



# Monkton Junior School

## Inspection Report

**Unique Reference Number** 108683  
**LEA** South Tyneside  
**Inspection number** 278023  
**Inspection dates** 21 September 2005 to 23 September 2005  
**Reporting inspector** Mrs Rosemary Rodger

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

<b>Type of school</b>	Junior	<b>School address</b>	Dame Flora Robson Avenue
<b>School category</b>	Community		South Shields
<b>Age range of pupils</b>	7 to 11		Tyne and Wear, NE34 9RD
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 4240200
<b>Number on roll</b>	190	<b>Fax number</b>	0191 4240201
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Councillor Michael Clare
<b>Date of previous inspection</b>	27 September 1999	<b>Headteacher</b>	Mr Stuart Andrew Johnson

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 21 September 2005 - 23 September 2005	<b>Inspection number</b> 278023
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

This is an average sized junior school situated in an area of high unemployment and social disadvantage in South Shields. The number of pupils claiming free school meals is above average but the proportion of pupils with learning difficulties or disabilities is below. The majority of pupils are white. Attainment on entry into Year 3 is broadly average. The school had Beacon school status until recently and has strong links with a community information and communications technology (ICT) centre. It has achieved a healthy schools award.

## **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 that provides good value for money. Inspectors agree with the school's view of its overall effectiveness. Its self-evaluation is an accurate reflection of what the school does well and what it needs to improve. Teaching and learning are good overall, but there is outstanding teaching as well as some satisfactory teaching. The use of assessment data is good. All pupils make good progress overall in English, mathematics and science. More able pupils achieve well and meet their targets. Pupils' personal development is good. They are keen to learn and enjoy school because they know that if they achieve well it will ultimately help them to get a job. Pupils with learning difficulties and disabilities are not always fully included in some lessons due to the withdrawal arrangements. Leadership and management are good. The headteacher has taken swift and effective action, with the support of the senior management team, to tackle the slight fall in mathematics standards and to push forward developments in ICT. Improvement since the last inspection is good, as is the school's capacity to improve.

not applicable

### What the school should do to improve further

- Ensure that the removal of pupils with learning difficulties from lessons does not hinder their access to a broad and balanced curriculum.

## Achievement and standards

### Grade: 2

Standards and achievement overall are good and the school adds value to the pupils' learning during their time there. All pupils, irrespective of their gender, learning difficulties or age, make good progress. Most pupils start in Year 3 with average standards and by the time they leave they have achieved above average standards. A high priority is given to promoting basic skills. Average and lower attaining pupils in the Year 6 classes that left the school in 2005 did not achieve results in mathematics that were as high as expected in the recent national tests. The school has acted promptly to pinpoint areas of weakness by analysing tests results, and checking teaching. Staff training is booked, new resources for pupils and teachers have been bought and the local authority are providing guidance and support for the monitoring and evaluation of the teaching of mathematics. The impact of this is already evident in lessons, and the learning seen during the inspection was all, at least, good.

As a result of detailed analysis of tests and the thorough assessments completed half termly, the literacy coordinator has identified weaknesses in boys' writing compared to girls. Much has been achieved to eradicate this underachievement, with the result that there are an increasing number of boys achieving Level 5. Pupils with learning difficulties are well supported, especially in Year 6 where they work alongside other

pupils in the class. In the rest of the school, they are withdrawn from lessons for specialist support for part of the week.

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

### **Grade: 2**

The school successfully promotes pupils' personal development and well-being. Inspectors agree with the school's evaluation of this aspect of their work. Pupils' spiritual, moral, social and cultural development is good. They understand that there are others more needy than themselves and raise money for children in other countries. Behaviour is consistently good. Pupils very confidently and authoritatively described the rewards and sanctions that are consistently applied by the school. Relationships are harmonious because they are well promoted through the house system and the weekly house groups. Pupils enjoy learning, as could be seen from the enthusiastic responses when all pupils clamoured to answer questions in a mental mathematics session in Year 6. 'Yesssss!' was the chorus of delight to the 'mission impossible' challenge given at the end of the session.

Attendance is satisfactory overall; although slightly below the national figure it has improved due to effective strategies. Pupils now receive awards for good attendance. They know all about healthy eating and fully appreciate the salads and fruit provided at lunchtime. Parents and pupils place a high value on the education provided by the schools. Comments on the pre-inspection questionnaire included: 'First class school! First class education!' and in discussion one pupils said, 'I work hard because I want to get a job when I leave school'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall, with some outstanding teaching in Year 6. There is no inadequate teaching. The monitoring carried out by the school has identified slight weaknesses in mathematics teaching that has been tackled well. The specialist teaching of ICT is outstanding and contributes to pupils' good progress in the subject. Outstanding teaching in English and science in Year 6 is characterised by the excellent involvement of pupils in learning and their joy at achieving success and rising to the challenges set in the lessons. Superb resources and the active involvement of the pupils as they learned to identify the bones of their body contributed to excellent learning. The pace of learning in those lessons is brisk and pupils work hard. Pupils always behave well. In mathematics, pupils of similar abilities are taught together. This results in good achievement. Pupils with learning difficulties or disabilities are provided with additional support outside the classroom although some pupils are not keen on this. Teaching assistants also give support in lessons, but they are not, as yet, trained specifically to do this.

