



# North Fawdon Primary School

## Inspection report

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Unique Reference Number 108471  
LEA Newcastle upon Tyne

Inspection number 274829  
Inspection dates 14 – 16 June 2005  
Reporting inspector Mr Chris Quigley

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

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Type of School	Primary	School address	Brotherlee Road
School category	Community		Fawdon
Age range of pupils	3 - 11		Newcastle upon Tyne
			NE3 2SL
Gender of pupils	Mixed	Telephone number	0191 2851350
Number on roll	181	Fax number	0191 2268661
Appropriate authority	The governing body	Chair of governors	Mr Keith Taylor
Date of previous inspection	September 1999	Headteacher	Mrs Lorraine Alexander

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Age group	Published	Reference no.
3 - 11	July 2005	274829

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## Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of North Fawdon Primary School and of the local education authority.

The inspection was carried out by two additional inspectors.

## Description of the school

North Fawdon has 181 children including 16 who attend full time in the nursery. Thirty one per cent of the children, which is higher than average, have special educational needs. The needs of some children are complex. The school sits in one of the most deprived areas of the country. When the children start in the nursery, their attainment is generally well below the expected level for their age. Currently, 51 per cent of the children take free school meals. The school has a small number of asylum seekers and children from a variety of ethnic backgrounds, although the majority have white British heritage. About 4 per cent of children are at the early stages of English language acquisition. Over recent years, there has been a number of headteachers and a great deal of instability.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

The school judges its overall effectiveness to be good, but inspectors found that it is satisfactory and improving at a good rate. The school provides satisfactory value for money. The leadership of the headteacher is outstanding. Since her arrival in January 2003, academic standards have begun to rise and the children's personal development is now good. She has worked in close partnership with parents and she is the driving force in moving the school forward. She and her team are very good at making sure all children, including the most vulnerable, have the chance to succeed. Other leaders, including the governors, have made a good start in improving the school but they are reliant on the headteacher for guidance. Teaching has begun to improve and there is some outstanding practice, especially for the oldest children. However, there is still work to be done to make teaching consistently good.

The school knows it has a long way to go but, under the leadership of the headteacher, a very good capacity to improve has developed. After a fall in performance since the last inspection, the school is now improving. The provision for the youngest children has its strengths. The children feel happy and safe; they are well cared for and they achieve well in their personal development. However, the most able children in the Foundation Stage do not make enough progress in the basic skills and this is an inadequate part of the school's provision.

### Grade: 3

#### What the school should do to improve further

- Improve the overall quality of provision in the Foundation Stage (nursery and reception)
- Strengthen the learning opportunities for the children by improving the teachers' planning, teaching and assessment
- Develop the effectiveness of leadership at all levels

## Achievement and standards

Children's achievement is satisfactory in Years 1 to 6. This is the view of both the school and inspectors. In the Foundation Stage, children generally start nursery well below the expected level for their age. Achievement is adequate for most children but in the basic skills of reading and writing, the most able children underachieve and the school recognises that improvement is needed. In Years 1 and 2, standards in the basic skills have been well below the expected level for many years but the children make steady, satisfactory progress. According to teacher assessments, standards this year are likely to be below the national picture but match the average standard for similar schools, particularly in Year 2 where progress in reading has been impressive.

In Years 1 to 6, all children, including those from minority ethnic backgrounds, those learning to speak English and those with learning difficulties make satisfactory progress because the teachers are setting challenging targets and using a sound system for tracking and managing improvement. Throughout the school, standards are rising in reading and science because of focused teaching over the last year and the clear direction given by the headteacher.

## **Grade: 3**

### **Personal development and well-being**

Children at North Fawdon say they enjoy school very much. Behaviour is good and inspectors agree with the school that children are polite, courteous and a credit to the school. This is a good achievement for some children, as they have to work hard at this. It is because of the strong ethos of positive encouragement for all children, from all members of staff, including lunchtime supervisors that they achieve well in their personal development. The 'special person' of the day in Reception and 'writer of the week' in other classes make children feel valued. Overall, spiritual, moral, social and cultural development is satisfactory. Local events help children to develop a good understanding of their own culture and because every member of staff takes the time to talk to children who have difficulties with behaviour, they have a good understanding of what is right and wrong.

