

# Prudhoe Adderlane First School

Broomhill Road, Prudhoe, Northumberland, NE42 5HX

## Inspection dates

9–10 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Require improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Pupils' achievement has declined since the previous inspection. Progress made by pupils in Key Stage 1 has been inadequate for the past two years and remains uneven across the school. Standards are below average in writing and mathematics.
- The progress made by children in Nursery and Reception classes requires improvement. Teaching does not support children to achieve well enough in writing and mathematics to prepare them for the challenges of Year 1.
- Leaders have had inaccurate views of the quality of teaching and pupils' achievement. They have been too slow to take action to improve teaching and halt underachievement.
- Leaders have not been ambitious for the achievement of pupils. Targets set for pupils' progress are too low. Systems to check on the performance of teachers have not been robust enough to secure essential improvements.
- Teachers do not take sufficient account of what pupils can already do. Work set by teachers does not enable pupils to make rapid progress.
- Teachers' questioning fails to challenge pupils to think deeply or creatively about their learning, particularly in writing and mathematics.
- Weak teaching over time has resulted in underachievement for all groups of pupils, including disadvantaged pupils, disabled pupils, those with special educational needs and the most able.
- Behaviour requires improvement because pupils' attitudes to learning are not helping them to achieve well. Too many pupils require close support from adults to help them to stay focused on their work. Attendance is below average.
- Governors have failed to challenge senior leaders to address underperformance in teaching and to secure improvements in pupils' achievement.
- Leaders at all levels do not demonstrate the skills to set clear direction for improvement.

### The school has the following strengths

- The teaching of phonics (letters and the sounds they represent) has improved. An above average proportion of pupils now achieves the standard expected in the phonics check in Year 1.
- Pupils enjoy the opportunities provided for them through the school council to influence decisions about their school.
- Pupils feel safe. They recognise the positive steps taken by the new headteacher to improve safety procedures and have confidence that she will address any concerns they raise.
- Pupils are polite and courteous. Most pupils behave well around school and show respect to adults.

## Information about this inspection

- The inspector observed the quality of teaching and learning across all classes, including a joint observation with the headteacher. The inspector also looked at the current standard of pupils' work and talked to pupils about their learning, progress and experiences of school.
- Pupils read to the inspector and shared their views on their reading habits.
- Discussions were held with the headteacher, middle leaders, members of the governing body and a group of pupils. The inspector also held a meeting and a telephone discussion with representatives of the local authority.
- The inspector evaluated a wide range of school documents, including the school development plan, the school's self-evaluation, information on pupils' progress, records of the checks made on the quality of teaching, minutes of governing body meetings, information on safeguarding (protecting children and making sure they are safe) and a range of policies.
- The inspector considered the views expressed in nine questionnaire returns from staff.
- The inspector talked to parents and reviewed the 24 responses made by parents to the online questionnaire, Parent View.

## Inspection team

Claire Brown, Lead inspector

Her Majesty's 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

- Prudhoe Adderlane is a first school, catering for pupils aged 3-9 and is smaller than the average-sized primary school.
- Almost all pupils are of white British heritage.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is higher than the national average. The pupil premium is government funding provided for those who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is above the national average.
- Pupils attend Nursery on a part-time basis and Reception class full time.
- The school has recently begun to receive support from the Tyne Valley Teaching School Alliance.
- The previous headteacher left the school at Easter 2015. A new headteacher took up post in May 2015.

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

- Urgently improve the quality of teaching in all key stages, particularly in writing and mathematics, so that it is consistently good in order to raise achievement rapidly, by:
  - assessing what pupils can do accurately and using this information to set work which enables pupils to make rapid progress in their learning
  - providing more opportunities for pupils to write at length about topics which excite them
  - ensuring that pupils apply their mathematics knowledge through problem-solving and develop their ability to explain their reasoning
  - making sure that teachers and teaching assistants use questioning to challenge pupils to think deeply about their learning
  - increasing opportunities in the Nursery and Reception classes for children to develop their skills in reading, writing and mathematics so that more reach and exceed the Early Learning Goals in these areas
  - taking immediate action to improve pupils' attitudes to learning by reducing their reliance on adult support and encouraging them to take more personal responsibility for improving their work
  - improving pupils' handwriting and the pride they take in the presentation of their work.
- Urgently improve the effectiveness of leadership and management, by:
  - developing a structure of leadership to support the newly appointed headteacher so that responsibility is shared for managing the performance of teachers
  - improving the skills of leaders at all levels so that they can judge the quality of teaching over time accurately and make rapid improvements to teaching
  - ensuring that improvement-planning includes sharply-focused, measurable targets which can be monitored and evaluated by all leaders, including governors
  - setting ambitious targets for pupils' achievement which ensure that all pupils, including disabled pupils, those with special educational needs and the most able make faster progress to reach their full potential
  - improving systems to raise the attendance of all pupils, especially disadvantaged pupils, to at least the national average

