



Cramlington Eastlea First School

Inspection Report

Unique Reference Number 122191
LEA Northumberland
Inspection number 281185
Inspection dates 16 November 2005 to 17 November 2005
Reporting inspector Gianna Ulyatt

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

Type of school	First	School address	Bowmont Drive, Cramlington, Northumberland, , NE23 2SN
School category	Community	Telephone number	01670 732261
Age range of pupils	3 to 9	Fax number	01670 716402
Gender of pupils	Mixed	Chair of governors	Mrs Dianne Oliver
Number on roll	172	Headteacher	Mrs Christine McGuire
Appropriate authority	The governing body		
Date of previous inspection	1 September 1999		

Age group 3 to 9	Inspection dates 16 November 2005 - 17 November 2005	Inspection number 281185
----------------------------	-------------------------------------------------------------------	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Cramlington Eastlea First School serves a mixed social urban area in south east Northumberland. There are 172 pupils on role aged from three to nine years. The proportion of children eligible for free school meals is twice the national average. There are no children who have English as a second language. The number of children who have learning difficulties and/or disabilities is close to the national average, but those with statements of special educational need are double the national average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree that the school provides a sound education for its children.

Its improvements since the last inspection have been good. The work of the school clearly reflects complete inclusion and it gives good care to each child. Children feel safe, behave well and enjoy school life. Parents are justified in the confidence they have in the school. Children benefit from a satisfactory range of learning opportunities within and beyond the school day. Children's personal development is good. Standards at the end of Year 2 are below average and children's progress is steady. Teaching is satisfactory throughout the school and provision in information and communication technology (ICT) has improved. In lessons, teachers help children concentrate, but do not consistently provide enough challenge for more able children. Nor do they always use their knowledge of individuals to plan tasks that match their ability. Leadership and management are satisfactory and the school is supported by loyal governors. The school has a clear picture of where its strengths and weaknesses lie through accurate self-evaluation. It is aware that the role of subject leaders needs to be further developed to ensure that monitoring leads to improved standards. The school is well placed to improve further and provides satisfactory value for money. Provision in the Foundation Stage has improved. Children enter the Nursery with attainment well below expectations. Sound teaching within a caring environment ensures their steady progress.

What the school should do to improve further

- Further develop the role of subject leaders so that monitoring and evaluation leads to improvement in standards.
- Raise teacher expectation so that all children and especially those who are more able are better challenged.
- Improve the quality of assessment on a day-to-day basis and ensure teachers apply this information to curriculum planning consistently across the school.

Achievement and standards

Grade: 3

The team agrees with the school on the picture here. Children start school with attainment well below expectations in communication skills, social development and mathematical understanding. They make good gains in their personal development, which means that they are well placed for further learning. Many do not reach the standard of a typical five-year-old by the end of Reception. Data from 2004 shows that standards are below national averages. In reading and mathematics about two thirds of children reach the national average by the age of seven, but in writing less than half reach it. The majority of children in Years 3 and 4 achieve steadily and make the expected gains, except in mathematics where achievement is low. Progress throughout the school is satisfactory, although there is some variation between classes. The school recognises that children who have above average ability do not always

make enough progress and has begun to track individuals. Children in Years 3 and 4 now benefit from being taught in groups of similar ability in mathematics and English. Children with learning difficulties and/or disabilities are supported well and their rate of progress is similar to the rest of their class.

Personal development and well-being

Grade: 2

The overall personal development and well-being of children are good. They make good progress in their spiritual, moral, social and cultural development from a low starting point on entry to the school. Class assemblies encourage children to think deeply about supporting charities, such as Children in Need. They are encouraged to care for others and to explore their own feelings. Children enjoy coming to school and attendance is good. They behave well, speak with confidence to visitors and are proud of their school. Children know they are safe and secure. They enjoy physical activities in lessons and in the playground. They eat heartily at lunchtime and know that a balanced diet is good for you. The school is committed to the Healthy School Award. Children learn to collaborate with others in lessons. They become aware of the democratic processes of election and job applications when applying for special positions of care in the school, such as becoming a 'Brainwave' representative or a 'Buddy Warden'. However, standards in English and mathematics are not high enough to fully ensure their economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The school has an accurate view of teaching and learning. Teaching throughout the school is satisfactory with some good features and children make sound progress. This is an improvement since the last inspection. The teaching of ICT has also improved and children's skills are developing steadily. In the Foundation Stage adults interact sensitively with children in small group situations and provide a range of learning opportunities, although the Nursery outdoor environment is a bit sparse. In the best lessons children are very clear about what is expected of them. The work matches their ability and teachers make learning interesting. Overall teachers use a variety of teaching methods and resources to engage learners. For example, good use is made of the interactive whiteboards, and as a result pupils concentrate better and demonstrate their enjoyment of learning. However, in most lessons activities for children of above average ability are not demanding enough. In mathematics in Years 3 and 4, all children would benefit from greater challenge. Assessment procedures are satisfactory. However, teachers' planning is not consistent across the school. It does not take enough account of what children are learning on a day-to-day basis in terms of what they know and can do. Therefore, some activities do not always match children's immediate needs and this slows down their progress. The teaching of children with learning difficulties

