

# Kenton Bar Primary School

Ryal Walk, Kenton Bar Estate , Newcastle Upon Tyne, NE3 3YF

## Inspection dates

7–8 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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 ambitious vision and excellent leadership of the headteacher create an ethos which motivates staff and pupils to constantly do their best.
- Children get off to a very good start in Nursery and Reception classes. Their learning is well organised and takes good account of their needs and interests.
- All pupils make good progress, including those who attend the Communication Centre, because they are eager to learn and want to please their teachers. In some classes pupils make outstanding progress because they are so well challenged.
- Teachers and teaching assistants work very closely to meet the needs of each pupil. They constantly check how well pupils are learning, so they know precisely when they are ready to move on.
- Excellent pastoral care makes pupils feel very safe in school. Pupils who join after the normal time are extremely well supported to make friends and enjoy school life.
- Pupils' excellent behaviour creates a warm welcoming atmosphere in this vibrant, multi-cultural school. Everyone is valued and differences are celebrated. Classrooms are calm, purposeful places where pupils learn at a good rate.
- The exciting curriculum is filled with memorable learning experiences. It ensures that pupils' spiritual, moral, social and cultural development is outstanding. Pupils acquire a vast range of knowledge and skills about, 'all sorts of things that interest you', as one pupil put it.
- Good leadership and management by senior and middle leaders have enabled the school to make rapid progress since the previous inspection.
- Governors are very well informed about teaching and learning in the school. They are highly committed to improving the school and successfully raise funds to support improvements.

### It is not yet an outstanding school because

- The quality of teaching is not consistent enough to bring about outstanding achievement for all pupils.

## Information about this inspection

- The inspectors observed 24 lessons or parts of lessons, three of which were observed jointly with the headteacher, deputy headteacher and assistant headteacher.
- Discussions were held with the Chair, and other members of the governing body, the vice-Chair of the Newcastle North West Learning Trust, senior and middle leaders, staff and pupils.
- The inspectors observed the school at work and looked at a range of documentation, including that relating to the school's safeguarding policies and procedures, information about pupils' progress and attainment, and the school's own self-evaluation of its performance and development plan.
- Inspectors examined pupils' work on display and in their exercise books and listened to pupils read in Year 2 and Year 6.
- Inspectors took account of 37 responses to the online questionnaire Parent View; they also took account of 27 questionnaires returned by staff.

## Inspection team

Moira Fitzpatrick, Lead inspector	Additional Inspector
Anne Vernon	Additional Inspector
Patrick Hargreaves	Additional Inspector

# Full report

## Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is above average. The pupil premium provides additional funding for those pupils who are eligible for free school meals and those children looked after by the local authority.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is high.
- The proportion of pupils from minority ethnic groups is average, while the proportion of pupils who speak English as an additional language is above average.
- The school did not meet the government's current floor standards in 2013. These are the minimum expectations for attainment and progress in English and mathematics at the end of Year 6.
- The school hosts a Communication Centre for six pupils who have autistic spectrum disorder.
- Each year a higher than usual proportion of pupils join or leave the school. In the last year, the school has grown in size by about twenty per cent.
- In September 2013, the school became a member of the Newcastle North West Learning Trust, which includes seven other primary schools in the locality.
- There have been significant staffing changes since the previous inspection. A new deputy headteacher and an assistant headteacher were appointed in September 2013. Four new teachers also joined the staff because of the increase in pupil numbers in September 2013.

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

- Improve the quality and consistency of teaching, thereby accelerating the achievement of pupils towards outstanding by continuing to:
  - share the most effective teaching with staff to help all improve their own practice to match the very best
  - provide appropriate training and support to ensure a consistency in quality of teaching and learning across the school.

