

Preston Grange Primary School

Chiltern Road, Preston Grange, North Shields, Tyne and Wear, NE29 9QL

Inspection dates 1–2 October 2015

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher is highly ambitious for the school and has brought about successful improvements in the quality of teaching and pupils' achievement, particularly over the last year.
- Pupils' achievement is good. They make good progress from their starting points, particularly in reading and writing, and their attainment is rising.
- Teaching is good and improving because leaders provide effective training for staff, which is matched carefully to their needs and the priorities in the school.
- Children in the early years settle in quickly and get off to a good start with their education. They are well taught and make good progress.
- Pupils enjoy coming to school and their attendance is above average.
- Pupils are kind and caring to one another and instinctively help others without being asked.
- Pupils are proud of their school and take their responsibilities very seriously; for example, as young leaders. They behave well and have positive attitudes to learning.
- Pupils say they feel safe and know how to keep themselves safe, for example on the roads and near the sea.
- The curriculum provides a range of interesting topics to engage pupils and promotes their spiritual, moral, social and cultural development well. It promotes modern British values and prepares pupils well for life in modern Britain.
- Subject and other leaders have improved their skills and are able to demonstrate their contribution to improvements in the school.
- Governors are fully involved in the work of the school and use their skills and expertise well to challenge leaders and ensure that the school continues to improve.

It is not yet an outstanding school because

- Checks made by leaders on the quality of teaching and assessment do not focus deeply enough on evaluating the impact of teaching on pupils' learning.
- There are not enough opportunities for pupils to deepen their understanding of concepts in mathematics to enable them to apply their skills more effectively across the curriculum. This is particularly the case for the most-able pupils.

Full report

What does the school need to do to improve further?

- Sharpen the checks that are made on the quality of teaching and assessment to ensure that there is a greater focus on evaluating the impact of teaching on learning.
- Deepen pupils' understanding in mathematics, and help them to apply what they know across the curriculum so that a greater proportion of pupils make rapid progress, particularly the most able.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has high expectations of what pupils can achieve and is determined to ensure that the school improves. She has a clear vision and has created a very positive ethos within the school. She is highly committed to improving outcomes for pupils through better teaching. She has demonstrated that she is able to tackle weaker teaching effectively. Staff and parents recognise and support this vision, as shown by their very positive views in the questionnaires received during the inspection.
- The school's plans for improvement identify the right priorities and leaders ensure that actions are implemented effectively. However, although there have been some recent improvements in the 2015 national assessments, the school's self-evaluation is over-generous. This is partly because leaders' monitoring of the quality of teaching currently relies too much on checking compliance with school procedures, as was seen in the school's monitoring records. There is not enough focus on evaluating the impact of teaching and assessment on pupils' learning.
- Staff are provided with appropriate and often bespoke training and this is helping them to develop their skills effectively. The school identified that mathematics was a weaker subject, particularly mental mathematics. Leaders have taken steps to address this by ensuring staff receive targeted support to help improve their skills. An external consultant has begun work in the school to help staff to teach pupils the 'mastery' of mathematics. This is to enable pupils to understand the concepts more deeply and apply their skills more fully across the curriculum, but the impact is yet to be seen.
- Teachers' performance is managed well. Leaders hold regular meetings to review pupils' progress and to hold staff to account for the progress pupils make. Staff have appropriate targets and they are required to provide evidence to demonstrate how they have met them. Staff understand that salary increases are not given unless pupils make the required progress. Staff are very willing to take on responsibilities even though they have not been appointed to a leadership role.
- Subject leaders have improved their skills since the time of the last inspection. They check pupils' work and ensure there is greater compliance with policy and procedures, such as marking and assessment. They have supported teachers to improve their practice.
- Although there are very few disadvantaged pupils in the school, leaders make effective use of the pupil premium funding. This ensures that these pupils make good progress and sometimes exceed that of their peers.
- The primary school sports funding is used effectively to promote pupils' health and well-being and to enable them to participate in a wide range of sports. Pupils relish opportunities to participate in basketball with the Newcastle Eagles and football with Newcastle United Football Club players. They take part in a range of tournaments and competitions. There are opportunities for staff development and for training young leaders in school, who promote sports on the playground. There is also specialist support provided by a local secondary school.
- The curriculum is planned effectively, is well matched to pupils' needs and promotes their learning well, enabling them to make good progress. Leaders are implementing the new National Curriculum and have identified that the level of challenge has increased. The curriculum is broad and balanced and there are a range of interesting and stimulating activities for pupils. They particularly enjoy it when the class storybook is linked to other areas of the curriculum; for example, their topic in history. There are a range of enrichment activities such as visits to places of local interest. Pupils spoken to by inspectors said that they enjoy their homework activities, which enhance the learning they do in school. There are a wide range of extra-curricular activities including sports and music. For example, pupils participated in a vocal celebration within the local authority.
- The curriculum supports pupils' spiritual, moral, social and cultural development well. Pupils have a good understanding of how to treat other pupils with kindness and they know the difference between right and wrong. They cooperate well and help one another without needing to be asked. They talk knowledgeably about different faiths and describe a recent visit to the local mosque. There are good opportunities for pupils to engage in debates and they understand how democracy works; for example, through electing pupils for the school council and for other responsibilities in school. They know that everyone should be treated equally and they are well prepared for life in modern Britain through the values they hold such as respect, understanding and tolerance.
- The local authority has provided good support to the school and this is helping it to improve. Local authority and external consultants have worked with the school particularly to help develop the skills of