and/or disabilities is satisfactory. Support assistants follow children's individual learning plans and support them well so they can take a full and active part in lessons.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets the range of learners' needs. It meets statutory requirements and teachers make effective use of national guidance to help them plan lessons. The curriculum gives good attention to children's personal development and self-esteem. This has a positive impact on their attitudes to school. The Foundation Stage curriculum covers all six areas of learning. However, the outdoor curriculum is not planned regularly enough and the use of the outside area is underdeveloped. The school offers a wide range of enrichment activities during the lunch break and after school. Clubs are popular and include art, cookery, sewing, dancing, gardening, basketball and football. These help children develop friendships and physical skills in a safe environment. Visitors and community services are invited into school. Visits are arranged, but not as many as children would like.

Care, guidance and support

Grade: 2

Children's well-being is at the heart of the school's work. The good care, health, safety and protection procedures enable children to become confident and happy learners. Good links with 'Cramlington Kid's Club' lead to positive relationships outside the school day. The school works well with parents and external agencies to ensure children's learning needs are addressed. The support for vulnerable children is good. Effective child protection procedures meet requirements, and staff have received relevant and up-to-date training. Pupils and parents endorse this good standard of care. Pupils who are 'Buddy Stop Wardens' in turn offer care and support to others during playtimes. The 'worry box' in each class enables children to ask for support anonymously if they so wish. Teachers track children's learning but some need to keep a tighter check on progress, so children are clearer about what they need to do next to reach higher standards.

Leadership and management

Grade: 3

The headteacher knows the school well and has evaluated it honestly and fairly. The inspection team agree with the school's judgement that leadership and management are satisfactory. The headteacher and deputy have done well over the past year to manage the school during the recent period of staff changes. They are making improvements and are well focused on raising standards. Morale is good and teamwork is developing well. The school is successful in maintaining good levels of care and promoting the personal development and well-being of children, including those who are the most vulnerable. The school has a good commitment to equality of opportunity and works well with outside agencies, parents and children to ensure everyone is

included in all aspects of school life. The headteacher supports the work of the staff and encourages their professional development. The school can forge ahead with improvements knowing that the right things are being done.

The subject leaders for English and mathematics know their subject strengths and weaknesses and have played a big part towards improvements by collecting detailed data to highlight gaps in children's learning. The monitoring and evaluation of teaching quality and its impact on children's learning have begun. However, the focus on what each group of children is learning is not clear enough to ensure that all are progressing at a fast enough rate. The work of other subject leaders is underdeveloped.

Governors overall share the vision of the school. The chair of governors provides good loyal support at all times. They are well involved in protecting the children's interests throughout the proposed transition from a first school to a primary school. Governors are not yet using their knowledge to hold the school fully to account.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--------------------------------------------------------------------------------------------------------------	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	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?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	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	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707
www.ofsted.gov.uk

Cramlington Eastlea First School
Bowmont Drive
Cramlington
Northumberland
NE23 2SN

17 November 2005

Dear Children

First of all I would like to thank you all for being so helpful, kind and polite during our visit to your school. We really enjoyed talking with you about your work, the meals you enjoy and your varied interests. Well done!

We like the way your teachers and all the other adults care for you and give you the chance to learn many new things, both in lessons and in the activities you do after school. We like the way you listen to your teachers and the way you try hard to concentrate in lessons. We know you are trying to set your work out neatly and we know you enjoy sharing books in the school library.

We like the way you care for each other when someone is unwell and we particularly like what the 'Buddy Stop Wardens' do to help you at playtimes. We also like the way you are thinking about children who are not as lucky as you.

As you know, we saw some of your lessons and thought they were interesting. Teachers use the interactive whiteboards well to help you concentrate and there are plenty of adults in classes to help you when you get stuck. We have asked your teachers to think about some more ways in which they can make the work harder for you so you can learn faster. We would like them to continue marking your work in such a way that you will know exactly what you have to learn next. We hope you will help your teachers by thinking harder and staying exactly as you are kind, caring children.

We hope that you keep the good friendships you have made in Eastlea School.

With very best wishes

Gianna Ulyatt
(Lead inspector)

Annex B