- conducting an external review of pupil premium funding to ensure that the effectiveness of spending is evaluated robustly and that the progress of disadvantaged pupils is accelerated
- conducting an external review of governance to ensure that the governing body has the necessary skills to challenge the school's performance and hold leaders to account.

## Inspection judgements

### The leadership and management are inadequate

- The school's overall effectiveness has declined since the last inspection. Over time, leaders have failed to take decisive action to address weak teaching and halt underachievement. Very recent actions to improve the quality of teaching, such as the introduction of a new marking and feedback policy, have had insufficient time to impact on the progress made by pupils. Consequently, too many pupils do not achieve well.
  - Senior leaders' evaluation of the school's performance has not been rigorous or accurate. Plans for improvement lack a sharp focus on the actions needed to raise pupils' achievement and clear milestones against which progress can be measured. Very recently, leaders have benefited from external support, including that provided by the local authority. This has enabled them to have a more realistic view of the issues facing the school. However, there has not been sufficient time for the support to make a difference to the quality of teaching or the achievement of pupils. The new headteacher recognises that she requires external support to help her develop the capacity to improve the school rapidly.
  - Checks to judge the quality of teachers' work and the rate of pupils' progress are inadequate. Leaders have failed to ensure that teachers' assessments of pupils' achievement are accurate. Leaders do not link accurately the progress pupils make over time to the quality of their learning in lessons. Feedback given to teachers does not evaluate pupils' progress and fails to identify clear improvement points.
  - The newly appointed headteacher is passionate about improving the school. She has secured some important developments in systems to improve behaviour and safety in school and pupils are positive about the changes. Arrangements to safeguard pupils are effective.
  - Middle leaders have not been given sufficient support to develop their skills to lead the improvement of teaching. They have little understanding of the issues affecting the quality of teaching and rates of progress made by pupils. As a result, there is no clear strategy to improve the quality of teaching and there is little capacity within the leadership structure to support the headteacher in this important area of work.
  - Leaders have not been ambitious enough for pupils' achievement. Targets have been set too low. Expectations of teachers through systems to manage their performance have not been high enough and teachers have not had an appropriate programme of professional development. This has resulted in a decline in the quality of teaching and a legacy of underachievement.
  - Leaders have a desire to improve achievement, promote equal opportunities and tackle discrimination. However, these intentions have not ensured that all groups of pupils, including the most able pupils and disabled pupils and those with special educational needs, make the rapid progress needed to reach and exceed national standards.
  - The pupil premium funding has not been deployed effectively. Spending plans are vague and leaders have failed to undertake detailed evaluation of the effectiveness of their actions. As a result, the progress of disadvantaged pupils has not accelerated and their achievement is inconsistent across the school.
  - Additional funding for physical education and sport has been used to provide specialist teaching and coaching for pupils and a range of extracurricular opportunities. Leaders have evaluated this through a survey of pupils' views, which indicated that pupils feel more confident with new sports and believe their fitness levels have increased. However, leaders have failed to evaluate rigorously the impact that the funding has had on the quality of teaching in PE (physical education) or the achievement of pupils.
  - The curriculum is inadequate. While pupils appreciate the breadth of the curriculum, particularly the experiences they have in science, history and art, it does not support pupils to achieve well in all areas. This is particularly the case in writing and mathematics.
  - The promotion of pupils' spiritual, moral, social and cultural development requires improvement. There are notable strengths, for example in the range of educational visits pupils experience, including a residential visit to Bamburgh. Pupils are also proud of their work to design 'bat boxes' with an artist which have been installed in the local community. However, leaders recognise that they need to do more to promote tolerance and extend pupils' understanding of the different cultures and faiths that exist in modern Britain.
  - The school may not appoint newly qualified teachers.
- **The governance of the school:**
- Governance is inadequate. Governors recognise that they have failed to challenge senior leaders over time and to hold them to account for the school's performance. This has contributed to the decline in the overall effectiveness of the school.
  - Governors do not have a sufficiently robust understanding of the school's weaknesses or the urgent

steps that are necessary to secure improvement in the quality of teaching or to raise pupils' achievement. Systems to link teachers' pay to the performance of their pupils have not been used to raise standards of teaching.

