



# Cullercoats Primary School

## Inspection Report

**Unique Reference Number** 108569  
**LEA** North Tyneside  
**Inspection number** 278000  
**Inspection dates** 8 March 2006 to 9 March 2006  
**Reporting inspector** Mr Tom Grieveson

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

<b>Type of school</b>	Primary	<b>School address</b>	Marden Avenue
<b>School category</b>	Community		Cullercoats
<b>Age range of pupils</b>	4 to 11		North Shields, Tyne and Wear NE30 4PB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 2008721
<b>Number on roll</b>	340	<b>Fax number</b>	0191 2008722
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Dr David Lilley
<b>Date of previous inspection</b>	1 February 2000	<b>Headteacher</b>	Miss Pauline Akeroyd

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 8 March 2006 - 9 March 2006	<b>Inspection number</b> 278000
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

## **Description of the school**

Cullercoats Primary School is a larger than average sized school located 100 metres from the North Sea coast in a closely knit village community. The school's roll has decreased in recent years reflecting the reduced number of school aged pupils in the area. However, a significant number of families choose to send their children to the school from neighbourhoods outside of its normal catchment. A small percentage of pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is well below the national average. A small percentage of pupils come from minority ethnic families where English is not the first language.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Cullercoats Primary is a good and increasingly effective school, a view endorsed by the large majority of parents. The school's own evaluation of its performance closely matches this judgement, where it differs this reflects the high expectations which it has of itself and its continuous drive to improve.

Cullercoats Primary is a good school because standards are consistently high and the over-whelming majority of pupils, including those with learning difficulties and/or disabilities, reach the challenging targets set for them. However, a small minority of more able pupils should achieve higher standards in science. Leadership and management are good. The school's senior leaders know where the school's strengths lie and where further progress is required. Detailed and rigorous monitoring of performance is conducted and effective action taken to improve matters where necessary. This is a key element in the school's success. As the school acknowledges, further improvements are still required to ensure that all teachers plan consistently to meet the needs of all learners and also to offer more opportunities for pupils to utilise their information and communication technology (ICT) skills across the curriculum. Teaching and learning and the curriculum are also good and improving. A particularly strong feature of the school's work is the excellent care which pupils receive. Links with other agencies and other schools are highly effective. Pupils' behaviour and their personal development are good. Teaching and learning in the Foundation Stage are effective and pupils make good progress during their time in the reception classes. The school has improved significantly since the previous inspection and has good capacity to improve further. The school provides good value for money.

### What the school should do to improve further

- Ensure that an increased number of more able pupils reach higher standards in science.
- Monitor the steps taken to ensure that pupils have appropriate opportunities to develop their ICT skills across the curriculum.
- Monitor the steps taken to achieve greater consistency in teachers' planning to ensure the full range of pupils' learning needs are being met.

## Achievement and standards

### Grade: 2

Pupils enter the reception classes with broadly average attainment. Good teaching and thorough assessment ensures pupils make good progress and achieve well. The majority reach their early learning targets and a minority of pupils exceed them.

Standards at key stages 1 and 2 have been consistently above national average. The large majority of pupils make effective progress and achieve the targets set for them. In 2005, a small number of the most able did not reach expected standards in science.

High overall achievement is due to effective teaching and support based upon a comprehensive understanding of pupils' needs. Pupils' performance is tracked in exacting detail from regular assessments of their work. When under-achievement is identified additional resources are targeted at improving pupils' learning in specific areas. In most instances, teachers use assessment information to plan learning effectively. Detailed assessment ensures that pupils with learning difficulties and/or disabilities also make good progress. Targets for their future improvement are accurate and carefully focused; consequently pupils' identified needs are tackled effectively.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Pupils enjoy school and attendance rates are high. They recognise the importance of a balanced diet and most make healthy choices at lunchtimes. Pupils' have positive attitudes towards being healthy and physically fit. Their spiritual, moral, social and cultural education is good. They understand right from wrong and pupils take personal responsibility for their own actions. Behaviour is good in lessons and around school. Relationships are very good; mutual respect is clearly evident between adults and pupils. The new buddy system supports less confident pupils effectively and is highly valued. The care and respect which pupils display towards one another is a particularly strong feature. Pupils have a good understanding of the major world religions and benefit from visitor expertise in this area. They fully commit to local charity fund-raising and projects to support disadvantaged communities in Bogota. Pupils engage in discussions eagerly and are proud to talk about their work and their school. They enjoy taking responsibility and school council members show a keen commitment to their role. Pupils consider that their views are respected and cite improvements to the outdoor play space as one example of this. The good acquisition of basic skills supports pupils' future economic well-being although opportunities to develop the use of ICT skills more widely across the curriculum require further improvement.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and improving. Teachers understand the needs of their pupils well. Most learning opportunities enable pupils to make good progress. In a small number of cases, planning did not fully cater for the full range of pupils' abilities and this restricted the progress of the least able. In the most effective lessons teachers use successful strategies to engage pupils and motivate them to learn. Teachers exhibit good subject knowledge and are enthusiastic. Explanations to pupils are clear, expectations of what pupils can achieve are high. Classroom routines are managed effectively, lessons have good pace and pupils are expected to work hard. Praise and reward are used to good effect. Pupils have good attitudes to their work. They are eager to participate and enjoy their learning. In most lessons, pupils are given