subject and other leaders and to improve the quality of teaching.

- Leaders ensure that child protection procedures are effective and meet current statutory requirements. They are rigorous in following up any concerns and ensure that any children whose circumstances may make them vulnerable, and their families, receive the support they need. Almost all the parents who responded to the Parent View questionnaire indicated that their child feels safe at school.
- **The governance of the school**
 - Governance is effective. The governing body is involved in all aspects of the school's work and governors make visits to the school to see for themselves how well pupils are learning. There are link governors for specific areas, such as special educational needs and the early years, and they seek first-hand evidence to find out how well things are developing.
 - Governors receive valuable information about how well the school is performing, particularly in relation to pupils' achievement and the quality of teaching. They have a clear understanding of the strengths and areas needing to be improved in the school. They ensure that teachers do not progress up the pay scale unless they have met their targets.
 - Governors ask challenging questions of leaders, and evidence of this can be seen in the minutes of governing body meetings. Governors ensure the financial stability of the school and make prudent decisions to use funding wisely. They ensure the safety of pupils, for example by installing gates to limit access to the school car park.
- The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

- The quality of teaching is good. Teachers create a purposeful learning environment and there are good relationships between pupils and staff. Teachers value pupils' contributions in lessons and this encourages them to respond with enthusiasm.
- All staff have received effective training to bring about more rapid improvement in their practice. The impact of this is evident in the good progress pupils are making. However, teachers do not always consistently demand enough from the most-able pupils or challenge them to reach the highest levels of which they are capable, particularly in mathematics.
- Teachers have good subject knowledge and use questioning effectively to probe pupils' understanding. They use marking and feedback effectively to identify any misconceptions in pupils' understanding and this helps teachers identify appropriate 'next steps' for pupils in their learning.
- The teaching of letters and the sounds they represent (phonics) in the early years and Key Stage 1 is effective. Pupils use their phonic skills well to tackle unfamiliar words and this ensures pupils achieve well in the Year 1 phonics screening check and in reading at the end of Key Stages 1 and 2. Pupils say they enjoy their reading and often read more widely at home. Leaders are taking positive steps to ensure that pupils gain a deeper understanding of what they are reading and develop more advanced reading skills.
- Writing is taught well across the school. Teachers model styles of writing effectively and there are good opportunities for pupils to write at length. Teachers pay good attention to developing pupils' vocabulary and this makes their writing more stimulating and exciting. However, leaders have rightly identified that spelling is not as good as it should be and are already taking successful steps to improve this.
- The teaching of mathematics is improving. Work has been done to help pupils develop their skills in mental mathematics, but occasionally pupils' lack of knowledge of their times tables limits their ability to apply their skills as well as they should. Teachers do not always ensure that pupils, particularly the most able, apply the mathematical concepts they are learning across the curriculum. They do not give pupils enough help to think more deeply and, therefore, pupils do not always make as rapid progress as they should.
- The few disabled pupils and those with special educational needs are given good support and receive teaching which is targeted specifically to meet their particular needs. This is helping them to catch up.