- Governors ensure that safeguarding requirements are met.

## The behaviour and safety of pupils

require improvement

### Behaviour

- The behaviour of pupils requires improvement.
- Pupils' attitudes to learning are not well developed. Pupils are too dependent on the close support of adults. In a mathematics lesson in Key Stage 2, the most able pupils struggled to draw on their prior knowledge when faced with work that required them to think for themselves and relied heavily on a teaching assistant to keep them focused on the task. This limited the progress they made in the lesson.
- Pupils do not take enough pride in the presentation of their work. Many pupils do not have well-developed, neat handwriting. The lack of care that they take in setting out their work, particularly in mathematics, often results in unnecessary mistakes being made.
- Pupils do not always take enough personal responsibility for improving their learning. For example, a pupil was able to tell the inspector that his target was to join his handwriting consistently, but had made no attempt to implement this in his work. As a result, the targets set for pupils and the feedback teachers provide are having a limited impact on pupils' progress.
- Pupils generally conduct themselves well in school. Most pupils are respectful to adults and to their peers. Pupils told the inspector that, occasionally, some pupils can be too boisterous in their play. In the past, the school has not had effective systems to record and monitor these incidents. However, the new headteacher has taken steps to address this and pupils report that there has been a marked improvement in the behaviour in the playground recently.
- Pupils enjoy the opportunities they are given to make decisions about their school. For example, during the inspection, the school council led an assembly to help pupils choose an art installation for the school grounds. This has instilled older pupils with a good understanding of democracy.

### Safety

- The school's work to keep pupils safe and secure requires improvement.
- Systems to keep pupils safe have not been sufficiently robust in the past. The new headteacher has correctly prioritised the improvement of these systems since her appointment. She has improved the security of the school site and undertaken additional risk assessments. Pupils report that they feel safer in school and parents express confidence that their children are safe while at school.
- The school's programme of work to support pupils to calculate and manage risks to their own safety is effective. Pupils show a mature understanding of the risks associated with using the internet and an acute awareness of fire safety.
- Attendance requires improvement. While the proportion of pupils who are persistently absent has reduced, school attendance overall is below the national average. The attendance of disadvantaged pupils is particularly low. Leaders have given insufficient attention to improving attendance.
- Bullying is rare. Pupils report that occasionally, some pupils can tease each other or use hurtful names and, very occasionally, use homophobic language. Pupils recognise that this is wrong and have confidence that this will be addressed by teachers. Pupils have responded well to the introduction of the 'Bully Box' and the 'Sorry Box', where they can raise any concerns they have or apologise if they have hurt someone's feelings. Leaders recognise that they could do more work with pupils to prevent this name-calling.

## The quality of teaching

is inadequate

- Weak teaching over time has resulted in underachievement. Despite some very recent improvements, teaching is still failing to secure rapid enough progress to enable pupils to catch up quickly. Not enough pupils reach or exceed the standards expected nationally for their age.
- Teachers' assessments of what pupils can do are unreliable. As a result, teachers do not take enough account of what pupils already know to plan tasks which build on their skills and knowledge. Some pupils repeat work which has already been mastered and make insufficient progress.
- While teachers carefully monitor pupils' oral and written responses in lessons, teachers' expectations of

what pupils are capable of are not high enough. Pupils' work shows that written responses are often too brief and show a lack of attention to detail. Teachers do not challenge pupils to work in sufficient depth or at a fast enough pace.

