



# Collingwood Primary School

## Inspection Report

**Unique Reference Number** 108602  
**LEA** North Tyneside  
**Inspection number** 278007  
**Inspection dates** 13 July 2006 to 14 July 2006  
**Reporting inspector** Mrs Sheila Mawer

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

<b>Type of school</b>	Primary	<b>School address</b>	Oswin Terrace
<b>School category</b>	Community		North Shields
<b>Age range of pupils</b>	3 to 11		Tyne and Wear, NE29 7JQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 2005038
<b>Number on roll</b>	429	<b>Fax number</b>	0191 2005255
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr David Corkey
<b>Date of previous inspection</b>	1 March 2000	<b>Headteacher</b>	Dr Jim Crinson

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 13 July 2006 - 14 July 2006	<b>Inspection number</b> 278007
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Collingwood is a large primary school in North Shields that serves a wide area of high social deprivation. The proportion of pupils eligible for free school meals is higher than that found nationally. An above average number of pupils have learning difficulties and/or disabilities and numbers are rising. Nearly all pupils are from White British backgrounds but the school has a small number from minority ethnic groups. Attainment in the nursery is well below average. The school has gained the Healthy Schools award, Artsmark and Investors in People.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. This judgement matches the school's own self-evaluation of its effectiveness. The school provides all pupils with every opportunity to succeed and offers good value for money. Adults put the well-being of pupils at the heart of their work and provide outstanding care. As a result, pupils are keen to learn and behave well. Parents are fully justified in the confidence they have in the school when they say, 'Every Child Matters at Collingwood and we are proud our children go there'.

Children benefit considerably from an outstanding start in the Foundation Stage, making excellent progress. In the rest of the school, teaching and learning are good with some outstanding lessons, resulting in good progress and achievement. Pupils attain broadly average standards by the time they leave the school. However, not enough emphasis is given to improving pupils' spoken language skills. Very good support for pupils with learning difficulties and/or disabilities enables them to achieve very well. The good curriculum provides considerable enrichment and enjoyment for pupils, but there are not enough opportunities for older pupils to develop their writing skills in subjects other than English.

Leadership and management are good. The care and vision of the headteacher and deputy headteacher, supported by committed staff, ensure that the school grows and flourishes. Governors lead and manage well with a strong sense of purpose. The school is much better than it was at the previous inspection and has a very good capacity to improve further.

### What the school should do to improve further

- Raise the standards and quality of spoken language in both key stages.
- Extend opportunities for writing in subjects other than English in Years 3 to 6.

## Achievement and standards

### Grade: 2

Achievement is good because pupils make good progress to reach average standards. Standards have risen in both key stages since the previous inspection through better teaching and improved provision for pupils with learning difficulties and/or disabilities. In the Foundation Stage, the very clear focus on developing communication skills is a significant factor in the outstanding progress that children make. Despite this, only about half reach the expected standards by the start of Year 1 because their language skills are exceptionally low on entry to the nursery.

In Key Stage 1, pupils make good progress and by the end of Year 2 achieve well. In the national tests in 2005, results were slightly below average. This year, a higher proportion reached the expected Level 2 or above and standards have improved.

Pupils make good progress in Key Stage 2 and achieve well. Standards have risen well over the past three years in the national tests at the end of Year 6. In 2005 they were average in English and just above average in mathematics and science. Standards are lower this year for the current Year 6. Fewer pupils reached the expected Level 4 or met their challenging targets, but progress remains good. This is because these pupils started school with exceptionally low levels of attainment and nearly half have learning difficulties and/or disabilities.

Throughout the school, the spoken language of a significant number of pupils is below average. Although this aspect is given a high priority in the Foundation Stage and Year 1, it receives less planned focus in teaching in the rest of the school. Pupils with learning difficulties and/or disabilities make very good progress.

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

### **Grade: 2**

Personal development is good. Pupils enjoy their learning and take pride in it. Their good attendance demonstrates their pleasure in coming to school. Throughout the school, pupils learn to work together well. Cooperation skills are promoted particularly well in Year 2. All pupils understand and value the system of sanctions and rewards. Behaviour is good because teachers work hard to make lessons interesting. Members of the school council have worked effectively with the learning mentor to improve behaviour. They are very clear why racist name calling is wrong and are keen to find ways to stamp out 'verbal bullying'. The school provides many opportunities for pupils to learn about healthy lifestyles and work displayed demonstrates their understanding. Pupils' spiritual, social, moral and cultural development is good overall. An excellent opportunity for peaceful reflection on feelings was observed in Year 4. Pupils value the many opportunities to learn about their own culture from visits to places of interest and two residential visits. Their understanding and appreciation of the lives and heritage of other cultures are satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall and some outstanding. Lessons are well organised and interesting so that pupils are eager to learn and behave well. Relationships are very good and pupils' contributions to lessons are valued, leading to increased confidence and self-esteem. Because pupils are organised in classes according to ability in English and mathematics, they are presented with an accurate level of challenge that helps them to achieve well. The school makes very good use of teaching assistants in its work with pupils with learning difficulties and/or disabilities. Their expertise is also used in the good teaching of art and design and information and communication technology (ICT). Where teaching and learning are outstanding, pupils are fully engrossed in their learning because lessons are imaginative and