- Inspectors spoke with pupils who said they enjoy their homework and they indicated that they have an exciting range of activities to choose from that support their learning in the classroom. As well as developing their basic skills, pupils are given opportunities, for example, to make a Viking boat or a sombrero. Pupils are expected to read at home, and if they do not they are given time to catch up in school.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils take pride in their school. They are willing to take on a wide range of responsibilities. Older pupils take every opportunity to support younger pupils; for example, by making sure they are included in activities on the playground, in their role as young leaders. They patrol the corridors at lunchtime to make sure everyone behaves well.
- Pupils are polite and courteous to adults and to one another. They take care of one another and help others when needed. Pupils are confident learners and readily express their views and opinions.
- Pupils are adamant that there is no bullying in school and are confident that, should any incident occur, staff would deal with it promptly. They are aware of how to keep themselves safe when using computer technology and are confident to ask staff for help if they are concerned.
- Pupils say they feel safe in school and that they are taught to be safe elsewhere. They have learned about fire safety, first aid, and how to keep safe on the roads, on the cliffs and at the seaside.

Behaviour

- The behaviour of pupils is good.
- Pupils usually behave well in lessons and around the school. Pupils say that, very occasionally, others distract them during lessons or shout out when they have been asked to listen to the teacher, but that staff deal with this promptly. When teaching is not fully engaging, a few pupils occasionally lose concentration.
- Pupils have positive attitudes to learning and are keen to contribute during lessons. They work well together in groups and pairs, sharing ideas and supporting their classmates.
- Pupils look after their classrooms and the other areas of the school. They are keen to talk about displays of their work and they ensure that areas of the school are tidy.
- Pupils' attendance is above average. Pupils are keen to come to school and parents spoken to on the playground verified this by saying their children want to come to school even when they are ill. Persistent absence is low and, in the very few cases where this occurs, effective support is given to the families by the school and other agencies. Pupils enjoy attending the breakfast club and they engage in a range of suitable activities, which give them a good start to the day.

Outcomes for pupils are good

- The school's own information, results of the most recent national assessments in 2015 and checks on pupils' work show that rates of progress have improved rapidly from previous years. Pupils make good progress from their starting points and are well prepared for the next stage of their education.
- Children leave the Reception Year well prepared for Year 1, and in 2015 their attainment exceeded national averages.
- In the Year 1 phonics screening check, there has been year-on-year improvement and results have been above average over time. For those pupils who are not successful in Year 1, additional support is provided and almost all succeed in Year 2.
- Pupils' progress is improving across Key Stage 1 and in 2015 attainment at the end of Year 2 was above the national average, having been broadly average in previous years. The percentage of pupils reaching the higher Level 3 in 2015 was above that nationally in reading, mathematics and writing. In mathematics, there was a notable increase in the proportion of pupils achieving the higher Level 3 in 2015 compared with 2014.
- In Key Stage 2 in 2015, higher proportions of pupils at the end of Year 6 had made expected and more than expected progress across the key stage than nationally in reading and writing. However, the proportion making better than expected progress in mathematics was average.
- The school supports the very few disadvantaged pupils well, enabling them to make at least similar progress to their classmates, and occasionally outperforming them. There are too few to be able to make statistical comparisons of their achievement with others. Disabled pupils and those with special educational needs are given work specifically targeted to meet their needs and, as a result, most make more rapid progress enabling them to catch up. There are a range of specific programmes for pupils who

may be underachieving to help them improve.