appropriate opportunities to cooperate and demonstrate initiative, although not in all. Work is assessed regularly and improvement targets set. Mostly good and accurate feedback is given to pupils about their performance. Occasionally, however, marking does not inform pupils sufficiently about how to improve. Teaching assistants make an effective contribution to pupils' learning. However, they are not sufficiently engaged at the beginning or end of lessons to support pupils, and opportunities to help the least able are missed.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It meets statutory requirements and is organised to meet the needs of all learners. Learning programmes for individual pupils are modified in the light of detailed assessments of their progress with additional help provided to target any identified under-achievement. This is a particularly successful feature of the school's work. Whilst pupils' ICT skills are good, they have insufficient opportunities to develop these in other subjects. There is an appropriate focus on developing pupils' basic skills and classroom work is enriched through numerous educational visits. Locally these include shops, theatres and museums. More distantly, older pupils experience residential fieldwork at Dalguise Outdoor Activity Centre. External agencies effectively support pupils' creative development such as the drama project with the 'Young Americans Theatre Group.' Parents successfully engage with their children's learning through the 'Parent and Children Together' initiative. Community organisations support local heritage studies at North Shields Fish Quay and at a neighbouring senior residents home. Older pupils enjoy and benefit from after-school activities which include physical education, music, drama, French and ICT.

## **Care, guidance and support**

### **Grade: 1**

The school's care for its pupils is outstanding. Staff are highly supportive of pupils and demonstrate great commitment to their welfare. Pupils are offered effective help when problems arise and issues are quickly resolved. A range of external expertise is engaged to alert pupils about how to stay safe, including local fire service personnel, police officers and life boat crew members. The school has adopted local authority policies on child protection and key staff have received appropriate training in procedures to keep pupils safe. Risk assessments are thorough and up to date. Work with support agencies ensures that levels of care are consistently high. Parents and carers receive timely information about their child's progress and school routines. Pupils' academic progress is monitored well and for the most part, pupils are provided with good guidance on how to improve. Links with the secondary school are good and older pupils feel confident about the transition to secondary school.

## Leadership and management

### Grade: 2

Leadership and management, including governance, are good. The head teacher provides clear and determined leadership which is focused securely on providing high quality provision for pupils and achieving high standards. She is well supported by a committed workforce. Coordinators are increasingly effective in developing their subjects through their monitoring and well-focused action plans. Recent senior appointments have strengthened the leadership team and improved its capacity to lead the school forward.

The school's monitoring systems are rigorous and highly effective. Strengths and weaknesses are well understood, actions plans and targets are precise and appropriate. In particular, accurate assessments obtained from the monitoring of teaching and learning and pupils' progress are providing a secure basis from which to plan learning for pupils of all abilities. The large majority of parents who responded expressed very positive views about the quality of education which their children receive.

The governing body are well informed and extensively involved. They have a clear sense of purpose and a determination for the school to continue to improve. They have been fully involved in the appointment of new high calibre staff and this has added significantly to the school's improving capacity. Financial management is good and administrative procedures are efficient. Resources are targeted to good effect on improving standards. Although the school buildings date from 1952, they are well maintained and provide a good environment for pupils' learning.

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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>	<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>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	1	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The Pupils

Cullercoats Primary School

Marden Avenue

Cullercoats

North Shields

Tyne and Wear

NE30 4PB

9 March 2006

Dear Pupils

As you know Mr. Sergison, Mr. Lilley and myself spent two days inspecting your school on the 8 and 9 March 2006. The report has now been completed and I would like to tell you about what it contains.

Your school provides you all with a good education. The head teacher and the staff work extremely hard on your behalf. I was impressed by the welcome which you gave us to your school. Thank you for that. Your school is a very welcoming place. You were very helpful in providing information which showed how pleased you are to attend Cullercoats Primary School and how much you enjoy your education. Your behaviour, and the hard work which you showed in lessons, was very good indeed. Well done, you are a credit to your school.

The staff at Cullercoats provide you with very good care. You know a great deal about keeping safe and being healthy. The fundraising you take part in to support worthy causes shows you are caring people who want to help others. You showed us how responsible you are. The school buddies are very helpful and the support they give is good. Your School Council does a very good job and the head teacher values what pupils have to say on your behalf.

I would be grateful if you would thank your parents for all the very useful information which they provided. They clearly like your school and consider that it is doing well. They are right to think so.

We have asked the head teacher, governors and staff to concentrate on making 3 things even better and you might want to think about how you can help them.

Firstly, we think that more of you could achieve even higher standards in science.

Secondly, while your ICT skills are already good, we would like you to have more opportunity to use them in all subjects across the curriculum.

Thirdly, while teaching at your school is good, we feel that teachers need to make sure that they plan well for all pupils in lessons so you can all make the best possible progress all of the time.

Thank you for making our visit to Cullercoats so enjoyable. Please accept my very best wishes for the future.

Yours faithfully

Tom Grieveson

Her Majesty's Inspector