



Coquet Park First School

Inspection Report

Unique Reference Number 108590
LEA North Tyneside
Inspection number 278004
Inspection dates 28 November 2005 to 29 November 2005
Reporting inspector Ms Andrea Lyons

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

Type of school	First	School address	The Links
School category	Community		Whitley Bay
Age range of pupils	3 to 9		Tyne and Wear, NE26 1TQ
Gender of pupils	Mixed	Telephone number	0191 2008708
Number on roll	170	Fax number	0191 2008798
Appropriate authority	The governing body	Chair of governors	Mr Dave Pederson
Date of previous inspection	1 February 2000	Headteacher	Mr Mark Lovell

Age group 3 to 9	Inspection dates 28 November 2005 - 29 November 2005	Inspection number 278004
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors of Schools.

Description of the school

Coquet Park First School is smaller than most primary schools. It is situated in a socially advantaged area of Whitley Bay, and occupies new purpose built premises. It has fewer pupils who are eligible for free school meals than is the case nationally or locally. However, it identifies a significantly higher number of pupils as having learning difficulties and/or disabilities than the local authority average. There is a small Bangladeshi community and some of these pupils have English as an additional language. The school has a very small proportion of children who are looked after. It has its own popular Nursery and also an arrangement with a local private day care provider which arranges 'wrap round' day care on site before and after school. It is a popular school which commands a great deal of parental support.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Coquet Park First School is a good school. It has a very supportive and caring ethos, which provides a good foundation for teaching and learning. Pupils' behaviour is excellent. The quality of teaching is always at least satisfactory, with some good features. Pupils enter school with high levels of attainment and by the end of Year 4 they have made good progress. The curriculum is good, with a significant number of opportunities for enrichment through visits and events. Care and support for pupils is a strength of the school, but guidance for pupils is let down by ineffective marking of work. Leadership and management are good overall, with particular strengths in the team ethos and subject leadership responsibilities. However, monitoring of the quality of teaching is not sufficiently rigorous. The quality and standards in the Foundation Stage are good. The school has worked on the development issues raised in the previous inspection with varying success. For instance, despite work undertaken on improving handwriting, it still remains a problem and assessment of children's work is still not effective. However, it has successfully addressed the other two key issues. It has a supportive governing body and its capacity to improve is good. The school provides good value for money.

not applicable

What the school should do to improve further

- Develop a system of rigorous monitoring of the quality of teaching, linked to staff's continuing professional development.
- Improve the assessment of children's work so that both staff and pupils can clearly see the extent of progress made and the next steps needed to improve.

Achievement and standards

Grade: 2

Pupils enter school with a high level of attainment, and this is further developed in Nursery through detailed individual assessment and a programme of well matched activities so that children make good progress. Progress in the rest of the school is more variable, but accelerates in Year 4 where it is good. By the time pupils leave the school, their attainment is, overall, significantly above the national average. Of the three core subjects, pupils attain the highest standards in mathematics, followed by reading. Writing has been less successful than these two areas for a number of years, although results are still slightly above the national average. The school sets itself appropriately challenging targets for its overall results.

The school identifies a large proportion of its children as having learning difficulties and/or disabilities. It makes early and effective interventions which help the vast majority of these children make very good progress, such that by Key Stage 2 they catch up with their peers. The school makes well-focused and effective provision for

more vulnerable pupils and pupils who have English as an additional language, with the result that these pupils make good progress.

Personal development and well-being

Grade: 2

The provision for pupil's personal development and well being is good. Pupils enjoy school and benefit from the caring family ethos. Their behaviour is excellent both in class and around the school and their attitudes to work are good. Pupils are confident and relationships both with other children and with staff are very good.

The school provides well for pupils' spiritual, social, moral and cultural development. They celebrate other cultures within the school and encourage children and families to share celebrations and special events. Pupils support international charities and a number of charitable ventures in England.

Pupils report they feel happy, safe and healthy in school. As the result of thoughtful and well planned work throughout the curriculum, they recognise the importance of a healthy diet and regular exercise. They learn to enjoy sport both through the enthusiasm of staff and the provision of specialist teaching. They are helped to choose a healthy diet by a colour coded system in use at lunchtimes. Pupils are taught how to stay safe. An active and well informed school council accurately reflects the views of all children in the school and, through well reasoned argument, is able to influence management decisions.

Quality of provision

Teaching and learning

Grade: 3

The school believes that its teaching is good, but the inspectors judge it to be satisfactory with some good features. Where the teaching is good or better, the teachers engage the pupils' interest with their imaginative and dynamic approach and provide interesting activities which the pupils can see are relevant to them. When they have achieved what the teacher hoped they would, they are still challenged and encouraged to go further. Pupils participate eagerly, and make good progress.

