

South Street Community Primary School

Cramer Street, Gateshead, Tyne and Wear NE8 4BB

Inspection dates

1–2 May 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Governors and leaders have not secured consistently good teaching, learning and assessment across key stages or subjects.
- Leaders' improvement plans lack detail and measurability. Leaders' actions are not focused precisely enough on the correct priorities.
- Leaders and governors cannot specify the extent to which additional funding is enhancing disadvantaged pupils' outcomes in science, reading, writing and/or mathematics.
- Not all subject leaders have the opportunities or skills needed to lead improvements in their subject successfully. The quality of teaching and learning is not monitored consistently.
- Children in Reception do not make reliably good progress from their different starting points in reading, writing or mathematics.
- Senior leaders have created an assessment system but it is not understood well enough by all. Information about pupils' achievements and progress across the curriculum lacks accuracy.
- School adults' expectations of what pupils can do and achieve are not always high enough. Pupils, across key stages and subjects, are not stretched sufficiently in their thinking and work.
- Teachers do not plan learning activities and tasks that accurately meet the needs of all pupils. Too little challenge and/or too much support from adults hampers the scope and pace of learning.
- Not all pupils read frequently enough with adults in school. Too few pupils, in key stage 1 and the early years in particular, are afforded enough opportunities to write at length.

The school has the following strengths

- Leaders, staff and governors are proud of their school. Together, they have successfully embedded a warm, caring ethos. This is a happy place in which to grow and learn.
- Staff value pupils, holding pupils' safety and well-being in high regard. The personal, social and emotional needs of pupils are well met.
- Subject and senior leaders show considerable enthusiasm and interest in their roles. Most hold specific expertise in terms of their own subject knowledge.
- Pupils are extremely cheerful and polite. They behave well, showing thoughtful consideration of others. Visitors receive a heartfelt welcome.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leaders and governors by:
 - securing consistency in the quality of teaching and learning across key stages and subjects
 - sharpening improvement and subject action plans, ensuring that they are detailed, measurable and fully focused on the correct priorities
 - putting in place a shared, clearly understood system of assessment that supports teachers in their planning, as well as leaders and governors in their monitoring of pupils' progress and outcomes
 - directing pupil premium funds more carefully, capturing precisely where, how and to what extent additional spending is making a difference for disadvantaged pupils in science, reading, writing and mathematics in particular
 - affording subject leaders the opportunities and training needed to lead and manage their subjects skilfully
 - raising adults' expectations of what pupils can do and achieve in their learning across the curriculum.
- Improve the quality of teaching, learning and assessment in each key stage by:
 - planning tasks and learning that are sufficiently challenging and reliably matched to pupils' needs in subjects across the curriculum
 - making sure that all pupils read frequently with adults in school
 - offering children in Reception and pupils in key stage 1 more regular opportunities to practise writing at length
 - presenting children in Reception with greater challenge in their learning and tasks in reading, writing and mathematics.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders' and governors' actions have not brought about consistency in the quality of teaching, learning or assessment. Variability is evident across key stages and in subjects across the curriculum. Consequently, too few pupils currently make good progress from their different starting points.
- Senior and subject leaders' improvement plans are lacking in detail and measurability. Timeframes are too vague and specified actions are not linked closely enough to pupils' outcomes. Planning in English, mathematics and science, for example, is not focused precisely enough on the quality and accuracy of teaching, learning and assessment or pupil groups and pupils' progress.
- Senior leaders have refined assessment systems recently. This is beginning to support some senior leaders in identifying aspects of pupils' achievements in reading, writing and mathematics. However, issues to do with the accuracy of teachers' assessments persist, rendering some information unreliable. Also, not all leaders, governors or staff use or understand the information generated capably. Consequently, areas of strength and priorities for improvement are not captured precisely by leaders and teachers' planning does not reliably meet pupils' needs. In addition, pupils' progress in English grammar, spelling and punctuation, science and/or foundation subjects is not well documented, meaning planning for improvement across the curriculum is hampered.
- Leaders and governors ensure that the pupil premium funds are used effectively to foster pupils' personal, social and emotional needs. Disadvantaged pupils and those with particular vulnerabilities are very well supported in these specific areas of development. Nonetheless, leaders are not meticulous enough in their targeting of additional funds or evaluating their spending when it comes to disadvantaged pupils' learning and progress in science, reading, writing and mathematics. This means that leaders cannot be confident that their actions are having the desired effect in terms of reducing differences and raising outcomes for disadvantaged pupils academically.
- Subject leaders show enthusiasm and professional curiosity about their subjects. For the most part, their own subject knowledge is secure. Nevertheless, not all subject leaders have the training, opportunities or proficiencies needed to lead, manage and/or scrutinise their subject skilfully. Due to inconsistencies in assessment and monitoring, not all have a sharpened sense of the strengths and areas of weaknesses in their areas of responsibility. Planning for improvement, therefore, is not linked effectively to the correct priorities.
- The headteacher and senior leaders have worked diligently and successfully to create a cheerful, positive environment for pupils. There is a palpable air of warmth and happiness and a real desire to create well-rounded, thoughtful individuals. Kind, caring adults model respectful attitudes towards pupils whom they value as individuals. Pupils are afforded regular opportunities to discuss and reflect upon the views of others in wider and local contexts. A wide array of visits and visitors colour their experiences. In this sense, pupils develop skills of tolerance and consideration for others. They are well prepared for life in Britain.
- Leaders make effective use of the primary physical education and sport premium to

