



Cleadon Village Church of England VA Primary School

Inspection Report

Unique Reference Number 134389
LEA South Tyneside
Inspection number 282576
Inspection dates 27 June 2006 to 28 June 2006
Reporting inspector Mr Derek Neil HMI

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

Type of school	Primary	School address	Boldon Lane
School category	Voluntary aided		Cleadon Village
Age range of pupils	4 to 11		Sunderland, SR6 7RP
Gender of pupils	Mixed	Telephone number	0191 5367813
Number on roll	410	Fax number	0191 536 7813
Appropriate authority	The governing body	Chair of governors	Rev Rosemary Nixon
Date of previous inspection	Not applicable	Headteacher	Mrs Jane Beckett

Age group 4 to 11	Inspection dates 27 June 2006 - 28 June 2006	Inspection number 282576
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Cleadon Village Church of England Primary School opened in January 2004 to replace a Church of England infant school and a community junior school. It is situated in the Cleadon and Boldon district of South Tyneside. A new building is under construction but at present the school is operating in the accommodation of its predecessor schools, on two sites, half a mile apart.

The attainment of children on entry to the Reception class is above average. The proportions of pupils with learning difficulties and/or disabilities and of those who use English as an additional language are well below average.

At the time of the inspection there were 410 pupils attending the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is an effective school which gives good value for money. The headteacher knows its strengths and weaknesses very well; inspectors agree completely with the school's self-evaluation.

Throughout the school, pupils are well cared for, have very responsible attitudes to others, behave extremely well and attain high standards in their work. They enjoy their time in school, develop into mature and articulate young people and are well prepared for the next stage in their education. Parents greatly appreciate the school's many strengths.

In the Foundation Stage and Key Stage 1, good leadership and teaching result in high standards. In Key Stage 2, pupils' progress is patchy because of variations in the quality of teaching. Although the standards attained by pupils by the end of Year 6 are above average, some pupils do not achieve as well as they might, particularly in writing. Some of the teaching is uninspiring and there are too few opportunities for pupils to work independently. Because of the headteacher's strong and determined leadership the new school has rapidly established a comprehensive set of policies and procedures. It has also developed its own ethos and a consistent approach to planning the curriculum and to assessing pupils' progress. These great strides have been made despite challenges posed by the split site accommodation, and staffing disruption that followed the closure of the two predecessor schools.

Many of the staffing issues have now been resolved and a new school building is due to open next year. Staff are becoming increasingly familiar with the new procedures and their new responsibilities. Although achievement and teaching are not yet consistently good in both key stages, the school is moving in the right direction and has good capacity to improve.

What the school should do to improve further

The school should:

- improve the quality of pupils' writing, especially their spelling
- make lessons more interesting in Key Stage 2
- expect pupils to work more independently in Key Stage 2.

Achievement and standards

Grade: 3

Children's attainment when they enter the school is above average. They make good progress in the Reception class and in Key Stage 1, and develop their ability to work independently at a good rate. By the end of Year 2 they are attaining above the national average in reading, writing and mathematics. For example, in mathematics, the most able pupils can confidently calculate the change they are owed after buying two items at a shop.

During Key Stage 2 their progress is patchy. At the end of Year 6 the standards they attain are still above average, but some pupils could do better. Last year a small number of more able pupils did not make as much progress as they might have done and underachieved in the national tests in English and mathematics. The pupils have very good reading skills and enjoy books. Their writing, however, is marred by inaccurate spelling.

The few pupils who have learning difficulties and/or disabilities make good progress in Key Stage 1 because their teachers set work that is well matched to their needs, and because they get a high level of individual support in class. They make satisfactory progress in Key Stage 2.

Personal development and well-being

Grade: 2

Consistently good attendance shows how much pupils enjoy school. They concentrate well in lessons; work and play very amicably and productively together. This is because of the strong mutual respect between pupils and staff. Pupils are confident, well mannered and thoughtful. Their behaviour during the inspection was exemplary.

Pupils' spiritual, moral, social and cultural development is good. Pupils show maturity in their social skills. The strong Christian ethos is evident in the consideration pupils have for one another. Older pupils help younger children who may feel vulnerable at play time, for example. The highly active school council provides pupils with a useful means of contributing to school life. Pupils also make a valuable contribution to the wider community. All classes enthusiastically support many charities and understand the issues underlying these good causes. Their awareness of people of other faiths and cultures is less well developed.

Pupils are very knowledgeable about how to keep safe and healthy. They understand the need for regular exercise and eat healthily in school. Many readily take part in various sports and would like to have more time for physical education.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching varies considerably but overall it is satisfactory. In the infant department it is good and sometimes outstanding. In the junior department it is satisfactory with pockets of good practice. Lessons are well planned. They have clear aims and these are shared with the pupils; the better teachers do this succinctly and in language the pupils understand. The atmosphere in class is purposeful; the pupils behave very well and concentrate on their work. Relationships are good. Most lessons have a good variety of activities. Information and communication technology (ICT) is used well to motivate pupils. In Key Stage 1, lessons are very practical and the content is made relevant to everyday life. The teachers have a good understanding of what they are teaching and therefore can make their explanations clear for the pupils.

