

Falla Park Community Primary School

Falla Park Road, Felling, Gateshead, Tyne and Wear NE10 9HP

Inspection dates

24–25 April 2019

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	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and other leaders, including governors, are highly ambitious and have a clear vision for the school. Their leadership has secured significant improvements since the previous inspection.
- Pupils make good progress from their starting points in reading, writing and mathematics. This includes pupils with special educational needs and/or disabilities (SEND). However, leaders recognise that tasks set for the most able pupils sometimes lack challenge. This prevents them from reaching the highest standards of which they are capable.
- Teachers meet pupils' needs well by checking their understanding and learning. They use assessment information to plan appropriate learning activities. They swiftly address misconceptions to enable pupils to achieve well.
- Pupils' conduct around school is good and there are well-established routines, which pupils clearly understand. Pupils are well cared for by staff. Pupils say that they feel safe in school and that school keeps them safe. Parents, staff and governors support this view.
- Leaders' effective monitoring and evaluation of pupils' outcomes in English and mathematics are ensuring that pupils achieve well because actions are taken to support pupils who fall behind. Monitoring is not as rigorous in other curriculum subjects.
- Governors have a strong understanding of the school's strengths and areas for development. They challenge leaders well, which ensures that there are high expectations of all leaders and staff in school.
- The early years provision is good. Many children arrive with lower than typical starting points and make good progress during their time in the phase. This is due to regular opportunities to develop important skills, including their use of speech. By the end of Reception, the large majority of children are ready for learning in Year 1.
- Staff promote pupils' spiritual, moral, social and cultural development well through the wide range of curriculum experiences, both in and out of school.
- Pupils' personal development, behaviour and welfare are good. Pupils are polite and courteous to each other and to adults and have positive attitudes to learning.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching still further so that pupils reach the highest standards of which they are capable by ensuring that pupils are:
 - consistently set challenging tasks to extend their learning and progress, especially the most able pupils
 - given more opportunities to refine and improve their written work across curriculum areas beyond English and literacy.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has been unwavering in her determination to secure a good standard of education for pupils in the school. The senior team and governing body have worked successfully to eliminate underperformance, improve the quality of teaching and accelerate the pace of progress pupils make in their learning.
- Senior leaders, with effective support from the local authority, have established strong procedures so that they and class teachers know how well pupils are learning and developing personally. Pupils' attainment and progress are carefully tracked. Teachers' assessments are compared with those made in other schools and with nationally produced materials to ensure that they remain accurate. Inspectors also found the school's assessments of pupils' attainment to be accurate.
- Other leaders support the headteacher effectively. Together, they have established a culture of high expectations for all members of the school community. As a result, pupils are well aware of expectations to work hard, behave well and show respect to adults and each other. The school is calm and purposeful because leaders and staff successfully promote a very positive climate for learning and socialising.
- Leaders and governors have an accurate view of what the school does well and what it needs to do to consolidate recent improvements and be even more successful. Procedures to monitor and evaluate the school's performance through checking the quality of teaching and learning are incisive and detailed. Leaders hold teachers stringently to account for pupils' progress in learning.
- The great priority given to pupils' welfare and personal development helps pupils' learning. For example, high-quality nurture provision for those with particular barriers to their learning helps these pupils relate well to others, enjoy learning and aim to do their best. As a result, they achieve well in school.
- Leaders use additional pupil premium funding for disadvantaged pupils well to secure pupils' progress and to develop their emotional welfare. These groups of pupils are closely monitored so that additional support can be provided when necessary. Well-trained teaching assistants and support staff work closely under the direction of teachers to provide additional and specialist support in lessons, to individuals and groups of pupils. Through this carefully targeted support, differences in achievement are diminishing.
- Support for pupils with SEND is strong. The leaders for this aspect of the school ensure that additional funding for these pupils is used effectively. The good-quality support pupils receive helps them make good progress.
- The physical education (PE) and sport premium is used effectively to increase staff expertise in the teaching of PE. Specialist coaches work alongside school staff and the school has provided many additional opportunities for pupils to engage in adventurous outdoor activities and develop their sporting skills.
- Parents and carers are very positive about the work of the school. Of those who responded to the online questionnaire, the overwhelming majority would recommend

the school to another parent and reported that their child was happy in school.