- Teachers and teaching assistants do not use questions effectively to drive the pace of learning. Too few questions require pupils to think deeply or to take time to consider their response.
- Teachers mark pupils' work regularly and pupils can confidently explain the new 'Think Pink' system which encourages them to respond to their feedback. However, teachers' marking does not always clearly identify the most important issues that require improvement. Consequently marking is having a limited impact on pupils' progress.
- The teaching of phonics is effective in improving pupils' early reading skills. Pupils in Key Stage 1 have strategies to help them read words that are unfamiliar to them. However, the teaching of more advanced reading skills, such as inferring meaning from text, is less well developed. As a result, progress in reading slows as pupils move through the school.
- The teaching of writing is particularly weak. Pupils complain that they find writing boring, because they do not enjoy the topic they are writing about. Pupils are also given limited opportunities to write imaginatively and at length. Because of this, too few pupils are developing their own style and flair in their writing.
- Too many pupils in Key Stage 1 and 2 have learnt to form letters incorrectly. This lack of fluency in handwriting is limiting pupils' ability to write at length.
- In mathematics, pupils spend too long repeating calculations that they can already do. Opportunities for pupils to apply their knowledge by solving problems are not used regularly to deepen learning and pupils are rarely required to explain their reasoning. As result, too few pupils are making good progress in mathematics, particularly in Key Stage 2.

### The achievement of pupils

### is inadequate

- Attainment at the end of Key Stage 1 has shown little improvement. Lesson observations and scrutiny of pupils' work indicate that, by the end of Year 2, standards achieved by pupils are below the national average. Pupils make inadequate progress in all subjects, but skills in writing and mathematics are developed least well.
- In Key Stage 2, weak teaching over time has resulted in pupils failing to make expected progress by the time they reach Year 4. Current learning and progress is not rapid enough to address the legacy of underachievement from Key Stage 1 and to support pupils to catch up quickly. Not enough pupils are securely reaching the levels that would typically be expected by the end of Year 4.
- From starting points which are generally below those typical for their age, almost all children make expected progress across Nursery and Reception. Not enough children make more rapid progress to catch up quickly in key areas of reading, writing and mathematics. Although the proportion of children on track to achieve a good level of development has risen this year, it remains below the national average.
- Not enough of the most able children make good or better progress to reach higher levels at the end of the Reception class. Work in pupils' books indicates that their progress is slow across Key Stage 1 and Key Stage 2.
- Targeted intervention to support disabled pupils and those with special educational needs has increased the proportion of pupils in Key Stage 2 making good progress in their reading. However, achievement of disabled pupils and those with special educational needs is inconsistent across the school and too many make less than expected progress.
- Boys' writing is particularly weak across the school. In most year groups across Key Stage 1 and Key Stage 2, boys make slower progress than girls. This has led to wide gaps between the attainment of boys and girls in writing.
- By the end of Year 4, disadvantaged pupils attain the standards that would typically be expected for their age and do slightly better than their peers. However, from their starting points, this does not represent good progress. Half of the disadvantaged pupils in the current Year 4 have failed to make expected progress over the past two years in reading and mathematics. Actions funded through the pupil premium have not been planned well enough to accelerate their progress.
- The teaching of phonics has resulted in improvements in pupils' achievement. Standards reached in the phonics check conducted at the end of Year 1 have risen steadily over the past three years and are now above average.

**The early years provision****requires improvement**

- Most children make expected progress across the early years. Teaching requires improvement because not enough children make the good or better progress needed to catch up quickly in reading, writing and mathematics. By the time they leave the Reception class, the proportion achieving the expected good level of development is below the national average. Not enough children are prepared for the challenges of Year 1.
- Children are happy, behave well and enjoy playing together. They are keen to learn and have good relationships with adults. However, by the end of the Reception class, not enough children have developed the ability to persevere with a task unless an adult supports them. This limits their ability to make substantial gains in their learning when they are working independently.
- Staff take account of children's interests and plan activities to engage them in different areas of learning. However, observations of learning and children's learning journals indicate that opportunities provided for children to improve their skills in reading, writing and mathematics are not developed as well as other areas of learning.
- Adults have increased the time that they spend working with small groups of children to try to improve the proportion of children making faster progress. However, expectations of what children can do are not high enough. At times, adults' questions do not challenge children to think carefully about their learning and to extend their skills. As a result, too few children make rapid progress and reach higher levels of attainment.
- Adults support children well to feel safe and to make safe choices. In the outdoor area, children were able to explain confidently the need for their special coloured vests to indicate the number of children permitted to access the climbing equipment safely.
- Leaders have secured some improvements, for example, raising children's achievement in phonics. However, leaders have not taken urgent action to improve the quality of teaching so that all children make good progress.



## 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>	122230
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	462213

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Lowery
<b>Headteacher</b>	Emma Potts
<b>Date of previous school inspection</b>	10 July 2013
<b>Telephone number</b>	01661 833996
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