Children have a sound start in achieving future economic well-being because they understand money matters well. However, the low standards in their basic skills hold them back in this area. The healthy tuck shop and plenty of physical activity, such as trips to Robin Wood, almost two hours of physical education a week and water in the classrooms keep children healthy. Careful guidance and very effective child protection arrangements ensure children feel safe. Children make a positive contribution through their charity work for Operation Christmas Child and Children in Need and in looking after each other in the playground. Attendance is lower than average but the school does all it can to encourage parents to bring their children to school every day.

## **Grade: 2**

### **Quality of provision**

#### **Teaching and learning**

Both the school and inspectors agree that the overall quality of teaching is satisfactory, and that there are some examples of outstanding teaching for the oldest children. The school's self evaluation reports that in the best lessons, such as an outstanding geography lesson observed in Year 6, children are given clear explanations using a mixture of teaching aids. They also have clearly planned lessons, that have a focused outcome and the teachers provide a good range of activities, closely matched to the needs and interests of children.

Learning targets are used well in some classes so that children know how to improve their work. In good lessons, such as the observed Year 4 lesson in mathematics, children were encouraged to explain their ideas and this helped them to gain a good understanding of division. Assessment, however, is inconsistent across the school, and this limits some children's achievement. Not all teachers plan lessons based on what children already know so that they achieve as much as possible, and in some cases some of the youngest children in school underachieve. This is recognised by the school and they have a good plan to develop teaching and assessment.

### **Grade: 3**

#### **Curriculum and other activities**

Children say that enrichment activities such as the visiting artist for the forthcoming 'tall ships race', a good range of after-school clubs and a host of visits are very enjoyable. Some teachers are beginning to plan units of work that are exciting for the children, linking together a number of subjects into a theme. This practice is inconsistent across the school. Inspectors agree with the school that enrichment activities are good but rate the curriculum overall as satisfactory because, in the basic skills, children's achievement is only satisfactory. The curriculum does however provide good opportunities for children to succeed and achieve well in their personal development. The Foundation Stage curriculum lacks progression and this means that the most able children underachieve. An appropriate high emphasis on personal, social and emotional development, however, means that the children develop well in this area of learning.

### **Grade: 3**

#### **Care, guidance and support**

This is a good aspect of the school's work and inspectors found a lot of good examples of all children, including the most vulnerable, being well cared for. Good support for children with behavioural difficulties such as the 'time out pass' work well and the commitment from all staff to give a good level of care for children is impressive. The behaviour support team from the Local Education Authority helps children to become self-controlled and the school has developed a very good working partnership with a number of agencies, especially the Educational Psychology service. Child protection is secure and those children with learning difficulties are well supported through individual plans. Work in guiding all children's academic progress through the use of learning targets and through verbal and written feedback is developing well, but is inconsistent across the school.

### **Grade: 2**

## Leadership and management

The headteacher's outstanding leadership has led to major improvement in children's behaviour. In her relatively short time at the school she has transformed the learning culture so that children's personal development is now good. Many sound systems, such as the way children's progress is tracked, have been implemented by a team that is beginning to learn from the inspiring leadership. At this stage, overall leadership, including that of governors is satisfactory, which differs from the school's evaluation of good. This is because, although sound systems have been put in place, children's achievement in the basic skills is only satisfactory at this stage. The leadership of the school also have a big job ahead of them in improving the quality of provision in the Foundation Stage, where the most able children underachieve in the basic skills. With pockets of outstanding practice in teaching but inconsistencies across the school, leadership has yet to establish high quality provision that will build upon children's abilities in each class so that achievement is higher. Leaders have formed successful partnerships with the Local Education Authority, who have supported leaders well. Very positive links with other children's services and parents mean that achievement is starting to rise. The school's self-evaluation, which takes into account views from everybody connected to the school, is generally accurate but doesn't always focus on the outcomes of the work of the school. However, the headteacher is very clear about where the school needs to improve and all key issues identified by the school are the same as found by the inspectors. This means that the school has a very good capacity to improve.

