



Monkhouse Primary School

Inspection Report

Unique Reference Number 108576
LEA North Tyneside
Inspection number 278002
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Mr Tom Grieveson HMI

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

Type of school	Primary	School address	Wallington Avenue North Shields Tyne and Wear, NE30 3SH
School category	Community	Telephone number	0191 2006350
Age range of pupils	4 to 11	Fax number	0191 2006350
Gender of pupils	Mixed	Chair of governors	Mr Malcolm Bowie
Number on roll	303	Headteacher	Mrs Heather Westlake
Appropriate authority	The governing body		
Date of previous inspection	1 September 2000		

Age group 4 to 11	Inspection dates 7 June 2006 - 8 June 2006	Inspection number 278002
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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

Monkhouse is a larger than average sized primary school situated on a spacious open site in the Marden estate area of North Tyneside, approximately half a mile from the North Sea coast. The school's population has reduced in recent years, reflecting the smaller pupil numbers living in the immediate area. The school houses the local authority's Deaf Support Base, currently providing for 11 pupils. Whilst some of these pupils live locally, others travel from elsewhere in the borough and from neighbouring authorities. The proportion of pupils entitled to a free school meal is below the national average and the percentage of pupils with learning difficulties and/or disabilities is similar to the national rate. The number of pupils from minority ethnic backgrounds is small, although a small proportion of these pupils come from homes 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

Monkhouse is a good and increasingly effective school which enjoys the confidence of the large majority of parents. The clear and focused leadership of the headteacher has ensured that effective progress has been made since the previous inspection and all the identified issues have been successfully addressed. The school now has good capacity for further improvement because the quality of teaching, and the learning it inspires, is now consistently good. In parts of Key Stage 2 and in the Deaf Support Centre teaching is outstanding. In addition, the school's leadership is securely focused on raising standards based upon a detailed and accurate knowledge of the school's strengths and where further improvement is required. Although an increasing number of pupils have below average literacy, numeracy and social skills when they enter the Reception class, their needs are well catered for and they make good progress. This continues throughout Key Stages 1 and 2 so that when pupils are 11 years of age most achieve in line with national expectations and in some years they significantly exceed them. A minority of more able pupils, however, should achieve higher standards particularly in English and science. Pupils with hearing impairments and those with learning difficulties and/or disabilities make particularly good progress because they receive high quality targeted support. The school has changed the way teachers plan lessons, organise the curriculum and track pupils' progress. Teachers now have a more accurate knowledge of pupils' achievements and their future learning needs. Most teachers use this information effectively in their lesson planning and are increasingly creative in the manner in which they prepare learning and organise pupils. These improvements have impacted positively to improve teaching and learning and the progress made by the majority of pupils. Pupils are happy at Monkhouse and enjoy their learning. The majority work hard, they behave well and exhibit a strong desire to learn. Pupils with hearing impairments in mainstream lessons are integrated extremely well, and take part in most lessons. There is a genuine respect exhibited towards all members of the school community. Pupils know they are well cared for because their welfare and safety are given high priority.

What the school should do to improve further

- Ensure that all teachers consistently and accurately plan for the learning needs of all more able pupils to ensure they achieve higher standards.

Achievement and standards

Grade: 2

Over time, the progress made by the majority of pupils and the standards they achieve are good. Pupils assisted by Deaf Support Centre staff and those with learning difficulties and/or disabilities make particularly good progress because the support which they receive is well coordinated and highly effective. In recent years, the proportion of pupils who start school with below average literacy and numeracy skills has increased. However, in the Reception class, the majority of pupils make good

progress in their learning and their needs are effectively addressed. Staff are particularly successful in improving pupils' emotional and social development and this helps their confidence, enjoyment of learning and their ability to work productively with others. Most pupils maintain this good progress at Key Stage 1. By the time they are seven, the majority achieve national standards in writing and mathematics but not enough achieve higher levels in reading, mainly because expectations of more able pupils in this subject are not high enough. At Key Stage 2, good and outstanding teaching based upon a thorough understanding of pupils' needs ensures that most pupils consistently achieve at least in line with national averages and in some years significantly exceed them. Some more able pupils, however, should achieve higher levels in English and science. Improved assessment and pupil tracking procedures are now leading to better targeted intervention and this is supporting the school to effectively address aspects of underachievement.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The majority of pupils enjoy learning, behave well and demonstrate good attitudes to their work. Attendance remains above the national average. Pupils are proud of their school and engage willingly in discussion about it. They are keen to emphasise its strengths, although school council members in particular offer issues which they feel require improvement. This group take their role very seriously and recognise that their opinions are valued and acted upon. Pupils demonstrate their caring attitude through a commitment to good causes and their willing participation in fund-raising events for charity. The school's commitment to encouraging healthy lifestyles is reflected in pupils' knowledge and the positive choices which they make to keep fit and eat healthily. Pupils' spiritual, moral, social and cultural development is good. They have a clear understanding of right and wrong and the majority take full responsibility for their actions. They work cooperatively with each other and demonstrate maturity when considering moral issues. For example, pupils gave considered and reflective responses to sensitive matters such as in a Year 5 lesson about fox hunting. Some pupils have good opportunities to demonstrate their entrepreneurial skills through sponsored events and the school council shop.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall and occasionally outstanding at Key Stage 2 and in the Deaf Support Centre. Teachers make sure pupils know what they are to learn and how their progress will be measured. This engages pupils and provides a secure starting point to all lessons. The majority of teachers demonstrate high expectations of pupils. They use the school's assessment and tracking procedures to plan learning which accurately meets the needs of most pupils, although this does

