



Ivy Road Primary School

Inspection Report

Unique Reference Number 108606
LEA North Tyneside
Inspection number 278008
Inspection dates 17 October 2005 to 18 October 2005
Reporting inspector David Ford

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

Type of school	Primary	School address	Ivy Road
School category	Community		Forest Hall
Age range of pupils	3 to 11		Newcastle upon Tyne, Tyne and Wear
Gender of pupils	Mixed	Telephone number	0191 2008346
Number on roll	156	Fax number	0191 200 8454
Appropriate authority	The governing body	Chair of governors	Mr J Hakin
Date of previous inspection	27 March 2000	Headteacher	Mr A Giles

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Ivy Road School mainly serves a small estate of local authority houses dating from the 1930s. The school caters for pupils aged 3 to 11 and there are currently 156 on roll. The number of children entitled to free school meals is above average and when children enter the nursery the majority do not have the skills and knowledge typical of 3 year olds. Just under a quarter of the pupils have some learning difficulties and/or disabilities.

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 which provides an effective education and which continually seeks to improve. This confirms the school's own evaluation of its performance. Finances are managed with skill and the school gives sound value for money.

Teaching is good across the school with teachers and support staff working well together to meet the needs of pupils. The combined nursery and reception class provides a good start to pupils' education and they make good throughout the school. By the age of 11, pupils achieve very well in English and mathematics and they reach particularly high standards in science. In English, pupils do better in reading than writing partly because the school doesn't always make the most of writing opportunities in other subjects.

The school provides a safe environment for learning to which pupils respond positively. Behaviour is good and attendance is satisfactory. Staff know and care for their pupils well. Pupils are always clear about what they are expected to do, but although some extra-curricular work such as the gardening club encourages pupils to work and think independently, this is less common within lessons.

The school is well led and managed. The headteacher, staff and governors have a clear view of strengths and weaknesses. Planning for improvement is very effective. All the issues raised in the last inspection have been successfully dealt with and the school is well placed to build further on its current strengths.

What the school should do to improve further

- Develop pupils' writing skills in all subjects.
- Give pupils more opportunities to plan and work independently both individually and in groups.

Achievement and standards

Grade: 2

Most pupils entering the nursery have lower than average levels of skill and knowledge. They make good progress and by the age of seven the majority achieve the expected levels. By the age of 11, standards achieved are high with excellent progress being made from Year 2 to Year 6. The school's challenging targets are being met.

Pupils get off to a good start in the combined nursery and reception unit. They settle quickly, make good progress and reach the Early Learning Goals. Progress is maintained across Key Stage 1, and by the age of 11 standards in English, mathematics and science are high and much better than in similar schools, particularly so for science. The school has rightly identified that a focus on writing will improve achievement still further. High standards are reached in art and achievement in other subjects is satisfactory, except in music where there are some weaknesses.

Pupils with learning difficulties and/or disabilities and those for whom English is not their first language, make good progress across the school. They are very well supported by teachers and classroom assistants and work is well matched to their needs.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school. The atmosphere in classrooms is disciplined yet relaxed, so pupils not only like their lessons but are eager to listen and complete tasks. Pupils behave well, are considerate and respectful towards their teachers, who provide good role models. However, pupils are not regularly encouraged to work independently or pursue their own ideas in learning.

Pupils' cultural and spiritual development is good. They attend local music festivals, learn about African art, and visit places such as a Hindu temple. Pupils are able to explore their own thoughts in subjects like art and design, but such opportunities are relatively rare.

Pupils rightly say that they feel safe at school. They know that all staff have their best interests at heart and that there is always an adult to turn to in time of need. The school council works sensibly suggesting, for example, ideas for playground equipment and ways of looking after younger pupils. Pupils appreciate the importance of a healthy lifestyle, enjoying physical education lessons and after school sport. They appreciate the benefits of healthy food, such as the vegetable soup made by Foundation Stage pupils.

Quality of provision

Teaching and learning

Grade: 2

Inspectors agree with the school that the quality of teaching is good. Teachers are knowledgeable about their subjects and are good at teaching basic skills. They structure and adapt lessons carefully so that pupils build systematically upon their previous learning. Consequently, pupils of all abilities are suitably challenged, especially in mathematics and science, but this is not always the case in English as pupils sometimes have identical language or comprehension activities. Nevertheless, pupils learn well overall, including those with learning disabilities.