improve pupils' fitness and understanding of healthy living. Pupils demonstrate positive attitudes to healthy eating and lifestyles. They particularly enjoy the extra-curricular opportunities that abound to take part in sporting clubs, such as football and netball.

Governance of the school

- Many governors, including the chair of the governing body, are relatively new to their posts. They bring a wide range of transferable skills, experience and abilities to their roles. It is, however, too soon to measure the extent of their contributions to improvement in terms of the school's current effectiveness and overall performance.
- The chair of the governing body, although new to the school since the previous inspection, is very experienced in the role. He has quickly ensured that an audit of governors' skills is leading to a broad and balanced expertise developing across the governing body. This means that more insightful questions, increased challenge and continued support are now being offered to school leaders.
- Governors are promptly identifying where their specific actions and attention are most needed to support and challenge school leaders and staff effectively. They have, for example, challenged leaders to provide better clarity about disadvantaged pupils' progress and the difference that additional money is making in terms of academic outcomes for this group of pupils. Governors recently agreed that the commissioning of a pupil premium review would be beneficial.
- Governors recognise the need for their own continuous self-improvement. To this end, their commitment is tangible. All governors ensure that they keep up to date with the most recent guidance and information available, measuring the performance of the school alongside that of others nationally. In addition, they have taken advantage of the local authority's support, training and governance services to enhance their skills. Their approach is sharpening governors' practices.