## Inspection judgements

### The achievement of pupils

is good

- Children join the Nursery with skills that are well below what is typical for their age. Language and communication development is often much lower than expected, and each year a number of children join who have little or no English. An excellent focus on developing children's listening and speaking quickly helps them to develop the skills needed to communicate and interact with each other and adults. By the end of Reception, many have achieved a good level of development and all have made very good progress from their starting points, though a large proportion are still below the typically expected level in language and mathematical development.
- By the end of Year 2, pupils have continued to make good progress, so that they reach the national average in reading, writing and mathematics. In 2013, the proportion of pupils that reached the expected standard in phonics (the sounds that letters represent) was below average. This figure is set to rise this year as the size of teaching groups has been reviewed and there is more extra support in place to help pupils who need it.
- Inspection evidence and school data confirm that good and sometimes outstanding progress is continuing to drive up standards by the end of Year 6. Pupils' performance this year is on course to exceed that of 2013, when, despite improvements, not enough pupils reached or exceeded the expected level in reading, writing and mathematics, and standards were below the national average. Nevertheless, 80 per cent of pupils reached level 4 in mathematics and 87 per cent reached level 4 in reading, and it was only the weaker performance in writing, where 60 per cent reached level 4, that prevented the school from meeting the government's floor standard for combined level 4 attainment. This year, more pupils are on course to reach the higher levels 5 and 6 in reading, writing and mathematics.
- The majority of pupils read fluently and with good understanding. Those who do not reach the expected level for their age receive additional support. The programme to teach reading is very effective because staff have been well trained and they are vigilant about spotting any difficulties pupils have, so that these can be overcome.
- The school's actions to improve pupils' writing have had a remarkable impact on the quality of their work in the current year. From Nursery to Year 6, pupils are taught about the importance of written communication. Frequent opportunities to write about a huge range of topics have captured the imagination of all pupils. Topics are selected to fire the interest of all, so that the quality and quantity of boys' writing now matches that of girls. Handwriting and presentation are of high quality for all groups of pupils right across the school.
- The most able pupils are challenged in their learning because staff are ambitious for them to reach the highest levels. They are given work that extends their knowledge and skills, and the number of pupils expected to reach the higher levels in summer 2014 has increased.
- Pupils who attend specialist provision in the Communication Centre are very well supported to develop the skills to learn at a good rate. All make good progress from their different starting points because their needs are well known to staff who plan their learning accordingly.
- Pupils who have special educational needs, those who speak English as an additional language and those who join the school after the start of the school year, all benefit from careful assessment of their needs and well-planned support from teachers and teaching assistants. This ensures they make the same good progress as others in their class.
- Pupil premium funds are used effectively to ensure that the achievement of pupils who are eligible for free schools meals matches that of other pupils. In 2013, the in-school attainment gap between these pupils and others in reading, writing and mathematics was narrower than that seen nationally. Currently, the gap between the attainment of these pupils and others in the school is less than one national curriculum sub level.

**The quality of teaching****is good**

- The quality of teaching and learning has improved rapidly since the previous inspection because senior leaders have provided high levels of professional training to extend the skills of teachers and teaching assistants. Nevertheless, school records and inspection evidence show that it is not consistently good, so that occasionally pupils' progress slows, which prevents their achievement from being outstanding.
- Meticulous planning supports pupils' rapid progress. For example, Year 6 pupils made excellent progress when writing about the 'Titanic' disaster because they had been very well prepared with a good knowledge of the events they were recounting. Each group had just the right level of support to allow them to work confidently. The result was high-quality writing from every pupil, of which they were rightly very proud. When planning is not as well prepared or well informed, pupils are not sure of what is expected and their learning slows.
- Pupils rise willingly to teachers' high expectations of effort in lessons, because teachers provide lively and engaging activities which bring success. In Year 4, for example, pupils made very good progress when learning how to use 'greater than' and 'less than' symbols. The teacher timed each activity to ensure that pupils had to work quickly and support each other to get the right answers. Pupils worked at a rapid rate, and they enjoyed the 'game' so much they didn't realise they were working hard to learn.
- Teachers are acutely aware of the need to develop the language skills of all pupils, including those who speak English as an additional language. Children in the Nursery and Reception classes make rapid progress because staff continuously engage them in discussion to extend their vocabulary and the range of their talk. Children are encouraged to talk and explain to adults and to their friends so that they constantly reinforce their language and their learning.
- Senior leaders have developed robust systems for marking and feedback to pupils about their work. Staff generally follow these systems so that all pupils understand that 'pink for think' means they need to improve some part of their work, which they do in the time allocated by the class teacher. However, because recent changes in staffing mean that some teachers are learning to apply the school's systems, not all marking is of the same good quality.
- Pupils in the Communication Centre make good progress because teaching is carefully tailored to their individual needs. Sensitive staff ensure that these pupils feel secure in a calm, purposeful setting and are given clear and helpful advice and support. For example, all made good progress during a lesson where they were improving their handwriting because they were given good guidance before they began. This attention to good quality handwriting is a feature of pupils' work in all classes, so presentation is of a consistently high standard in all classes.
- Teaching assistants are well trained to teach and support highly effective programmes for all groups of pupils. Their skilful work in phonics teaching (teaching the sounds that letters make) and in supporting pupils in class makes a significant contribution to the accelerating progress seen in the school.

