



Cragside Primary School

Inspection Report

Unique Reference Number 108465
LEA Newcastle upon Tyne
Inspection number 277978
Inspection dates 7 February 2006 to 8 February 2006
Reporting inspector Mr David Shearsmith

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Cragside
School category	Community		High Heaton
Age range of pupils	4 to 11		Newcastle upon Tyne, Tyne and Wear
Gender of pupils	Mixed	Telephone number	0191 2668389
Number on roll	397	Fax number	0191 2151611
Appropriate authority	The governing body	Chair of governors	Mr Geoff Hughes
Date of previous inspection	1 February 2000	Headteacher	

Age group 4 to 11	Inspection dates 7 February 2006 - 8 February 2006	Inspection number 277978
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Introduction

The inspection was carried out by three additional inspectors

Description of the school

Cragside is a large school serving an outer suburb of Newcastle upon Tyne with most pupils coming from the immediate area. The intake is enriched by the entry of pupils from around the world. Fourteen percent of pupils have English as an additional language. The proportions of pupils claiming free school meals and of pupils identified as having additional learning needs are below average. Pupils enter the school from a wide range of providers with attainment on entry being broadly average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspection team agrees with the school that this is a good school; there are also some outstanding features. The school is effective in evaluating itself and has a clear view of where it can develop and improve further. As a consequence, standards are above average and still rising. Most pupils make good progress and the school performs significantly well in relation to similar schools. Pupils do particularly well in mathematics and science. The school is working hard to match this performance in English in 2006 and is on track to do so. The school has a good headteacher and an effective team approach to raising standards. Staff are also enthusiastic and dedicated to the school and have the capacity to improve further. The quality of provision in the Foundation Stage is good overall. The school has yet to develop fully its provision for the use of the outdoor learning area in Reception. The school gives good value for money.

not applicable

What the school should do to improve further

- Raise standards in writing for the more able and make sure work matches their needs.
- Improve the provision for outdoor learning in the Foundation Stage.

Achievement and standards

Grade: 2

Achievement and standards are good overall. By the end of Year 6 pupils' attainment is generally well above average except for the more able in writing.

Most groups of pupils make at least good progress. Standards in science were particularly high in 2005 with almost all pupils attaining the expected level and two-thirds attaining the higher level. Although most pupils attained the expected level in English, the percentage of pupils attaining the higher level was much lower than in mathematics or science and particularly so in writing. The school is well aware of the need to improve results in the national tests in English at the end of Year 6 to match those in science and mathematics and is on track to do so by the end of this school year. Pupils enter the reception from a number of providers and attainment on entry is broadly average, with a wide range of attainment and skills. They make good progress in the Foundation Stage and attain many of the national goals set for their learning. Good progress is also made in Key Stage 1 except in writing for more able pupils and, by the time pupils reach the end of Year 2, attainment is above average.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils very clearly enjoy coming to school and take very good

advantage of all it has to offer. This is reflected in their consistently good attendance. Pupils' behaviour is exemplary both in and out of class. They work hard to meet the very high expectations their teachers have of them. There have been no exclusions in recent years. Relationships with adults and between pupils are excellent, based on respect for all; they have fostered a real sense of school community. Children in the Foundation Stage quickly develop the social skills necessary for life in school. By Year 6 pupils relish the opportunities to take on responsibilities and demonstrate mature and confident attitudes. Pupils of all ages contribute well to decision making. The school promotes pupils' cultural development very well. Effective use is made of the richness of the ethnic mix within the school. Pupils clearly understand the need for safe practices and understand the importance of eating healthily; they know the importance of economic wellbeing.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. In some lessons the teaching is outstanding. In these lessons the pupils are inspired by the demands made of them and the high levels of interest and relevance to their learning needs. Teaching successfully extends pupils' understanding and promotes interactive learning well. In the Foundation Stage, teachers and support staff work well as a team with a focus on assessing children's progress and on developing language skills. In Key Stages 1 and 2, teachers have a good knowledge of the strategies needed to develop the basic skills of literacy, numeracy and information and communication technology. Most lessons are well planned and proceed with a good pace and clear explanations. In satisfactory lessons, more able pupils make insufficient progress particularly in English. In good lessons talk partners effectively promote learning. Relationships in most lessons are good and so pupils make every effort with their learning. Pupils with additional learning needs and English as a second language make the expected amount of progress in lessons. Good use is made of the high quality teaching assistants to support these pupils.

Curriculum and other activities

Grade: 2

The curriculum is good; it is interesting and varied so pupils enjoy their education. Information and communication technology is used effectively and has improved since the last inspection. There are some good curricular links developing especially in English so that pupils can practise their skills across all subjects. The curriculum is well enriched by a large number of trips, visiting speakers and clubs. Physical education is enhanced by the use of specialist coaching and the facilities at the local specialist college. The introduction of focus weeks where the pupils work on a theme is a good development which enriches pupils' learning opportunities. Performing arts make an outstanding contribution to the quality of the curriculum. The curriculum in the Foundation Stage is effective because it is flexible and caters well for the different abilities of children.

The outdoor area does not yet make its full contribution to learning. The extra enrichment to the curriculum is good. Pupils benefit considerably from a wide range of sports, arts and other exciting activities.

Care, guidance and support

Grade: 2

The care, guidance and support of pupils are good. Staff know their pupils well and parents agree that their children are shown a high level of care. This starts in reception where good quality relationships with adults mean children settle quickly into school routines. There are secure arrangements for child protection and health and safety. Pupils agree that they feel very safe. Pupils with learning difficulties or disabilities and those with English as an additional language make good progress. This is because they are well supported in lessons and when working in small groups. Effective communication between staff, parents and external agencies ensures these pupils receive appropriate support. Pupils are involved well in discussions about their progress and have a good understanding of what they need to do to improve. High quality marking of work in books helps pupils to understand how well they are doing. Class targets are set in numeracy and most pupils are clear about what they need to do to improve their work. This practice, however, is not consistently applied across the school. School leaders have rightly identified this as an area for development.

Leadership and management

Grade: 2

The leadership and management of the school are good. The school has good arrangements for evaluating its strengths and weaknesses and, consequently, has a good understanding of them. Parents' views and the opinions of teachers and school council help the school to plan successfully to raise standards even further. Assessment and tracking of pupils' attainment and progress is developing well. The school is particularly successful at the early identification of pupils with additional learning needs and organising the subsequent support for their learning. Subject leaders have a clear understanding of their subjects and what they need to do to improve. The Foundation Stage is managed well, but the outdoor area is not developed sufficiently to promote the children's learning in an outside environment. Governors have a good relationship with the school and all statutory requirements are met. Governors take an active role in the school's development and have a good strategy for working with the school on its evaluation and development planning. The school has a good capacity to improve further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

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

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

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

Text from letter to pupils explaining the findings of the inspection

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Mr Mike Howard

Cragside Primary School

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7 February 2006

Dear Pupils

Following our visit to your school this week the inspection team would like to thank you for being so friendly, helpful and polite. We enjoyed our visit very much and think that you are right to be proud of your school. We were impressed by your good behaviour and your efforts to learn. You told us that your teachers are good and we agree with you. You work hard and the results in your tests are good. Your teachers are going to make sure that they are even better this year, particularly in English and I know that you are going to help in this. We enjoyed hearing you sing, play your instruments and dance. The school is also going to make outdoor play better for reception. Congratulations on all your hard work. I know that you think that Cragside Primary School is a good place in which to learn and we think so too.

Yours sincerely

Dave Shearsmith

(Lead Inspector)