not always sufficiently take account of the needs of the most able. A notable feature of the best lessons is the quality of teachers' questioning to challenge pupils' thinking and inspire them to persevere with their work even when tasks are difficult. The use of individual and group targets, which are placed in workbooks and displayed in classrooms, provides pupils with a clear understanding of how they can improve and what they need to learn next. Recent staff training has improved the range of teaching strategies which teachers use. This has resulted in more opportunities for pupils to demonstrate greater independence in their learning and is further strengthening their ability to evaluate their own progress. Only in lessons when teachers talked for too long did pupils lose interest and motivation. Some became disinterested and occasionally this led to low level disruption.

Curriculum and other activities

Grade: 2

Curriculum provision is good and meets all statutory requirements. The school is successfully re-aligning its curriculum to secure improved links between subjects and ensure that pupils have opportunities to develop their basic skills more fully in all curriculum areas. Good provision for literacy, numeracy and science contributes effectively to the standards pupils achieve and the progress which they make. However, the school is yet to establish a full curriculum overview which provides clear guidelines for teachers to ensure that all subjects other than English, mathematics and science are covered appropriately. Teachers are increasingly creative in the way they teach and this often provides an exciting range of opportunities which pupils enjoy. Educational visits and visitors effectively extend the curriculum and broaden pupils' experiences and enjoyment of school further. This includes the Toy Museum, Beamish, religious venues and wildlife areas. Other professionals such as local lifeguard personnel strengthen pupils' awareness of the facilities in the local area and highlight important safety considerations. Special days to promote dance, religious education and the arts successfully raise pupils' awareness of local cultural opportunities and extend their enjoyment of learning.

Care, guidance and support

Grade: 2

The care, guidance and support which pupils receive are good. Child protection procedures are in place, and training for staff has improved since the last inspection. The school takes health and safety issues seriously and all risk assessment procedures are adequately catered for. Provision for personal, social and health education is good and contributes well to raising the self-esteem of pupils. It also provides appropriate opportunities for pupils to explore problems and arrive at solutions. Pupils with learning difficulties and/or disabilities receive effective support and this ensures they make good progress. Pupils with hearing impairments are extensively included in mainstream lessons with other pupils. The support they receive is never less than good and often outstanding. Target setting arrangements are well understood by pupils who are able to explain in detail what it is they need to do to improve their work. The marking done

by staff is increasingly effective in providing guidance for pupils about how to improve but not enough account is taken of the additional learning needs of some more able pupils and this limits their progress.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides clear strategic direction focused on achieving high standards for all pupils. She is ably supported by her senior team and enjoys the commitment and hard work of the whole school workforce. The school's overall capacity for further improvement is good and it provides good value for money. The school's self-evaluation procedures are increasingly rigorous and provide an accurate assessment of the school's strengths and where further improvement is required. Improvement plans are carefully aligned to where developments are necessary and this has ensured that recent developments, for example, to teachers' planning and the tracking of pupils' progress, are increasingly effective. Subject coordinators and other middle leaders are well informed about the strengths and weaknesses in their respective areas and use this information to target actions to effect improvements. Governors demonstrate a clear sense of loyalty, some over an extended period, and a commitment to further school improvement. They work successfully alongside the leadership team to ensure this occurs. Governors have an accurate understanding of where matters need to improve and receive timely and accurate reports from staff as the basis for making informed decisions. Financial management is good. The impact of a reducing pupil roll and its impact on the school's budget is being managed effectively. Difficult staffing adjustments in response to a declining budget share are handled appropriately and with sensitivity. Spending decisions reflect improvement priorities well, although the amount of resource committed to educational materials is relatively small and is heavily subsidised from parental contributions. For example, the significant new investment in the school's ICT suite has been substantially paid for from voluntarily raised contributions. Improvements to the external areas are impressive and support pupils' appreciation of the school environment and their role in its upkeep.

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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	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	3	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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The Pupils,

Monkhouse Primary School

Wallington Avenue

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Tyne and Wear

NE30 3SH

7 June 2006

Dear Pupils,

Thank you for welcoming Mrs Buller, Mrs Turner and myself to your school on the 7 and 8 June 2006 to carry out the inspection. We really enjoyed our visit. The report is now complete and I would like to tell you about what it contains.

Firstly, we consider that Monkhouse Primary is a good school which is continuing to improve. Your headteacher, Mrs Westlake, the staff and governors all work extremely hard to provide you with a good education. They are being successful and, although they want to achieve more, much good work has already been done. I know from what you told us how highly you regard them and appreciate the work that they do for you.

We think that you work hard and try your best. Your behaviour during the inspection was a credit to the school. You answered our questions, you told us about your school and gave us a really good impression of how hard you work. Well done.

There is one thing which we have asked Mrs Westlake, the staff and governors to improve and perhaps you can think about how you can help.

We want them to help more able pupils to achieve even more by ensuring that when planning their lessons, teachers always take account of the needs of all pupils.

Please thank your parents for sharing their views about the school with us. The large majority of them clearly like your school and consider that it is doing a good job. We agree with them.

I would like to wish you all our very best wishes for the future and hope that you all continue to do very well.

Tom Grieveson

Her Majesty's Inspector of Schools