

Coquet Park First School

The Links, Whitley Bay, Tyne and Wear, NE26 1TQ

Inspection dates

5–6 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- When children start school they make excellent progress in their personal development. They settle into Nursery and learn very quickly. From this very secure foundation, they make outstanding progress in all aspects of their learning when in the Reception class.
- Pupils continue to make outstanding progress across the school, owing to consistently high quality teaching over time. By the time they leave the school in Year 4, pupils reach standards that are well above what is typical for their age.
- Teaching is typically outstanding. Teachers have high expectations of what pupils can achieve. Well-structured lessons, engaging activities and astute questioning inspire pupils to learn and ensure that all pupils make rapid progress.
- Teaching assistants and other adults work very closely with teachers to ensure that activities are tailor-made and no pupils, including those with special educational needs fall behind in their learning.
- Pupils love coming to school. Their behaviour is exemplary and relationships are strong. They have excellent attitudes to learning and participate with enthusiasm in lessons. They are very well-mannered, polite and very proud of their school.
- Pupils have an excellent understanding of how to keep safe in different situations, for example, near water, on the beach and when using the Internet.
- The curriculum is lively and engaging and provides pupils with many memorable experiences. However, more could be done to develop mathematical skills and scientific understanding through linking planning for this to other subjects.
- The new headteacher's dynamic and rigorous leadership has quickly established her understanding of the school. She is supported exceptionally well by an assistant head and a very strong team of staff. Priorities have been quickly established and outstanding practice maintained.
- Highly skilled governors who are passionate about the school ensure that it continues to maintain its high standards.

Information about this inspection

- Inspectors observed 23 lessons or parts of lessons, of which two were observed jointly with the headteacher.
- Inspectors looked at groups of pupils, as well as individual pupils working with teaching assistants. They specifically listened to a group of Year 2 pupils read and to other year groups in lessons.
- Inspectors talked to a range of pupils about their work and play in school, including the school council. They also studied a range of pupils' work across the school.
- Meetings were held with five governors as well as teaching staff, including middle leaders, the assistant head and headteacher.
- Inspectors observed the overall work of the school and studied a number of documents, including the school's data about pupils' current progress. They also examined documents relating to safeguarding, governance, behaviour and attendance.
- Inspectors took account of 49 responses to the on-line questionnaire (Parent View). They also considered two letters from parents and staff questionnaires.
- Inspectors looked at school displays, its website and a range of other evidence relating to the wider work of the school.

Inspection team

David Shearsmith, Lead inspector

Additional Inspector

Derek Sleightholme

Additional Inspector

Full report

Information about this school

- The school is a smaller than average-sized primary school.
- A well-below average proportion of pupils is known to be eligible for the pupil premium which is additional funding for those pupils eligible for free school meals, children in the care of the local authority and children of service families.
- An above average proportion of pupils is supported at school action. An above average proportion of pupils is supported at school action plus or has a statement of special educational needs.
- The vast majority of pupils are of White British heritage.
- The school has achieved the Eco-Green Flag Award, Sports Active Mark and Healthy School status.
- The Early Years Foundation Stage is taught as separate Nursery and Reception classes.
- The school has before- and after-school care, including a play group that is not managed by the governing body and is subject to a separate inspection by Ofsted. The report will be available on the Ofsted website.
- A new headteacher was appointed last term.

What does the school need to do to improve further?

- Enrich the school's curriculum and links between subjects by:
 - providing more links between subjects to increase pupils' involvement in mathematical and scientific enquiry
 - engaging with business and enterprise to match the requirements of the new curriculum.

