

Hudson Road Primary School

Inspection report

Unique Reference Number	108772
Local Authority	Sunderland
Inspection number	337148
Inspection dates	1–2 March 2010
Reporting inspector	Kate Pringle

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair	Mr Simon Henry
Headteacher	Mrs C Westgate
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 12 teachers. In addition, on visits to the Bright Stars Nursery they observed the provision of welfare, learning and development in the setting. In all, inspectors spent the majority of available inspection time looking at learning. Meetings were held with governors, staff, groups of pupils and parents and carers. Inspectors observed the school's work, and looked at pupils' work books, assessment information about pupils' progress and updates of progress towards meeting targets. They also considered questionnaire responses from 96 pupils, 27 staff and 61 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current attainment and rate of progress of all pupils, especially in English
- how well teachers use assessment to plan for the differing abilities of pupils
- the impact on outcomes for children in the Early Years Foundation Stage given changes to provision
- how well all leaders use their responsibilities to drive challenge for pupils in order to improve outcomes.

Information about the school

This is a larger than average sized school where almost half of the pupils are eligible for free school meals. One third of pupils are from cultural backgrounds other than White British. A vast majority of these speak English as an additional language and almost all enter school unable to speak English. About one third of pupils have special educational needs and/or disabilities. The proportion of those who have a statement of special educational needs is lower than levels found nationally. The school has an Early Years Foundation Stage unit for Nursery and Reception children. Governors offer Bright Stars, a setting in the adjoining Hendon Children's Centre, which provides 32 full-time places for babies, toddlers and nursery-age children. Inspectors considered the education of children in this setting. The range of services for the community, and for parents and carers, provided by the centre is subject to a separate inspection. The school has achieved the Activemark award for sport. The headteacher took up post in April 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

This is a welcoming school that provides a caring climate for pupils from different cultures to play and learn in. The leadership team's vision for this steadily improving school is shared by staff, governors, parents, carers and pupils and is well reflected in the excellent pastoral care and good partnerships between the school with families and outside agencies. Outcomes for pupils are satisfactory overall. The strengths of the school are seen in the way that pupils feel safe and their good understanding of right and wrong reflect the priority that the school places upon providing good-quality care, guidance and support. Procedures to safeguard pupils are good and this is endorsed by parents' and carers' knowledge that their children are safe and happy.

Pupils enjoy school. Their behaviour is good and often outstanding and their good attitudes to learning make a positive contribution to lessons. An increasingly exciting curriculum engages pupils and motivates their interest. From starting points which are extremely low and well below those expected on entry to Nursery, children make satisfactory progress to leave Reception class at levels which are still significantly below the expected early learning goals. Improving trends in the main school are evident. Over Key Stage 1 the progress of earlier years is built on and good progress means that attainment is now broadly average in writing and mathematics, although in reading it is low. Results for Year 6 pupils in 2009 and evidence from inspection demonstrate that although attainment overall remains low this is due largely to writing which pulls down the broadly average standards in English and mathematics. Overall, progress across the school is good and challenging targets for 2010 are well on course which, if met, will demonstrate improvement on standards in the past. Class teaching is largely good however, not all lessons provide activities to meet individuals' needs. This means that progress is not consistent. The school provides very well for pupils with special educational needs and/or disabilities and for those who speak English as an additional language, who make good progress as a result of highly focused intervention and support.

Leaders and managers understand the qualities of the school and the increased delegation of key roles is engaging staff in greater responsibilities. New systems to monitor progress and the quality of teaching and learning are in place but there is a need for greater rigour to ensure that the needs of all pupils are met to raise standards further. Governors are involved in the evaluation and development of the school, providing good support to school leaders. The rising trend in attainment across the school, the development of systems to support better outcomes for pupils and increased delegation of responsibility to school leaders all contribute to the satisfactory capacity for improvement. The school provides satisfactory value for money.

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What does the school need to do to improve further?