Teaching assistants are used effectively to help small groups of learners. In Key Stage 2, teachers tend not to let the pupils do enough work for themselves. This results in a lack of pace and too little challenge for the more able learners. The lessons' content is sometimes unexciting and does not capture the pupils' interest or enthusiasm.

Curriculum and other activities

Grade: 2

The staff have worked hard since the school opened to establish a coherent structure for the curriculum. Their success in doing this means that the planning in all subjects is thorough and consistent from Reception to Year 6. The strong emphasis on English, mathematics and science is appropriate. Sometimes teachers make explicit links between subjects to put learning in context, but this is not an integral part of all teachers' planning. Pupils with learning difficulties and/or disabilities have good individual learning plans but these are not always used by teachers when planning their lessons. School managers know that the curriculum should be more creative and imaginative, particularly in Key Stage 2, in order to inspire pupils and improve learning.

The curriculum is enriched by a variety of interesting activities outside lessons. Pupils' enthusiastic participation shows how stimulating they are. Themed weeks, featuring such topics as creative arts, play an important part in broadening pupils' experiences. More able pupils benefit from challenging activities that are additional to their routine class work.

Care, guidance and support

Grade: 2

Parents appreciate the good care that the school takes of their children. They value, for example, the smooth induction of new children into their Reception class. Procedures for safeguarding pupils are well established and effective. Pupils feel safe and secure because they are with caring adults and good friends. They say, 'Teachers make the rules to keep you safe.' Support for pupils with learning difficulties and/or disabilities is well organised and is bolstered by the close liaison with parents and outside agencies.

Good procedures for tracking pupils' progress and setting targets enable staff to pinpoint gaps in learning and to identify pupils who are underachieving. The staff have made good progress in sharing judgements about how well the pupils are achieving, but further work is required to make this process consistently accurate. Pupils find targets in literacy and numeracy useful in clarifying what they need to do to get high marks. When teachers mark pupils' work they provide very helpful guidance on how to improve it, although they are not so rigorous when correcting pupils' spelling.

Leadership and management

Grade: 2

The recent amalgamation of the former infant and junior schools has been successfully achieved through effective leadership and management. The headteacher, ably supported by the deputy headteacher and governors, has been resolute and efficient in building a united staff with a common sense of purpose and in establishing practical systems for the whole school. This has been rapidly achieved despite staffing disruption and the problems of working on two sites. In this period of change, standards have suffered a little but are showing healthy signs of recovery.

Senior staff and subject leaders have a clear picture of the school's strengths and weaknesses. They are highly organised and employ comprehensive procedures for monitoring all aspects of the school's work. As a result, the school's plans for improvement are detailed and achievable, although they have not yet brought about enough improvement in teaching or in pupils' writing.

The governing body is effective. Governors are well informed and very supportive of the school's development. They are adept at checking the viability and suitability of proposed actions. Their good budgeting means that ample funds are available to equip the new school building. Parents think highly of the school. They appreciate the atmosphere, the level of care for their children and the way it prepares them for secondary school. A small minority feels the school does not listen to the views of parents, but inspectors disagree.

With improving staff morale, a new building in the offing and standards that are set to rise, the school has good capacity 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?	3	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	NA	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	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	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	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?	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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To the pupils of:

Cleadon Village Church of England VA Primary School

Boldon Lane

Cleadon Village

Sunderland

SR6 7RP

29 June 2006

Dear Pupils

Thank you for welcoming us so warmly into your school. We enjoyed watching you in lessons and at play; talking about your school with you and your teachers; and looking at your work. Now we want to share with you what we thought.

Here are some of the many things we liked about your school.

You enjoy coming to lessons and you are hardly ever absent.

Your behaviour is excellent. You should be very proud of this.

You work very hard in class and most of you do extremely well in tests.

Those of you who need extra help with your work are doing well.

You do a lot of good work around the school. For example, you help others at play time and you use the school council to tell teachers how to make the school better.

You show that you care about people who are less fortunate than you, for example by raising funds for charities.

Your teachers and other staff take very good care of you while you are at school.

Although it may not feel like it for some of you, this is a new school, and your teachers have worked extremely hard to make the school's first two years so successful. It will certainly feel like a new school when you finally move into the new building next year.

We think you and your teachers could make the school even better and this is what we would like to happen now.

We enjoyed reading your poems and stories, but sometimes your spelling lets you down. We have asked your teachers to help you with this, and we would like you to try very hard to improve your spelling in all subjects.

You clearly enjoy your lessons but we think you would enjoy them even more in the junior department if you had to do bit more work for yourselves.

We hope you continue to enjoy the many good things about your school.

Yours sincerely

Derek Neil

Her Majesty's Inspector of Schools