Inspection judgements

The achievement of pupils is outstanding

- Pupils' achievement is outstanding. The school keeps a very close watch on the progress pupils are making with regular checks to ensure that no-one is falling behind. All pupils, and particularly those at risk of underachievement, have an equal opportunity to perform as well as they can, as the school reacts quickly to any slowing of pupils' progress.
- Children enter the school with skills that are typical and sometimes above what is typical for their age. Pupils settle quickly into the Nursery and make rapid progress in their personal development and their speaking and listening skills. They make outstanding progress across the Early Years Foundation Stage in all areas of learning, with more rapid progress in the Reception class following their very good start in the Nursery.
- Pupils make outstanding progress across Key Stage 1 in reading, writing and mathematics. By the time they move on to Year 3, they reach standards that are well-above the national average in all subjects. This is due to consistently outstanding teaching over time. Pupils continue to make outstanding progress across Key Stage 2 in reading, writing and mathematics, so that by the time they leave the school in Year 4 they reach standards that are well-above those typical for their age.
- Reading is taught exceptionally well across the school. Specific reading sessions extend pupils' wider skills of reading. The school has a very effective and systematic approach to teaching phonics (the sounds that letters make). Consequently pupils scored well above the national average in the 2013 Year 1 screening check.
- Literacy is taught well across the school. Rapid progress is made in speaking and listening in the Nursery class. Higher up the school, there are many examples of well-chosen descriptive words and fluent use of grammar in pupils' written work.
- Pupils make outstanding progress in mathematics due to teaching that promotes pupils' basic calculation skills. Teachers ensure that pupils can apply these skills. There is a good range of mathematical experiences evident in pupils' books, demonstrating that standards in mathematics are well-above average.
- Pupils supported by the pupil premium, including those known to be eligible for free school meals, typically make good, and sometimes outstanding, progress across the school. Funding for these pupils is used well in order to ensure that they make the same level of progress as that of other pupils. As a result, they reach standards that are close to those of their peers.
- The most able make outstanding progress as they are challenged by teachers to reach the highest levels in their work. By the time these pupils leave the school in Year 4, they have achieved standards that are often significantly above those typical for their age.
- A teacher, supported by teaching assistants, provides high quality individual and small group teaching for disabled pupils and those with special educational needs. Tasks and activities are provided that contribute to these pupils' good and often outstanding progress. As a result they achieve as well as their peers do, particularly by the time they leave the school in Year 4.

The quality of teaching is outstanding

- Teaching is typically outstanding and never less than good. Teachers have very high expectations of what pupils can achieve and question them rigorously to deepen their learning and understanding. Pupils have pride in their work, and presentation in their workbooks is outstanding. Pupils benefit from teachers' excellent subject knowledge which contributes to the outstanding progress in their learning. Teaching assistants and other adults, through well-targeted support, typically make a major contribution to pupils' learning and progress both in and out of lessons.
- Work is planned meticulously in the Reception class. A lesson relating to the Chinese New Year saw Reception class children highly engaged and captivated by activities presented by the

teacher. Their learning benefited from an excellent use of visual resources to promote their understanding of the topic. Carefully planned practical activities deepened their progress further. The children's problem-solving skills were really challenged when building a mock 'Wall of China'. Other activities in the lesson about China were equally motivating. As a result, they made rapid progress in a wide range of aspects of their learning.

- Teachers stretch all pupils' thinking. In a Year 3 literacy lesson, pupils were looking at play scripts that they had written. While engaged in editing their own and others' work, pupils displayed an excellent understanding of the key features of this particular genre. Clear guidance and a specific timescale from the teacher ensured that pupils made valuable use of their learning time. All pupils, including the most able, made outstanding progress as they applied their understanding of play scripts in order to check on their own work and that of their peers.
- Resources are often used in interesting and stimulating ways. In an art lesson in Year 1 all pupils were highly engaged as they developed a variety of skills based around their topic on dinosaurs. The teacher provided them with range of rich resources to support their learning. Concentration was sustained as clear instructions and imaginative activities enabled them to develop their drawing, painting and cutting skills. This resulted in pupils making outstanding progress in their artistic skills.
- Teachers diligently mark all pupils' work. In Year 2 the work in pupils' books was exemplary, as they benefited from the clear points for improvement shared by the teacher. Pupils had also been given time to respond and correct their work. Pupils produce work of an excellent quality, as they understand the high expectations teachers have of what they can achieve. Pupils across the school make outstanding progress in all subjects, reflecting the quality of marking.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Exemplary behaviour of pupils in and around the school is evident as they work and play together harmoniously. Parents, pupils and staff are highly positive about pupils' behaviour.
- Attendance is well-above average. Pupils told us they really enjoy coming to school to work and play with their friends. Parents also value the school's work and understand the importance of their children attending school regularly. The school has very good systems in place to support pupils' overall punctuality and attendance.
- Pupils have excellent attitudes to learning. They participate in lessons exceptionally well from an early age as they settle quickly into the Nursery. Pupils take a real pride in their work and always try to do their best. They cooperate exceptionally well when working with partners and in small-group work. They readily share ideas and support each other's learning.
- Spiritual, moral, social and cultural development is a strong feature of the school. It underpins the school's commitment to valuing everyone and cultivating pupils' personal development.
- Pupils' behaviour in the dining hall is excellent. They enjoy healthy, nutritious school meals. They also enjoy many extra activities the school provides. The school has spent the primary school sport funding wisely to provide a wider range of activities for pupils. This is increasing pupil participation and impacting on pupils' general health and well-being.
- The school's work to keep pupils safe is outstanding. Pupils' understanding of how to keep safe is developed well through the school's curriculum. The school's close proximity to the coast has resulted in its rigorous commitment to ensuring that all pupils have access to regular swimming lessons and a good knowledge of water safety. Pupils also have a very good understanding of other forms of risk, including keeping safe on the Internet.
- The school makes sure that pupils understand what constitutes bullying. Pupils were clear that there is no bullying in school. They said that they occasionally fell out with friends, but that adults helped them solve any problems.
- Pupils say that they feel safe in school. Governors take their role in this area very seriously. As a result the school has excellent systems in place to ensure that the school is safe and secure. Pupils are cared for extremely well with good facilities to ensure their health and well-being.