Safeguarding

- The arrangements for safeguarding are effective. This is an area of strength across the school. Leaders make sure that the most vulnerable pupils and families are effectively supported. A tenacious pastoral support team is led by a skilled family support worker. Together, they have forged positive, binding partnerships with external agencies, experts and families. Several parents and carers expressed their gratitude for the way that staff 'always have time to talk' if concerns arise. Pupils' and families' needs are therefore promptly identified and acted upon.
- Leaders are diligent in their efforts to protect pupils from harm. They ensure that the appropriate checks and searches are put in place during recruitment. Staff are well trained, receive regular safeguarding updates and are fully committed to their role in the care and protection of pupils. Records pertaining to children's behaviour and matters of child protection are detailed and well maintained. Such measures make sure that issues or concerns are identified promptly, meaning risks for pupils and staff are minimised.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is not consistently good across key stages or subjects. Teachers do not plan work that correctly meets the needs of pupils across subjects. Some adults do not have high enough expectations of pupils and their potential. As a result, pupils' progress is too variable.
- Teachers do not use assessment information to plan effectively for pupils. Teachers' assessment in the core subjects of reading, writing and mathematics lacks accuracy. Assessment of pupils' achievements in science and across the wider curriculum is not well established. Information, therefore, is not used productively by staff to pinpoint precisely where stretch and challenge and/or support from adults is needed for pupils. Too often, these issues limit the extent of pupils' achievements and hamper their progress across subjects.
- Teaching staff are intent upon developing pupils' speaking skills and equipping pupils with extended vocabulary. To this end, most staff model subject-specific vocabulary correctly, and encourage pupils to speak and respond to questions in increasingly complex sentences and enunciate their words carefully. However, not all pupils read frequently enough with adults in school. Some pupils, therefore, have insufficient opportunities to practise and enhance their reading and comprehension skills.
- Some pupils have too few opportunities to write at length. Too little is expected of children and pupils in the Reception class and in key stage 1 in particular. Sometimes, pupils have too little practice and/or are too heavily supported in the writing process. This means that not all pupils develop the skills of persistence and application needed to write at length and with increasing fluency and skill. Children in Reception, therefore, are not reliably well prepared for the demands of Year 1 and those in key stage 1 for the demands of the key stage 2 curriculum.
- Some adults' expectations of pupils are too low. These adults fail to take sufficient account of what pupils already know and can do. This means pupils' prior learning, existing skills and knowledge are not built upon effectively. A significant proportion of pupils who spoke with inspectors feel they are not challenged in their thinking or their work. Consequently, not all pupils make the progress that should be expected of them.
- Some teachers and teaching assistants use questioning skilfully to excite pupils, get them interested and encourage them to think deeply about their work. These adults make sure that pupils are intrinsically motivated and fully immersed in the learning experience. A perceptible buzz of learning is discernible. Such effective practice is not yet a consistent feature across the school.
- Some adults are well practised in making sure that pupils are clear about their intended learning. They explain new concepts concisely, correctly and in an easily understood manner. These adults also address pupils' misconceptions promptly, clarifying simple rules and discussing where and how learners might get caught out. They urge pupils to make explicit their thinking in such a way that pupils feel confident to tackle harder work, have a go, make mistakes and ask for further support where needed. Currently, not all staff have such well-honed skills.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are respected and valued by adults in school. This is evident in the genuine delight that staff bring to bear on their daily interactions with pupils. Pupils know that their opinions matter. Parents and carers are certain that pupils 'are made to feel confident and appreciated in whatever they do'. Self-confidence and self-belief are well developed among pupils.
- Staff have a proactive as well as positive approach to the development of pupils' personal, social and emotional needs. They make sure that pupils have regular opportunities to discuss and debate topical and thought-provoking issues in relation to culture, faith and belief. Pupils therefore form positive and tolerant views of others in their local and the wider context. In this way, they are well prepared for life in modern Britain beyond the school gates.
- Adults across the school are kind, considerate and attentive. A very skilled pastoral support team of adults assists the most vulnerable pupils and families effectively. Pupils say adults will always listen if they have worries or need help. There exists a good quality of care, protection and togetherness. A warm and happy vibe is tangible indoors and outside. Pupils are therefore supported successfully in their personal, social and emotional development.
- Pupils are encouraged to challenge themselves physically. From Nursery onwards, they take calculated risks in their sporting endeavours of climbing, running and movement. Adults encourage pupils to test themselves, developing or increasing their proficiencies. As a result, pupils develop skills of perseverance and teamwork. They participate with good humour in competition and understand the importance of fitness in maintaining a healthy lifestyle.
- A significant majority of parents who made their views known believe that the school deals well with any issues of bullying. Pupils have no fear of bullying in their school, saying it is rare and any fall outs are managed suitably by staff. Pupils get along well together and are proud of each other's achievements. They can, however, identify what might constitute bullying behaviour. This means they know what to look out for to look after themselves and each other.
- Pupils say that they feel safe in school. They particularly value the regular opportunities they are given to discuss how to keep themselves safe online. Pupils are confident that they understand both the benefits and the potential drawbacks of the internet and social media.
- Pupils' abilities and understanding of how to be a successful learner vary. Inconsistencies in teaching across key stages mean that pupils do not reliably learn to apply skills of resolve and determination in relation to their work. Not all pupils benefit from knowing how to persist, push or challenge themselves in their learning.

