind their peers in school in reading and four terms behind them in writing. The gap is narrowing slowly over time in English and mathematics.
- The school's own data from 2012-13 academic year shows that the progress pupils make across Years 3 to 5 is too slow. However, it is particularly weak in reading in Years 3 and 5, in writing in Years 4 and 5 and in mathematics in Years 3, 4 and 5 for most pupils. In Year 6 however, progress improved for all pupils in reading, writing and mathematics.
- Overall, writing remains an issue for the school having shown no improvement at the end of Key Stage 1 and Key Stage 2 since the last inspection. Standards in mathematics have also declined in both key stages.
- Pupils new to English or who speak English as an additional language make good progress overall from Year 1 through to Year 6.
- Disabled pupils and those with special educational needs make progress at varying levels across the school. These pupils did not make the progress expected of them in writing and mathematics in Years 3, 4 and 5, and in reading in Year 3 and 5 according to the school's own data. Mathematics shows the widest gap in underperformance. This therefore represents inadequate progress for these pupils.
- The small number of pupils in the ARC have very individual needs which are met through personal programmes. Their achievement is measured continually as part of the assessment process within the unit. Their rate of progress in English and mathematics is not being accelerated sufficiently well to enable them to re-integrate into mainstream school easily.
- The most-able pupils underachieve and do not reach the standards of which they are capable. Too few attain the higher levels at Key Stage 1 and Key Stage 2. The school's own data does not identify how much progress these pupils make.

- The number of pupils entering and leaving the school at other than normal times of the year is above average. Many of them stay for short periods of time, so checking their progress is complex. However, they are well received by the school, their needs are identified and the school works closely with their families and other agencies to address specific needs wherever possible.
- As a result of the underachievement of pupils supported through the pupil premium and those with special educational needs, the school's efforts to promote equality of opportunity are ineffective.

The quality of teaching

is inadequate

- Teaching is inadequate because it does not enable pupils to make sufficient progress over time, especially in Key Stage 2.
- The majority of teaching seen during the inspection was less than good. The work set often did not help pupils achieve as well as they could. For some pupils the work was too difficult and for others it was too easy. Consequently, not all pupils paid their best attention and there were instances of poor behaviour which slowed down the pace of lessons, so wasting learning time.
- While the school has introduced distinct times for pupils to develop handwriting and basic skills such as spelling, punctuation and grammar, teachers do not always make best use of this. Pupils are often given the same levels of work, it is not marked well enough to ensure quick improvements and opportunities to develop these skills in other areas of the curriculum are often missed.
- In the Early Years Foundation Stage, some good phonic teaching was observed, so ensuring that children have a better start to their reading skill development. The overall quality of teaching seen was good in the indoor area, although provision for learning outdoors requires some development.
- Recently, leaders have introduced a range of new strategies to improve learning in reading, writing and mathematics. New resources have been purchased and staff have received training on how to use them. In Key Stage 1, the school's records show that they are beginning to make an impact on pupils' progress. However, in Key Stage 2, there is no impact at all, particularly in Years 3, 4 and 5.
- In the ARC, during the inspection, pupils who were actively involved in focused work under the direct guidance of an adult, made good progress in mathematics and social skills. However, other pupils made little progress because planned activities were not matched to their needs. When ARC pupils were working in the main school building, learning time was lost because some pupils' behaviours were challenging and not dealt with effectively.
- Teachers do provide stimulating and interesting topics, such as 'The Wild West', which are aimed at fostering pupils' writing skills. However, over-reliance upon worksheets and the lack of opportunities for pupils to improve their work, especially in basic skills, limits their potential to achieve better.

The behaviour and safety of pupils

are inadequate

- Poor behaviour is evident in some lessons. There have also been a high number of exclusions since May 2013, relating to unacceptable behaviour. A small number of pupils are not aware of the risks that they might face in the dining hall and parts of the playground at lunchtime through not following school guidance sufficiently well.
- Pupils are taught how to keep themselves safe both within school and elsewhere but do not always remember to apply what they have been taught. When asked, they say they feel safe and their parents agree.
- Pupils report some instances of bullying, saying they are quite common. When reported to adults these incidents are managed appropriately and quickly but some pupils are afraid to report

incidents. However, they say behaviour is getting better in school.