Governance of the school

- Governance is much improved since the previous inspection, and the governing body focuses closely on school improvement. The governing body has a detailed and accurate view of the school's strengths and weaknesses. It has established good systems to challenge and support leaders. Governors hold leaders to account for the quality of teaching, learning and assessment and pupils' outcomes.
- Governors provide both challenge and support to the school, participating in monitoring activities alongside senior leaders, such as tours of the school to see learning in progress. Governors share senior leaders' ambition to eradicate underperformance.
- Governors are thorough in their examination of the school's performance data, and regularly ask questions regarding the progress of different groups of pupils in different classes. They also ensure that child protection and safeguarding are a high priority for staff, that procedures fully meet requirements and that they keep policies and practices up to date.
- The governing body ensures that leaders spend additional funds well. They contribute effectively to the financial management of the school, including monitoring the impact that the spending of the pupil premium and sport premium has on pupils' outcomes.

Safeguarding

- The arrangements for safeguarding are effective. Strong safeguarding procedures mean that leaders are quickly alerted to any concerns. Leaders and governors treat safeguarding concerns with the utmost importance. They respond rapidly and proportionately, working positively with parents and agencies, so that pupils are safe and secure. High-quality, detailed records indicate the strong priority leaders give to any safeguarding concerns.
- Leaders provide regular training and updates so that members of staff are well equipped with the knowledge and skills to ensure pupils' safety.
- The vast majority of parents spoken to consider that their children are happy, safe and secure at school.
- Monitoring of attendance is used effectively to keep pupils safe by quickly identifying those who are missing their education.

Quality of teaching, learning and assessment

Good

- Teaching is good and has improved since the previous inspection. Improvements have come about through a strong commitment to training teachers and offering them professional development opportunities. This is enthusing teachers and helping them to make improvements in their practice. This means that teachers now meet most pupils' needs well.
- Teachers have good subject knowledge and devise imaginative activities that capture pupils' interests and give their learning relevance and purpose. Pupils enjoy their

learning and want to succeed.

- Pupils behave well in lessons and are corrected if they are not concentrating on their work. Staff use the school's behaviour policy to good effect and pupils understand what is expected of them.
- Teachers share good practice and learn from one another. They assess pupils' work carefully and identify appropriate next steps in their learning. However, at times teachers do not challenge the most able pupils sufficiently to enable them to make the rapid progress they should.
- Regular checks on pupils' understanding are also helping teachers to quickly identify misconceptions. This means that the issues are addressed quickly, so that these misconceptions do not persist.
- Reading is well taught throughout the school and many pupils enjoy reading. Older pupils, especially the most able, read fluently and with confidence, and some read for pleasure at home. From the early years, pupils are taught to use their knowledge of phonics to support their reading of new words and pupils' phonics skills have improved since the previous inspection. Pupils respond well to the school's reward system, which encourages pupils to read more frequently.
- Teachers are now knowledgeable about teaching writing skills. In English and literacy, they successfully teach pupils to use increasingly complex grammar and punctuation in their writing. They encourage pupils to try out new vocabulary in their writing to create different effects. However, opportunities for pupils to apply and practise these skills in other curriculum areas are limited.
- Teaching assistants are well trained and deployed effectively. They have the strongest impact on the learning of those who find learning more difficult. Pupils with SEND are given frequent additional support in class or in additional sessions outside the classroom in reading, writing and mathematics.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Because the quality of teaching has improved, pupils' attitudes to learning are better than at the time of the previous inspection. Teachers and teaching assistants expect pupils to behave well and the pupils have risen to this challenge. As a consequence, pupils enjoy school and achieve more.
- Pupils are safe and those spoken with reported that they feel safe and can explain why. They believe that they are well cared for and that there are always adults to help them in the classroom or around the school. Parents also agree with this and believe that their children are happy and safe.
- Pupils are self-motivated and have positive attitudes in lessons. They are keen to share their achievements. They are proud of their school and show respect for each other and their teachers.
- Pupils report that bullying is rare. They know about the different forms it can take and

to whom they should report any instances.

- The daily breakfast club provides a welcoming and positive social experience for the many pupils who arrive before the formal start of the school day. These experiences reinforce the school's aims to help to develop respect and independence.

Behaviour

- The behaviour of pupils is good.
- Staff set high standards to which pupils respond well. Pupils' behaviour in the playground, in the dining hall, in breakfast club and as they move around school is good.
- Pupils are polite, courteous and friendly, displaying good manners at all times.
- Pupils' attitudes to learning are largely very positive. They are keen to learn. This is seen in the work they do in books and the willingness to participate in lessons. Pupils show adults and other pupils respect, which has helped all groups of pupils to feel confident to give their views and to do well in their learning. These good attitudes to learning are an important factor behind pupils' improving rates of progress.
- A range of strategies have been introduced to improve attendance, including regular meetings with the family support worker and sharing with parents the distinction between authorised and unauthorised absence. While this has improved attendance and reduced the number of pupils who are persistently absent, there is still further work to be done to make sure it is even better.