Behaviour

- The behaviour of pupils is good. Their well-mannered conduct in and around the school demonstrates their consideration of others. There are genuine smiles aplenty. Pupils hold doors open for visitors, unprompted by adults, and offer quick, sincere apologies if they inadvertently get in the way of each other as they move around indoors and outside. The large majority of parents who made their views known agree that pupils behave well.
- Pupils' attitudes to learning are generally good. They listen carefully to adults and respond promptly to requests and instructions. Even where learning fails to meet their needs or interests, pupils maintain a respectful, courteous manner towards adults. Learning, therefore, is rarely disrupted by poor behaviour.
- Pupils' overall attendance is broadly in line with the national average over time. Recently, leaders have identified a small proportion of pupils and families requiring additional support to continue to attend well and arrive punctually in the mornings. The family support team is working diligently to help all parties understand the importance of good attendance on pupils' welfare and life chances. Some signs of recent improvement for this group are evident.

Outcomes for pupils

Requires improvement

- The progress that current pupils make is too variable. Pupils' books show too much inconsistency in terms of their progress over time. Teachers' assessment lacks accuracy and, therefore, planning for pupils' learning is not well matched to their needs. Consequently, in each key stage and in subjects across the curriculum, pupils' outcomes are not consistently good.
- Too often, no matter pupils' different starting points, adults expect and demand too little from pupils. Pupils practise things they already know and can do and/or they are too heavily supported by adults to be able to learn effectively. This means that pupils do not improve and build upon their existing skills, knowledge and understanding reliably or rapidly. In this way, pupils' progress and achievement are hampered.
- Disadvantaged pupils' outcomes vary across subjects and key stages. In the early years, the proportion of disadvantaged children reaching a good level of development has fallen over time. In Year 1, the proportion of disadvantaged pupils reaching the expected standard in the phonics screening check, however, has risen over time. In key stage 2, in 2017, only 54% of disadvantaged pupils reached the expected standard in reading and 58% in mathematics. These figures were well below national averages. Such variances demonstrate that disadvantaged pupils' progress and outcomes require improvement.
- In 2017, the proportions of pupils in key stage 2 reaching expected standards in reading, writing and mathematics was well below national averages. Very few pupils, compared to others nationally, reached a greater depth of learning in each subject. Pupils' progress in mathematics in key stage 2 was below average. As a result, too few pupils are prepared effectively for the demands of key stage 3.
- Pupils' outcomes in key stage 1 show improvement over time in reading, writing and mathematics when compared to other schools nationally. Inaccuracies in assessment, however, mean this apparent strength does not equate with work in pupils' books. Currently, too few pupils in key stage 1 are making good progress from their different

starting points in these core subjects or in subjects across the wider curriculum.

- Children in the early years make strong progress from their below typical starting points in speech and communication. Adults' attention to building children's vocabulary and their effective modelling of speech mean that children acquire new learning rapidly. As children move into and through the Reception Year, however, their progress in reading, writing and mathematics slows. Consequently, children's outcomes in the early years have remained below national averages over time. This means that not all children are well prepared for Year 1.
- Recently, pupils in Year 1 are making stronger progress in their phonics skills and outcomes. Adults in the early years and key stage 1, in particular, enunciate sounds and words clearly, making links between mouth movements and sounds emitted clear to pupils. Staff are also mindful and intent on building and broadening pupils' vocabulary. As a result, the proportion of year 1 pupils meeting the expected standard in phonics is improving towards the national average.
- Pupils make strong progress in their personal, social and emotional growth. From the early years and right through each key stage, pupils learn to keep themselves safe, respect themselves and respect others. Outcomes for pupils in this area of their development are a real strength of the school's work and practices.