Teachers help pupils by explaining new learning carefully. They use resources skilfully to clarify and reinforce new concepts. The interactive whiteboards are particularly useful, and puppets were observed being equally as effective with children in the Foundation Stage. As a result, pupils are motivated and concentrate well. This good working atmosphere is strengthened by the mutual respect between staff and pupils, fostered by teachers and teaching assistants. On occasions, however, teachers do too much for their pupils; they supply information without seeking the pupils' opinions or involving them enough.

Curriculum and other activities

Grade: 2

Inspectors agree with the school that its curriculum is good. There is a strong focus on English, mathematics and science, but not to the detriment of other subjects. Art and design features strongly. Music is less prominent because staff do not have detailed subject knowledge. The school has constructed a good curriculum to meet the needs of the mixed year groups and teachers work hard to provide suitable activities for pupils of all abilities. However, the school has been slow to establish planned provision for pupils with special gifts or talents.

Care, guidance and support

Grade: 2

Inspectors agree that the school takes good care of its pupils with a suitable emphasis on their health and safety. Sex education and drugs awareness programmes are built into the everyday curriculum. Pupils are encouraged to be responsible and aware of danger; for example, in a Year 6 hockey lesson pupils learned how to use their sticks when close to each other. Individual needs, whether learning, physical or behavioural, are well met through sensitive, informed and focused support from staff.

Guidance for pupils' learning is good. Pupils say they know what they have to do to improve through teachers' marking and target setting. Such targets are possible because teachers have a very good system of checking pupils' progress across the school. Parents have a good opinion of the school and give support to school activities. Good links with local schools have improved opportunities for pupils, particularly in sport and science.

Leadership and management

Grade: 2

The school is well led and managed. It provides a safe, secure learning environment which ensures that all pupils make good progress. The headteacher and leadership team know the school well. Their knowledge is gained from a very effective system of tracking pupils' progress, systematic monitoring of planning and scrutiny of pupils' work. They carefully analyse the outcomes of national tests and share them with governors. This self-evaluation allows the school to pinpoint priorities for the well organised school improvement plan. Over recent years, this process has enabled the school to successfully address teaching issues related to the slower progress in Key Stage 1, and to identify the need to improve writing across the school. Governors are fully involved in this process and have a clear view of the school's strengths and weaknesses, enabling them to play a full part in improvement planning and review.

The local area is in a period of population decline resulting in falling pupil rolls and a reduced budget. The headteacher, governors, and local authority have managed the situation with considerable skill and imagination to ensure there is no negative impact on the quality of education. Teaching and support staff are well trained and deployed

and the generous accommodation is used effectively. The school has been particularly successful in working with external partners to develop the outdoor areas to produce an outstanding natural learning environment.

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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	3	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	3	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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Ivy Road Primary School

Ivy Road

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19 October 2005

Dear children

As you know, Mr Scott and I visited your school recently to find out how well it provided for you. During our visit, we were able to talk to lots of you and I would like to say how grateful we are for the help that you gave us during the inspection.

You told us that Ivy Road is a good school and that you enjoy your lessons. We agree with you. All the people that work in your school want the best for you. Teaching is good and teachers and other staff plan your work carefully to make sure that it helps you to make progress. We were very impressed by the results achieved at your school and by the care and support that is provided for you all. We feel that the school tries hard to make sure that you have interesting things to do in lessons, at playtimes and after school and you are right to be proud of the changes that have been made to the yards and the field. We think that they are really excellent places to learn and have fun.

Your school is a friendly place where you behave well and people get on well together. This helps everybody to learn and is one of the reasons why you do so well. We like the fact that you can be involved in making changes through the school council and we were impressed by the responsible way that you carried out tasks. Your teachers are very clear about what they want you to do and what your targets are but we do feel that sometimes it would be better if you had more chance to work things out for yourselves.

When we talked with Mr Giles and the teachers they said that they wanted to help you to do even better at English and especially writing. We think that is a good idea and we have suggested that they try to plan some exciting writing tasks in subjects like history and science.

Don't forget, you go to a good school, and you are rightly proud of it. We really enjoyed our inspection and the help that you gave us. Thank you once again and enjoy your time at Ivy Road.

David Ford

Lead Inspector

Annex B