Outcomes for pupils

Good

- Progress and attainment have improved since the previous inspection. Assessment information, the school's own tracking information, and the quality of work in books clearly indicate that current pupils in every year group are now making consistently good progress.
- Children in early years make good progress from their starting points. The proportion of children reaching a good level of development at the end of Reception has been improving year on year and is now approaching the national average.
- Results in the national phonics screening check in Year 1 have improved over the last three years but have yet to reach the national average. This improvement is due to daily good-quality teaching of phonics in younger classes. Achievement has improved since the previous inspection and evidence gathered during the inspection shows that pupils currently in Year 1 are making good progress.
- Standards of attainment by the end of Year 2 have risen and are now approaching the national average in reading, writing and mathematics.
- Standards of attainment by the end of Year 6 have also risen. In Year 6 in 2018, the proportion of pupils who reached the expected standard in reading and mathematics was well above the national average, and the proportion that did so in writing was above the national average. This represents good progress from pupils' previous starting points.

- The school's own information shows that current pupils are also making good progress, including in reading, writing and mathematics. Progress in pupils' books and in lessons confirms this.
- Overall, disadvantaged pupils and those with SEND make good progress across the curriculum from their starting points because of successful interventions in individual or small-group activities.
- The most able pupils make similarly good progress to their classmates, although sometimes opportunities are missed to add further to the level of challenge and to stretch pupils' thinking. This means that they do not consistently reach the higher standards they are capable of.
- Teachers are quick to identify any pupils who start to fall behind. When this happens, teachers make effective provision for them, either within the class, in small groups, or individually. As a result, they catch up quickly.

Early years provision

Good

- Effective early years leadership and management have successfully strengthened the quality of learning since the previous inspection. The quality of teaching is now good and, as a result, the large majority of children are well prepared for learning in Year 1. Leaders have ensured that the welfare requirements of the early years are met.
- There are highly positive relationships between staff, children and parents. This helps children to quickly become confident learners and have a positive attitude to school.
- Leadership and management of the early years are strong. Staff are constantly refining their practice in order to maintain a high standard of provision. They accurately measure the progress children make and have well-thought-through plans to make further improvements. Staff are committed to securing the very best outcomes for all children.
- Children get off to a good start in the early years. Most start the Nursery class with skills, knowledge and understanding below those typical for their age. The large majority make good progress, and by the end of the Reception Year the proportion of children reaching a good level of development is near to the national average.
- Children behave well, take turns, share resources and listen attentively. They are able to sustain concentration for a considerable time because they enjoy, and are relaxed in, their play.
- All adults sensitively and skilfully intervene in order to develop and enrich children's use of language. Adults play and work alongside children to explore and practise new skills, observing children carefully, building on their interests and using open-ended questions effectively to stimulate their imagination and creativity.
- Basic skills in reading, writing and number are promoted effectively. Opportunities for children to write, mark-make and count are plentiful around the early years area.
- Funding to support the learning of disadvantaged children is particularly well used to enhance speech and language development so that their progress is similar to that of their classmates.

School details

Unique reference number	108358
Local authority	Gateshead
Inspection number	10087522

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	236
Appropriate authority	The governing body
Chair	Vera Codling
Headteacher	Vanessa Carr
Telephone number	01914 334 011
Website	www.fallapark.gateshead.sch.uk
Email address	fallaparkcommunityprimaryschool@gateshead.gov.uk
Date of previous inspection	26-27 January 2017

Information about this school

- The school is an average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is well above the national average.
- The proportion of pupils with SEND is higher than the national average.
- Most pupils are White British. The proportion of pupils from minority ethnic groups and who speak English as an additional language is well below the national average.
- The school runs a breakfast club each morning before school, which is managed by the governing body.

Information about this inspection

- Inspectors observed teaching and learning in all classes. Some lessons were observed jointly with senior leaders. In addition, shorter visits to classrooms were carried out to see particular aspects of the school's work, such as the teaching of reading or the provision of nurture guidance.
- Meetings and discussions were held with the headteacher, senior and middle leaders, members of the governing body, the school improvement partner and a representative from the local authority.
- Inspectors met with a group of pupils, observed playtime and lunchtime and talked with pupils and staff around the school.
- Inspectors analysed documents, including the school's plans for improvement and reports showing the school's view of its own performance. The school's website was evaluated. Safeguarding documents and policies and records relating to pupils' personal development, behaviour, welfare, safety and attendance were inspected.
- Inspectors analysed information on the performance of the school in comparison with other schools nationally and the school's own records of pupils' attainment and progress.
- Inspectors took account the views of parents spoken with in the playground at the start of the school day.

Inspection team

Geoffrey Seagrove, lead inspector	Ofsted Inspector
Stephen Fallon	Ofsted Inspector

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