Where it is less good, teachers manage the lesson competently but without enthusing the pupils. Work is suitably planned and pupils complete it successfully, but they do not have enough opportunity to take the activity further or take responsibility for their own learning, evident from lesson observations and scrutiny of pupils' work. This showed too much work where the activities did not allow pupils to explore the topic further and limited their progress to what the teachers felt confident they could achieve. However, sometimes in whole-class teaching, an opposite problem occurs, when teachers have aimed high with the content of the lesson and are so keen to complete the work that they miss opportunities to assess how much pupils have understood. This means that some pupils are not secure in what they have been taught.

Curriculum and other activities

Grade: 2

Curriculum provision is good. It covers all statutory requirements. The recent introduction of French throughout the school both extends the range of pupil experience and provides strong links to other curriculum subjects. Music is a strength of the school. An extensive range of extra curricular activities, many concerned with staying healthy and safe, enhance pupil experience. The school building is used to maximise learning with specialist, well resourced, areas for information and communication technology (ICT), music and art. Lessons are enriched by many visits to places of educational interest and a residential visit for the oldest pupils.

The curriculum for the youngest children is good. It builds on their previous knowledge and experience and enables them to make good progress.

Care, guidance and support

Grade: 3

Pupils are very well cared for and they recognise and value this. The staff work hard to develop the distinctive caring ethos of the school, which creates a very positive environment for the pupils both in terms of their learning and their social and emotional development. Parents also appreciate this and, in turn, offer good support to the school. Arrangements for dealing with child protection issues are good. The school works well with a range of external agencies and provides very good support for all pupils especially those with learning difficulties and/or disabilities and those in need of extra support. Pupils' concerns are taken seriously and acted upon. A recent concern raised by the school council resulted in the production of child generated guidelines for staff on how to deal with pupil concerns. There is no evidence of bullying. Older pupils take responsibility for looking after younger children and carry out their responsibilities with great care. The care and support provided for and by pupils are a strength of the school.

However, pupils are not as well guided as they should be with regard to their academic progress. As the new target setting procedures are not yet well established, pupils are not sufficiently involved in taking responsibility for their own learning. They are not yet secure and enthusiastic about owning their own targets and there are too few opportunities for them to assess their own progress. Marking does not give enough detail to help pupils improve their work. It too often describes what they have done rather than analyses what they should do. There is too little information for pupils on next steps in order to meet their targets and too little information for staff to allow them to plan, in detail, for the learning needs of individuals.

Leadership and management

Grade: 2

The school has a very collaborative approach to its leadership and management. This has been intensified recently as a result of unavoidable absences in the senior

management team, which has meant that most staff have taken on additional responsibilities. Overall, this approach has worked well. The staff are highly committed, have a very strong team spirit and work very closely together to analyse any areas for improvement and develop solutions. The school evaluates many areas of its work very well, and has taken action to improve identified subject areas. Subject leaders are very effective and have the capacity to bring about further improvements in teaching and learning.

However, the distinctively 'family' atmosphere has the disadvantage that staff have tended to overestimate their colleagues' performance when monitoring the quality of their teaching. Monitoring by the headteacher has not been sufficiently rigorous. Some areas of the school's practice, such as assessment, are insufficiently developed and do not reflect current good practice in the wider world of education.

The school has a good system for termly and annual assessment and has developed an ICT based system for analysing pupils' attainment and to assist in target setting. However, this is as yet in the very early stages of implementation and the results of this are not yet evident.

The governing body is extremely committed, and manages an effective balance between challenge and support. The school is well placed to continue to improve.

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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	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	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?	3	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?	3	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	3	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	NA
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 Links

Whitley Bay

Tyne and Wear

NE26 1TQ

30 November 2005

Dear Children

Thank you very much for welcoming us into your school. We really enjoyed talking to you and looking at your work.

Here are the things that we liked best about your school

How well the teachers and other staff care for you and what a friendly feeling there is in your school.

What good relationships you have with each other and with the adults in your school.

How excellently you all behave in your lessons, around the school and in the playground.

The way that you keep healthy by eating sensible food and taking lots of exercise.

The way that you are involved in helping run your school through the School Council.

How hard you work and what good results you get.

What we have asked Mr Lovell and all the teachers to do now

For Mr Lovell and other teachers to come into your classes to look carefully at how well teachers are teaching and you are learning.

To mark your work so that you know what you need to do to improve your work the next time.

Please thank your parents for us, for sending back so many of the questionnaires. They were all very happy with school.

Best wishes

Andrea Lyons HMI, Christine Graham HMI

Lead inspector and team inspector