- Improve standards in literacy, especially in reading at Key Stage 1 and writing at Key Stage 2, by:
 - more effective use of information about what pupils can do, to plan activities to match individual levels of ability
 - ensuring that pupils are aware of what they need to do to achieve their targets
 - using marking and feedback effectively to inform pupils of what they have achieved and what they need to do next.
- Embed the delegation of leaders' responsibilities in order to secure improving standards by:
 - monitoring teaching and the use of assessment data to ensure that information is used consistently to address the differing needs of pupils
 - improving the use of tracking to identify and address underachievement of pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' enjoyment of school and their good behaviour contributes to the progress they make. Successful relationships between pupils and staff support good attitudes to learning and a motivation to improve. Learning is most effective when pupils have opportunities to discuss problems and work together to solve them. Best progress is made when pupils understand how well they achieve against individual targets. Lesson observations and discussions with leaders indicate that the achievement of present cohorts of pupils is on a steadily improving trend. Significantly low starting levels of language and communication contribute significantly to below average English standards over the school. Dedicated intervention and support is now improving the quality of speaking and listening and this in turn is having an impact on achievement in English. Overall progress is good and this is because of the amount of improvement made from extremely low entry to Nursery to the time pupils leave in Year 6. Despite overall standards being largely below national averages, progress towards targets for 2010 indicates that attainment in mathematics and reading is nearer to average, although overall attainment in English is low due to weaknesses in writing.

Pupils feel safe at school. They speak confidently about the dangers they face and who they may turn to for help. They are aware of what bullying and racism are but are sure that incidents are very rare. This is reflected in the good behaviour of pupils in lessons, as they move about the school and in the playground. Their strong sense of right and wrong contributes to the positive ethos of the school and to the understanding and respect that pupils have for their friends from different cultures within the school

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community. Pupils enjoy the increasing opportunities to take up responsibility, such as through the school council, and are beginning to be instrumental in developing initiatives to improve their school. Attendance is satisfactory. There is a proportion of absenteeism because of extended holidays taken in countries outside the United Kingdom. Pupils have opportunities to use their improving basic skills as they work together on charity and fundraising events and local regeneration projects. Pupils understand that they need to be healthy. They participate in sporting and dance activities and are learning about the benefits of a healthy diet.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is good overall. Observations of teaching across the school and checks of pupils' work in books confirm that most pupils make good progress. Visits, resources and information and communication technology, and the support of additional adults in classrooms are well utilised to support learning. Increased understanding of pupils' attainment is having an impact on the level of challenge in lessons; however, not all teachers use this information effectively enough to plan activities that closely match

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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pupils' different levels of ability. This means that on occasion work set for some pupils can be either too easy or too hard which limits the progress some pupils make. In the most effective lessons pace is sharp, good use is made of questioning skills to encourage pupils to discuss and define their responses and tasks set in practical activities promote high levels of learning.

Improving pupils' well-being and increasing their enjoyment of learning is a priority. Developments to the curriculum are at an early stage and the school is working hard to improve opportunities for pupils to engage practically and creatively. Pupils enjoy experiences out of school and discussions with visitors which contribute to their understanding of the wider world. Improving links across the curriculum are beginning to help pupils' understanding of how subjects are connected. The use of literacy and numeracy skills to support other subjects is increasing. Pupils have many opportunities to engage in a number of additional activities out of school and this extends their knowledge and skills in less formal situations. A Year 6 residential visit gives many pupils their first opportunity to spend time away from home without their parents and carers, which raises their levels of independence, confidence and self-esteem.

Staff know pupils extremely well and this enables them to provide good care and sensitive pastoral support at the right time, especially for those who are vulnerable, who have special educational needs and/or disabilities or who speak English as an additional language. Improvements to tracking have substantially improved provision because of the faster identification of need and of those who are progressing less effectively. Links with outside agencies and provision such as through the Jungle Club provide caring support for pupils on a daily basis when they are concerned or upset. Strategies to improve attendance levels, especially of persistent absentees, are having a positive effect.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The successful working relationship between the headteacher, staff and governors has quickly identified the strengths of the school and acted upon areas of weakness. Clear strategies to address behaviour, a strong focus on teaching and learning and the greater delegation of responsibility to leaders have all contributed to improving outcomes for pupils. The introduction of a new tracking system is enabling teachers to understand better the differing rates of progress of pupils; however, not all use of this information is

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consistent. The monitoring of classroom teaching and learning is established but does not always focus effectively on the consistency of learning for pupils of all abilities.

Safeguarding procedures are good. Policy and practice meet current requirements. Leaders' audit of access to the school highlighted concerns and subsequent action has formalised access in order to better assure the safety of pupils. There is good promotion of equal opportunities in this school of racial harmony. As a result, pupils feel confident and their progress is good. Communication with parents and carers is a strength of the school. This view is supported by the responses to the inspection questionnaire, when many parents and carers wrote about their appreciation of the care that the school takes of their children. Partnership links to support vulnerable pupils are strong and the school is working to develop further its transition links with Bright Stars and secondary schools. The school promotes community cohesion within the school very well as this has been as main priority linked to the general welfare of pupils. There are developing links with the local community and links with other schools of different cultural backgrounds are at an early stage.