challenging. Teaching and learning in the Foundation Stage are excellent. Teachers make good use of assessment and tracking systems in order to check progress and to set targets for improvement. Marking is good in English and satisfactory, but developing well, in other subjects.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good with some outstanding features. The school provides a rich and varied curriculum, which is challenging, enjoyable and responsive to the needs of all pupils. The school teaches French, Spanish and German and all pupils have the chance to play a musical instrument. The very popular extra-curricular clubs help to extend learning that is further enriched by an outstanding variety of out-of-school visits, complemented by many visitors who share their expertise. However, there are not enough opportunities for older pupils to extend their writing skills by using them in subjects other than English. Provision for pupils with learning difficulties and/or disabilities is very good and has improved since the previous inspection. Provision is excellent in the Foundation Stage where skilful planning across all areas of learning ensures that children receive a very good balance between exciting activities led by adults and activities they choose themselves.

## **Care, guidance and support**

### **Grade: 2**

The care, guidance and support for pupils are good overall. Care and support are outstanding. The learning mentor is a key factor in this quality work, particularly in improving behaviour and attendance. Procedures for ensuring pupils' health, safety and well-being are thorough and child protection procedures are in place. Pupils feel safe in school and value the 'buddy' system for supporting vulnerable pupils in the playground. They are well supported in learning about dangers in society. Very good procedures identify those with learning difficulties and/or disabilities, who are very well supported. The support from outside agencies, other schools and the local church is very good. Pupils are involved in setting and reviewing their own targets in writing and are advised on how well they are doing. In other subjects, guidance through target-setting is in the early stages of development.

## **Leadership and management**

### **Grade: 2**

Good leadership and management are the outcome of the outstanding leadership of the headteacher and deputy headteacher. Their exceptional leadership skills have ensured that all staff are strongly committed to high achievement and adding value to pupils' lives and well-being. This high quality has resulted in excellent progress in addressing weaknesses from the previous inspection. The Foundation Stage leader has been inspirational in promoting high quality provision. All staff work together purposefully as a team to bring about improvements. The measure of their success is

the way that recent initiatives to improve reading are now leading to better progress throughout the school.

The rigorous monitoring and evaluation procedures of the effective senior management team and subject leaders support the steady improvement in progress and achievement. The school development plan accurately identifies the school's strengths and weaknesses and the way forward. The views of pupils, parents, staff and governors contribute to the implementation and review of these plans.

The role of the governing body has improved significantly from the previous inspection. They are now fully involved in setting and monitoring the school's overall direction. They work in close partnership with the headteacher and are totally committed to the aims of the school. They have had a significant input into the development of pre-school education at the adjacent community centre, to ensure that pupils get the best possible start to their education. The successful track record of improvement and good leadership skills at all levels demonstrate the school's very good capacity to improve even 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>	<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	1	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	3	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>	2	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	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

<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

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The Pupils

Collingwood Primary School

Oswin Terrace

North Shields

Tyne and Wear

NE29 7JQ

13 July 2006

Dear Pupils

Thank you for welcoming us to your school. We really enjoyed our visit. We agree with Dr Crinson, the governors, your parents and yourselves that this is a good school. We know you are proud to be its pupils and enjoy your learning.

This is what we liked most:

Dr Crinson and Mrs Hammond lead your school exceptionally well

the youngest children in the school make first rate progress

those of you with learning difficulties and/or disabilities do very well

you are all working hard and learning well because of good and sometimes excellent teaching

your behaviour is good and you get on well with each other

adults in the school care for you greatly

your time in school is made very enjoyable by lots of clubs, visitors and visits.

We have asked Dr Crinson and the governors to make your school even better by helping you to improve your spoken language and giving you more chances to improve your writing in subjects other than English.

Good luck to you all in the future.

Yours sincerely

Sheila Mawer David Earley Jane Randall

Lead Inspector Additional Inspector Additional Inspector