The leadership and management are outstanding

- The headteacher has quickly established an excellent understanding of the school. A very skilful and determined leader, she has already checked on how well the school is doing. This has resulted in maintaining the school's high level of achievement and high quality teaching. She is supported exceptionally well by an assistant headteacher and a very strong team of staff who work together well to ensure that pupils achieve extremely well.
- Middle leaders support this overall drive for maintaining high levels of achievement. They are well-trained and use their expertise to good effect. They contribute well to ensuring the high quality of teaching through the school.
- Performance management is used appropriately to promote excellent teaching and maintain high standards of achievement for all pupils. Teachers get access to good quality training and support. For example, they are currently improving their skills in PE through the new primary sport funding. They are rewarded for their endeavours both as teachers and middle leaders.
- The school rigorously checks on its own performance with regular reviews of teaching and pupils' progress. It has a very accurate understanding of its performance and has clear plans of how to improve further.
- The school's curriculum already provides a good range of enrichment activities. It ensures that pupils achieve exceptionally well overall. Middle leaders have clear ideas of how they can implement the new national curriculum and have identified the need to increase pupils' understanding of business and enterprise. In addition, they plan to develop more links between subjects to extend pupils' mathematical and scientific skills and understanding. Inspectors agree that these developments are needed.
- Pupils' spiritual, moral, social and cultural development is very strong across the school. Pupils receive high quality musical experiences with all pupils in Years 3 and 4 learning to play the violin. The school's strong international links also contribute to enriching pupils' cultural experiences.
- Teachers' skills and a wider range of sporting opportunities have increased pupils' enjoyment of these activities and contribute strongly to their health and well-being.
- The school is highly effective at engaging parents in the life of the school and their children's learning. Regular homework involving creative tasks is supported well by parents and this makes a significant contribution to pupils' progress. Parents were very positive about the school's work.
- Safeguarding meets requirements as the school and its governors are committed to the safety and well-being of everyone in the school.
- The school works with a good range of partners to support the school's work. The school has strong links with local schools, including the 'Shiremoor Teaching Alliance'. This also enriches the school's work.
- The local authority provides good support to the school through a range of support services including school improvement.
- **The governance of the school:**
 - Governors are passionate about the school. They have an excellent understanding of the school's data and the quality of teaching as they regularly visit the school. Minutes of governing body meetings reflect how they challenge the school regularly to ensure that it maintains a high quality education for pupils. The Chair of Governors regularly provides a 'Surgery' where parents can voice any of their concerns. Parent governors are also on hand to support the school's work. Governors are very clear about how they use the pupil premium funding and its impact on helping to improve pupils' achievement. They also use the new primary school sport funding wisely, which is having a good effect on the range and quality of sport offered by the school. They are well-trained and have a wide range of skills which they use to very good effect, as in the appointing of a new headteacher who is moving the school forward. They take safeguarding extremely seriously and are well-trained in this area also, resulting in excellent systems to ensure that the school is safe and secure.

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	108590
Local authority	North Tyneside
Inspection number	432071

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	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	The governing body
Chair	Abigail Henry
Headteacher	Colleen Ward
Date of previous school inspection	3 March 2009
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