Governance is satisfactory. Key members bring experience and knowledge to the governing body; however, others are less experienced and are an earlier stage of understanding their roles and responsibilities. Governors' challenge of the school is at an early stage but is becoming increasingly apparent as they seek to ensure the quality of pupils' outcomes.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Staff know and understand the children very well and provide effective care and support. From extremely low starting points, children make satisfactory progress over Nursery and Reception. Those who are vulnerable, who have special educational needs and/or disabilities or who speak English as an additional language are identified early and effective intervention means their needs are met well. Many children enter the setting speaking no English at all. Personal and social skills and the acquisition of language are clear areas of focus for staff. The work of the bilingual assistants is especially sensitive and thoughtful. Children settle quickly into all settings, where they are happy and demonstrate growing confidence. Babies and toddlers are encouraged to explore a well-resourced range of activities in a safe and calm environment. In Nursery and Reception, children behave well as they learn to share and take turns. By the end of Reception, most children make satisfactory progress, with the majority achieving at levels below the goals expected for their age. As they grow older, children show increasing independence and begin to make their own choices of activities either indoors or outdoors from the well-resourced provision. Liaison between Bright Stars and the main school is improving. Children move between the settings according to their age. Provision both in the children's centre and the main school are good with well-qualified staff supporting children's individual needs. Provision in the children's centre meets requirements for registration. Teamwork is good and staff work with increasing purpose to challenge children to make better progress. The developing skills of leadership in the school are satisfactory overall. Focused support has helped to improve provision and this is leading to better assessment of children's progress which is beginning to be used to increasing effect to plan further challenges for children and so improve outcomes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The overwhelming majority of parents and carers are extremely positive about the school. The headteacher and her staff are held in very high regard and the care and consideration given to their children is highly appreciated by parents and carers. They are made to feel welcome in school and are confident that any concerns are listened to carefully and acted upon quickly. Comments referred very positively to the efforts the school makes to ensure that children are well cared for and how much children enjoy coming to school. No concerns were raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hudson Road Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 256 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	75	13	21	1	2	1	2
The school keeps my child safe	38	62	22	36	0	0	0	0
The school informs me about my child's progress	40	66	21	34	0	0	0	0
My child is making enough progress at this school	42	69	18	30	1	2	0	0
The teaching is good at this school	38	62	23	38	0	0	0	0
The school helps me to support my child's learning	37	61	22	36	2	3	0	0
The school helps my child to have a healthy lifestyle	31	51	29	48	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	36	59	24	39	0	0	1	2
The school meets my child's particular needs	35	57	25	41	1	2	0	0
The school deals effectively with unacceptable behaviour	35	57	26	43	0	0	0	0
The school takes account of my suggestions and concerns	30	49	28	46	2	3	0	0
The school is led and managed effectively	32	52	26	43	1	2	0	0
Overall, I am happy with my child's experience at this school	37	61	23	38	0	0	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



4 March 2010

Dear Pupils

Inspection of Hudson Road Primary School, Sunderland, SR1 2AH

Thank you for the lovely welcome you gave inspectors when we visited your school recently. We judged your school to be providing a satisfactory education with some particular strengths. The adults who care for you make sure that you are well looked after and we know that you feel really safe in school. We were pleased to see how well you care for each other and for your school and this is shown in your good behaviour and the respect you have for others. You obviously enjoy the many wonderful experiences your school provides for you through your visits and after-school clubs. Those of you in Year 6 told us you really liked the idea of your residential visit to an outdoor activity centre where you can learn different skills which will help you to build your confidence.

We particularly enjoyed talking to many of you to find out about how much you enjoy school. The relationships you have with your teachers are very important to you and, as a result, you work very hard. What is really good to see is how much you are improving in your work. Over the past few years you are showing better and better progress and this will make a big difference to you when you get to secondary school.

We have asked your school to help you improve even more. I have asked your headteacher and teachers to help raise standards, especially in reading at Key Stage 1 and writing at Key Stage 2. They can do this by:

- sharing level targets with you
- making sure that your work is set at just the level you need to learn at
- making sure that marking tells you how well you have achieved and what to do next.

In addition, your headteacher and other leaders should:

- make sure that all teachers use their understanding of what you can do well to set work matched to your next steps in learning
- use tracking information more effectively to make sure that you all make at least satisfactory or better progress.

I hope that you all do very well. It was a great pleasure to meet you all.

Best wishes for the future

Yours sincerely
Mrs Kate Pringle
Lead Inspector

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