Assessment arrangements are comprehensive and make a good contribution to pupils' learning. Pupils know what to do to improve their work because diligent marking refers to the achievement of a target and to points for improvement. Teachers effectively track the progress of individual pupils and assess progress every half term. In some lessons, self-assessment contributes well to personal development and helps to build self-esteem and responsibility for learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum generally meets the needs of all learners, but there are a number of pupils with learning difficulties who are withdrawn from lessons and do not like missing subjects such as history or art and design. They sometimes find the work in the withdrawal sessions boring. Year 6 pupils like the work they do in school, especially the practical subjects like science and design and technology. Mathematics is one of their favourite subjects. The curriculum is effectively enriched by a wide range of after school clubs, many involving the local community. Pupils are pleased that the after school clubs are not all sport and art and design, and French clubs are very popular. Literacy and numeracy skills are effectively applied across the curriculum and pupils' basic skills are well developed in ICT.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for and there are good procedures for health and safety. All pupils are keen to come to school and enjoy learning. Relationships between staff and pupils are good because of the high priority given to personal, social, health and citizenship education. Key responsibilities are given to older pupils such as answering the telephone at lunchtime, caring for younger pupils and representing their class on the school council. The weekly meeting with pupils from other classes in the same house is an effective way of building good confidence levels in younger pupils. Child protection procedures are fully in place and risk assessments are completed as required. The transfer of pupils into Year 3 from the infant school is managed very effectively through well planned liaison meetings with Year 2 staff and cross-phase teaching. As a result, pupils start in Year 3 as secure and confident learners.

## **Leadership and management**

### **Grade: 2**

The leadership of the school is successfully focused on raising standards. The personal development and well-being of learners is well promoted. The senior management team share a firm commitment to improving the quality of pupils' learning by raising the quality of teaching. The examples of outstanding teaching provided by them are good role models for the rest of the staff. The headteacher's strong consultative leadership gives governors, staff and parents an effective stake in school improvement. The school's self-evaluation leads to a high priority on raising standards and is an

accurate reflection of the strengths and weaknesses in the school and improvements since the last inspection.

In the two years since his appointment, the headteacher has successfully moved the school forward with the wholehearted support of the staff, parents and pupils. Parents hold the school in very high regard and know that it makes a difference to their children's achievement. The headteacher has effectively improved the provision and use of ICT.

The monitoring of teaching is thorough and is helping to improve learning in most classes. The detailed assessment data collated and monitored by the headteacher is used well to track the progress of individual pupils as well as to set individual targets for pupils' progress. There has been no checking to ensure pupils do not miss learning in some of their favourite subjects. As a result, some pupils do not have full access to the broad and balanced curriculum. Improvement since the last inspection had been good and the inspection team share the school's judgement that the capacity to improve is good.

Grade: 2

## INSPECTION JUDGEMENTS

### OVERALL EFFECTIVENESS

### ACHIEVEMENT AND STANDARDS

### PERSONAL DEVELOPMENT AND WELL-BEING

### THE QUALITY OF PROVISION

### LEADERSHIP AND MANAGEMENT

Annex A Annex A

Monkton Junior School

Dame Flora Robson Avenue

South Shields

Tyne and Wear

NE34 9RD

22 September 2005

Dear Pupils

Thank you for welcoming us to your school and for helping us to find our way around.

What we most liked about your school

- We are very pleased that you enjoy school and work hard in lessons.
- We are pleased that the school has taught you about eating healthily and provides you with healthy food at lunchtime.
- There are some outstanding teachers in your school, especially in Year 6.
- You are very lucky to have such good provision for ICT.
- Your teachers look after you well in school and make learning fun.

- The headteacher, other teachers and the governors know what to do to make the school better.
- Your parents are very happy that you come to this school.

What we have asked your school to do now

- We have asked the teachers to make sure that those of you who have some lessons outside your classroom do not miss your favourite subjects such as history and art.

We really enjoyed talking to some of you about what you liked about your school and we wish you well in the future.

Yours sincerely

Mrs Rodger and Mr Allison

The inspection team.



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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	NA	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	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	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>	3	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	3	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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Monkton Junior School  
Dame Flora Robson Avenue  
South Shields  
Tyne and Wear  
NE34 9RD

22 September 2005

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The inspection team.

Annex B