Early years provision

Requires improvement

- In 2017, the proportion of children leaving the early years with a good level of development was 58%. This figure was well below the national average of 71%. Children's outcomes across areas of learning are varied. Over time, too few children are well prepared for the demands of the key stage 1 curriculum.
- In reading, writing and mathematics, too few children, particularly those in the Reception class, experience the right degree of challenge in their work. Some adults' expectations of children are too low and, at times, children are overly dependent on adults in these core areas of learning. Not all children read frequently enough with adults and too little is expected of some children in their written work. Currently, children's mathematical knowledge, skills and understanding are not captured well by adults, especially in terms of their number skills development. Early reading, writing and mathematical skills, therefore, do not develop apace. Too few children make the good rates of progress that should be expected of them from their different starting points.
- Children in the early years are happy, safe and very well looked after by kind, caring adults. Staff are full of enthusiasm and spark. There is an unmistakable buzz of joy and laughter in the air. Staff are well trained and vigilant in terms of their approach to the protection of children. Children benefit enormously in terms of their personal, social and emotional welfare and development.
- Children behave well in the early years because adults ensure that classroom routines, rules and cues are well embedded. Children know when to stop, look and listen to adults. They take turns and respond politely to adults' requests. They understand how their behaviour may affect their friends and quickly establish positive relationships with adults and peers.

- The large majority of parents express very positive opinions of their partnership with the early years staff. They feel well informed and included in their child's learning. 'Nothing is too much trouble' and staff are 'dedicated' and have a 'very good bond' with children are views expressed by some parents. Staff make themselves readily available for parents, communicating with them regularly. They also work effectively with other agencies, drawing on the expertise of health, speech and social care experts in a timely manner where needs arise. Staff have succeeded in making parents and children feel welcome and valued.
- Early years staff, work skilfully to improve pupils' skills of speech and communication. Children quickly learn to respond to adults' questions in full sentences and acquire a broader bank of vocabulary to express their understanding. Children, and especially those in the Nursery class, therefore make strong progress in this area of their learning.

School details

Unique reference number	108326
Local authority	Gateshead
Inspection number	10045062

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Allan Symons
Headteacher	Julie McGrow
Telephone number	01914 773993
Website	www.southstreetprimary.org/
Email address	southstreetcommunityprimarieschool@gateshead.gov.uk
Date of previous inspection	19–20 March 2014

Information about this school

- This is a slightly larger than average-sized primary school.
- The proportion of disadvantaged pupils supported by the pupil premium is considerably higher than the national average.
- A large majority of pupils are of White British heritage. The proportion of pupils who speak English as an additional language is slightly lower than the national average.
- The proportion of pupils who have SEN and/or disabilities is slightly higher than the national average. The proportion of pupils who have an education, health and care plan or a statement of special educational needs is in line with the national average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school has recently established a breakfast club. It hosts a number of extra-curricular clubs for pupils.

Information about this inspection

- Teaching and learning were observed across classes and key stages. During day 1 of the inspection, most observations were conducted jointly by inspectors and senior leaders.
- Meetings were held with the headteacher, and senior, phase and subject leaders, as well as governors, including the chair of the governing body.
- The lead inspector also met with a representative from the local authority.
- Inspectors listened to pupils read, scrutinised their work and talked informally with pupils during breaktimes. The views of pupils were also considered during more formal discussions with inspectors. No pupils responded to Ofsted’s pupil questionnaire.
- A wide range of the school’s own information and documentation was studied, including its self-evaluation, improvement plans and records of the checks made on teaching and learning. Information about the performance management of staff and safeguarding practices was also examined, alongside policy documentation.
- The opinions of staff were taken into account via the small number of responses made by staff to Ofsted’s questionnaire and through formal and informal face-to-face discussions.
- Inspectors talked with several parents face to face during the inspection. The views expressed by 45 parents in the Ofsted questionnaire, Parent View, were considered and 20 parents’ comments communicated via free-text were also examined.

Inspection team

Fiona Manuel, lead inspector	Her Majesty’s Inspector
Mark Dent	Ofsted Inspector
Donna Callaghan	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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