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

- The behaviour of pupils is outstanding. Pupils behave exceptionally well in and out of the classroom and encourage each other to behave well. They are considerate of visitors and show their pride in the school in their welcoming and thoughtful behaviour. School records show that this high quality behaviour is typical over time.
- Pupils' excellent attitudes to learning ensure that lessons get off to a prompt start and no time is wasted. They show great enthusiasm for learning because there is so much that is 'interesting and fun'. No matter how difficult the challenges are they keep going, convinced if they work hard enough they will succeed, and they do.
- The school's work to keep pupils safe is outstanding. Pupils are taught very effectively to assess potential risks to their well-being, such as those associated with road safety and the use of the internet and harmful drugs, at the appropriate age.

- Pupils have been taught to recognise different types of bullying, including prejudice-based bullying and cyber-bullying. They are convinced that bullying is rare, 'mostly just teasing in fun', they say, but that if it does occur it is taken seriously and quickly dealt with by teachers.
- Staff provide excellent care for all pupils. They create a happy, secure school where every child feels valued. Pupils whose circumstances may make them vulnerable, including those in the Communication Centre, those with English as an additional language and those who join the school during the year, are exceptionally well supported to integrate fully with their peers. Parents unanimously agree that their children are safe and well cared for in school.
- Attendance, which has been below average, is improving.

## The leadership and management

are good

- The headteacher, ably supported by senior and middle leaders, has successfully led improvements to teaching and pupils' achievement since the previous inspection. Nevertheless, senior leaders recognise there is more to do to achieve consistency before their ambitions to provide outstanding teaching and learning are achieved.
- Regular monitoring of teaching and pupils' progress gives the school an accurate picture of what is going well and what needs further improvement. Teamwork is excellent and staff speak highly of the many training opportunities, including the sharing of good practice across the school, that have improved their performance. However, because of the number of new staff members, not all have had the benefit of this support. Morale is high and this is driving improvement at a very good rate.
- The management of teachers' performance is robust. It identifies good practice and training needs to support the school's priorities and improve teaching. There is a clear link between teachers' performance and their salary progression.
- Very effective systems to check pupils' learning make sure that any slower progress is picked up quickly and effective remedial action is taken. A good example is the school's response to writing standards that lagged behind those reached in reading and mathematics in the last school year. In the current year, a sharp focus on teaching writing, and using topics that interest boys as much as girls, has led to a rapid increase in both output and quality.
- The outstanding curriculum fosters pupils' interests and talents, and develops a genuine love of learning. It is well structured to give pupils frequent opportunities to explore similarity and difference in other cultures, to consolidate literacy and numeracy skills and prepare them well for the future with good social skills and enquiring minds.
- The school has used new primary sport funding effectively to promote active lifestyles and physical well-being, as part of the 'On the Go' initiative. The development of sporting competitions between the Trust family schools has proved very popular, and pupils eagerly await the next cross-country event.
- The local authority provides effective support to improve the quality of teaching by providing good quality training.
- **The governance of the school:**
  - The governing body shares the headteacher's ambition to create an outstanding school, and fully supports measures to achieve this; for example, by forming a trust with local primary schools in order to pool expertise and learn from each other's good practice. Governors provide very good support and challenge for the school because they are well informed about all aspects of its work and are alert to any variations in performance. They hold the school leaders to account for the way funding for pupils supported by the pupil premium is used to raise their achievement. They have a good knowledge of the quality of teaching, and they hold teachers to account for pupils' achievement, only rewarding those who fully meet their targets. Governors ensure that safeguarding procedures meet requirements so that pupils and staff are safe and secure in school.

## 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>	108489
<b>Local authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	442191

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Cleghorn
<b>Headteacher</b>	Tony Leonard
<b>Date of previous school inspection</b>	12 February 2013
<b>Telephone number</b>	0191 286 0536
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