- Most pupils understand the consequences of their actions, respond well to adult instruction and value the school's systems of rewards and sanctions. 'Golden points' are awarded for positive attitudes and good work. Pupils are clear about what they should do and where to go if they need help
- Pupils show positive attitudes in class when activities interest and involve them. They particularly enjoy the range of topics that they are offered on these occasions and when they are given opportunities to choose themes that are of interest to them. However, they sometimes drift into low-level disruption and lack of concentration when teaching fails to stimulate them.
- Pupils say they enjoy activities such as physical education and information and communication technology. Involvement in the creative arts such as dance, music and performance work is of interest to them and helps them to be more confident individuals.
- Attendance has recently started to improve because of the actions the school has taken to ensure regular attendance. Pupils are given rewards at whole-class level for attendance. The school makes sure that families are contacted as soon as a pupil is absent to ask for an explanation. There are sanctions for those parents who do not ensure regular attendance for their children.
- Inspectors saw rehearsals for the Christmas play involving pupils from Key Stage 2. They sang well together, clearly enjoying the music and the opportunities given to perform or act as camera operatives in the final production. This highlights the school's desire to build pupils' confidence.
- Some pupils in Reception were very excited about baking and decorating Christmas biscuits and were keen they had some left at the end of the day to take home. Their biscuits were attractive, indicative of patient and careful work.

The leadership and management are inadequate

- Leaders and managers are not doing enough to improve the school. Standards are not rising fast enough to make sure pupils are ready for the next stage of their education. The school's performance has declined since its previous inspection and behaviour and safety are now inadequate overall.
- The capacity of the school to make improvements is too weak. There have been some improvements, but they are recent, fragile and are adversely affected by the instability in staffing due to absence.
- New middle leaders who have taken up post since the last inspection have been involved in school improvement activities but the impact of their actions is not yet evident across the school. They track the achievement of pupils but do not address the inconsistencies in teaching and learning sufficiently well, especially in Years 3, 4 and 5.
- Senior leaders have an unrealistic picture of the quality of teaching and learning because of inaccuracies in their evaluation of the school's performance. Some of these inaccurate evaluations are made by leaders who are not demonstrating sufficiently good practice in their own teaching.
- The transition between the Early Years Foundation Stage and Year 1 is insufficiently well-managed, therefore, not all pupils are provided with those tasks and activities that will help them to make good progress and confidently settle into Year 1.
- Although the school has clear policies and procedures in place, adults are not always vigilant in checking that pupils stay in the right and safe places whilst in the school.
- The local authority has provided a range of support to improve the quality of teaching but this has not resulted in enough sustained improvement in achievement. Teaching has not been observed in recent times throughout school and in the ARC by the local authority.
- The curriculum offers pupils a range of opportunities across a number of subject areas, clubs and enrichment activities. There is a strong emphasis upon speaking and listening, the creative arts and physical activity. However, there are too many missed opportunities to develop pupils'

basic skills. The needs of the most able, least-able and those supported by the pupil premium are not sufficiently met.

■ The breakfast club is well attended and helps to provide pupils with a good start to the day.

■ Newly-qualified teachers may not be appointed.

■ **The governance of the school:**

- The governing body does not have the necessary knowledge to hold leaders to account for pupils' progress and the quality of teaching. It does not have an accurate view of the school's performance.
- While governors visit the school and attend meetings, they are over reliant upon the reports of school leaders. They have an awareness of data but do not yet challenge the weak progress of some groups of pupils, particularly those supported by the pupil premium funding and those who have special educational needs.
- The governing body is committed to improving the outcomes for all pupils, particularly those pupils supported through the pupil premium funding. They are aware of how the funding is used but do not report on the impact of the funding on pupils' progress.
- Governors are informed of performance-management outcomes, but have not been involved in linking those outcomes to teachers' salaries.
- Not all statutory requirements are met relating to reporting arrangements for the use of the new primary sports funding or end of key stage assessment outcomes.
- Governors do make sure that the school's arrangements for ensuring the welfare and safety of pupils meet the government's current requirements; however, checks upon how well risk assessments are carried out have not been undertaken in recent times.

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	108471
Local authority	Newcastle Upon Tyne
Inspection number	430895

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	175
Appropriate authority	The governing body
Chair	Christine Wright
Headteacher	Alison Cairns
Date of previous school inspection	20 June 2012
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Email address	admin@northfawdon.newcastle.sch.uk

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