- Pupils, including the more able, are making more rapid progress in reading and writing across Key Stage 2. However, in mathematics there are not enough opportunities for them to deepen their understanding of particular concepts and as a result they are not able to apply their skills across the curriculum as well as they should.

Early years provision

is good

- Children in the early years get off to a good start. Children enter the Reception Year from a wide range of different settings and staff make every effort to visit the children there. This means they get to know them and find out what they can do before they start school. Parents are welcomed into school to discuss their child's needs and to find out what their child is going to learn, for example through workshops on reading and mathematics.
- From their starting points, which are broadly typical for their ages, children make good progress. Children's attainment is rising year-on-year and reached above national averages in 2015, compared to broadly average standards in 2014. Children are well prepared to enter Year 1.
- Children in the current Reception class, at an early stage in the year, are beginning to form letters and numbers correctly, produce good-quality drawings and are keen and able to talk about what they are learning.
- Children behave well and show kindness to one another. They cooperate well and there is a calm and orderly atmosphere in the classroom and outdoors. Children know the class routines well and move swiftly from one activity to another.
- The quality of teaching is good. Adults provide a good range of activities for children to choose from and these give children opportunities to practise their skills and explore the environment. Children were thoroughly enjoying learning about *The Hungry Caterpillar* and this was helping to promote their early numeracy skills by counting the items the caterpillar ate. They also developed their literacy skills when the teacher shared a non-fiction book about the life cycle of the butterfly. However, occasionally, most-able children are not challenged sufficiently, particularly in mathematics. This means that assessments for these children at the end of Reception are not always quite accurate enough to ensure a smooth progression into Year 1.
- The teaching of letters and the sounds they represent (phonics) is effective. Children are taught on a daily basis through a structured approach, which constantly reinforces their learning. They are keen to share books and participate in developing their writing skills. The teacher is making every effort to ensure that the children develop an appropriate pencil grip and form letters and numbers correctly.
- Effective assessments quickly identify any children who may have disabilities or special educational needs, and action is taken promptly to ensure their needs are met. This includes liaising with other agencies when necessary. There are too few disadvantaged children to make statistical comparisons of their achievement with others.
- The good leadership of the early years ensures that welfare requirements are met. There are good routines and procedures in place to keep children safe and children have a good understanding of how to keep themselves safe.

School details

Unique reference number	108578
Local authority	North Tyneside
Inspection number	10000540

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Mrs J Leadbitter
Headteacher	Tracey Taylor
Telephone number	0191 200 6347
Website	http://www.prestongrangeprimary.co.uk/
Email address	Prestongrange.primary@northtyneside.gov.uk
Date of previous inspection	22–23 May 2012

Information about this school

- This school is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is well below the national average. (Pupil premium funding is provided to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children in the Reception class attend full-time.
- The school extends its services by providing a breakfast club each day.

Information about this inspection

- The inspectors observed the quality of teaching, learning and assessment in all classes and made some short visits to classrooms to evaluate the quality of the curriculum and the provision for different groups of pupils, with a particular focus on those with special educational needs. The headteacher jointly observed the quality of teaching with all three inspectors.
- The inspectors listened to a number of pupils read and reviewed the work in pupils' books.
- Inspectors observed pupils' behaviour in lessons and during break and lunchtimes.
- Inspectors talked informally to pupils in lessons and around the school and held meetings with three groups of pupils.
- Inspectors held discussions with the headteacher, other senior leaders, subject leaders and class teachers. The lead inspector met three members of the governing body and held two telephone discussions with representatives from the local authority.
- Inspectors scrutinised a range of documentation including minutes of governing body meetings, the school improvement plan, information on pupils' progress, the school's evaluation of its own performance, monitoring files on the quality of teaching, local authority reports, a range of school policies and documentation relating to safeguarding (protecting children and making sure they are safe) and attendance.
- The inspectors considered the views expressed in the questionnaire returns from 23 members of staff.
- The inspectors also considered the 42 responses made by parents to the online questionnaire Parent View, and spoke to a number of parents on the playground on the first morning of the inspection. The school's own survey of parents' views was also taken into account.

Inspection team

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