**Grade: 3**

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## INSPECTION JUDGEMENTS

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>	<b>16-19</b>
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**OVERALL EFFECTIVENESS**

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	<b>3</b>	
How well does the school work in partnership with others to promote learners' well-being?	<b>2</b>	
The quality and standards in the Foundation Stage	<b>4</b>	
The effectiveness of the school's self-evaluation	<b>3</b>	
The capacity to make any necessary improvements	<b>Yes</b>	
Effective steps have been taken to promote improvement since the last inspection	<b>Yes</b>	

**ACHIEVEMENT AND STANDARDS**

<b>How well do learners achieve?</b>	<b>3</b>	
The <i>standards</i> reached by learners	<b>4</b>	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	<b>3</b>	
How well learners with learning difficulties and disabilities make progress	<b>3</b>	

**PERSONAL DEVELOPMENT AND WELL-BEING**

<b>How good is the overall personal development and well-being of the learners?</b>	<b>2</b>	
The extent of learners' spiritual, moral, social and cultural development	<b>3</b>	
The behaviour of learners	<b>2</b>	
How well learners enjoy their education	<b>2</b>	
The extent to which learners adopt safe practices	<b>2</b>	
The extent to which learners adopt healthy lifestyles	<b>2</b>	
The extent to which learners make a positive contribution to the community.	<b>2</b>	
How well learners develop workplace and other skills that will contribute to their future economic well-being	<b>3</b>	

**THE QUALITY OF PROVISION**

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	<b>3</b>	
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	<b>3</b>	
<b>How well are learners cared for, guided and supported?</b>	<b>2</b>	

**LEADERSHIP AND MANAGEMENT**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	<b>3</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	<b>3</b>	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	<b>3</b>	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	<b>3</b>	
How effectively and efficiently resources are deployed to achieve value for money	<b>3</b>	
The extent to which governors and other supervisory boards discharge their responsibilities	<b>3</b>	
The adequacy and suitability of staff to ensure that learners are protected	<b>Yes</b>	

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily.	<b>Yes</b>
Learners are encouraged and enabled to take regular exercise.	<b>Yes</b>
Learners are discouraged from smoking and substance abuse.	<b>Yes</b>
Learners are educated about sexual health.	<b>Yes</b>
<b>The extent to which providers ensure that learners stay safe.</b>	
Procedures for safeguarding learners meet current government requirements.	<b>Yes</b>
Risk assessment procedures and related staff training are in place.	<b>Yes</b>
Action is taken to reduce anti-social behaviour, such as bullying and racism.	<b>Yes</b>
Learners are taught about key risks and how to deal with them.	<b>Yes</b>
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships.	<b>Yes</b>
Learners, individually and collectively, participate in making decisions that affect them.	<b>Yes</b>
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	<b>Yes</b>
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills.	<b>Yes</b>
Learners have opportunities to develop enterprise skills and work in teams.	<b>Yes</b>
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	<b>NA</b>
Education for all learners aged 14-19 provides an understanding of employment and the economy.	<b>NA</b>

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North Fawdon Primary School  
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17 June 2005

Dear Children

Thank you for your help in our recent inspection of your school. The inspectors all thought that you were polite, friendly and helpful and we agree with your headteacher that you are a credit to the school.

We think that your school is a friendly and welcoming place and that all of your teachers and other adults, care for you well. We think that since your new headteacher joined the school, it is getting much better and the way she talks to you and listens to what you have to say must make you feel very special. At a meeting with some of your parents, one said 'She is just fantastic because she has time for everyone' – We agree with them. The way that you behave helps teachers to do their job and even those of you who find school difficult, know that you can get help from the school if you need it. We think that some of the teaching is really good and the circus day we saw when we were in school made us think that you have lots of exciting activities to make you enjoy school.

We have asked your headteacher to make your school even better by making sure that all lessons are good so that you get better at reading, writing and mathematics. We've also asked her to make sure that the youngest children in nursery and reception get an even better start to school by helping them to make better progress in their work. We also hope that other teachers can become as good leaders as the headteacher and with her help I'm sure they can.

Thank you again for your help

Yours sincerely

Chris Quigley  
Lead Inspector