



Hedworth Lane Primary School

Inspection Report

Unique Reference Number 108686
Local Authority South Tyneside
Inspection number 288156
Inspection date 5 February 2007
Reporting inspector Andrea Lyons HMI

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

Type of school	Primary	School address	Hedworth Lane
School category	Community		Boldon Colliery, Tyne and Wear
Age range of pupils	4-11		NE35 9JB
Gender of pupils	Mixed	Telephone number	0191 5367262
Number on roll (school)	273	Fax number	0191 0536 8179
Appropriate authority	The governing body	Chair	Mr Keith Bell
		Headteacher	Mr Tony Gill
Date of previous school inspection	1 November 2001		

Age group 4-11	Inspection date 5 February 2007	Inspection number 288156
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Introduction

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

Description of the school

This is a slightly larger than average sized primary school which caters for pupils aged 4 to 11. The proportion of pupils with learning difficulties and/or disabilities is below the national average as is the proportion of pupils entitled to a free school meal. A very small proportion of pupils are from minority ethnic groups or have English as a second language. Most pupils come from the surrounding area but some travel from further afield. The leadership of the school has changed recently with the appointment of a new headteacher and deputy headteacher in 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Hedworth Lane is a good school. The quality of teaching is good. Pupils make good progress and consistently attain standards which are above the national average. Pupils' personal development is good because staff care for and support them well, and there are good relationships throughout the school. Pupils take responsibility for caring for others and for helping to run the school. They have good attitudes to learning and their behaviour is good.

The curriculum is enriched with a wide range of additional activities. Pupils with learning difficulties and/or disabilities make good progress, but higher ability pupils are not challenged as much as they should be. Pupils' individual targets are too broad, and marking does not provide sufficient guidance on what pupils need to do next to improve.

A new headteacher has recently been appointed. In a short period of time, he has achieved a great deal. He has established new systems, such as monitoring the quality of teaching, and appointed a new middle management team. These have strengthened the school's ability to continue to improve. Already there is evidence of specific improvement, such as the dramatic increase in attendance.

Provision in the Foundation Stage is satisfactory. The quality of teaching is good. However, the impact of this is reduced by the poor quality of the environment and inadequate resources. Pupils do not have continuous access to all the areas of learning. This hinders their progress in some areas, such as physical and creative development, although they make good progress overall.

What the school should do to improve further

- Sharpen pupils' individual targets and improve marking.
- Improve the environment and resources in the Foundation Stage.
- Ensure that more able pupils make better progress.

Achievement and standards

Grade: 2

Children enter Reception with skills which are below average for their age, and leave school achieving standards which are higher than the national average. This is true across all core subject areas, and has been the case for a number of years. However, the school is aware that pupils achieve less well in writing than in other areas, and is taking appropriate action to improve this. According to national statistics, pupils' progress has not always appeared to be consistent across the school, but inspectors found that progress was good in all key stages. Previous overgenerous assessments at the end of Key Stage 1 have given the impression that progress in Key Stage 2 is less good. In fact, progress in Key Stage 1 is slightly less good than previously thought, although still good, and progress across Key Stage 2 is good.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They show considerable responsibility in the running of the school. The school council uses its own funding to purchase toys for the playground, and there is a thriving 'eco committee' which is concerned with environmental development. The school has won a bronze award for involvement in paper recycling and energy conservation. Older pupils are considerate and caring towards the younger ones. Pupils' behaviour is good. Relationships between staff and pupils are very good, and pupils comment on the kindness and care shown to them by adults in the school. Pupils enjoy their learning. They say, 'It's not just getting on; we have fun things to do, which make it more interesting'. Attendance at the school has dramatically improved as a result of rigorous strategies employed by the current headteacher. From being inadequate, it is now good.

Provision for pupils' spiritual, moral, social and cultural education is good. The school encourages them to take responsibility for their own actions and to think carefully about the community they live in. Pupils are involved with a number of charities, and have strong links with the local church. The school runs a small business enterprise group, which develops pupils' economic awareness and generates funds for the school council. They are aware of other cultures and faiths. Many pupils participate in musical activities including a range of festivals and performances in the community. Pupils are encouraged to develop healthy lifestyles, and the school has introduced more healthy school meals. Pupils are aware, at appropriate levels for their age, of the dangers of smoking and substance abuse.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good. Staff use whole-class targets effectively to focus pupils' learning within individual lessons. However, pupils' own longer-term targets are too broad and do not guide their progress sufficiently. Lessons are well planned and teachers have good subject knowledge. There is good use of information and communication technology (ICT) to support and extend pupils' learning. Support staff work well with teachers to ensure that all pupils participate well in lessons. There is a positive and purposeful atmosphere in classes, and pupils concentrate well on their work. Teachers use a range of approaches to interest pupils and vary the activities available in lessons. The pace of lessons is good, and pupils complete a good amount and range of work over time. Good support is provided for pupils who have learning difficulties and/or disabilities, with activities well matched to their abilities. However, higher ability pupils are often not challenged enough nor are they provided with suitable extension activities. Teachers provide structured opportunities for pupils to develop their speaking and listening skills, for example, through paired work, and this extends their learning considerably.

Curriculum and other activities

Grade: 2

The quality of the curriculum is good. It is broad and balanced and is enriched with a number of after-school clubs and extra-curricular activities. There are many visits from a wide range of artistic and sporting professionals, and pupils regularly visit places of interest linked to current areas of learning. The school has reviewed the way it delivers the curriculum and now makes very good links between different subjects, which enhances pupils' learning and enjoyment. The school teaches modern foreign languages in partnership with the local comprehensive school.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good overall. All systems for safeguarding pupils' welfare are in place. The school has good links with a number of outside agencies. Staff care for pupils well, and ensure their safety and well-being. The quality of marking across the school, however, does not provide sufficient guidance for pupils to know the next steps they have to take to improve their learning. Provision for pupils who have learning difficulties and/or disabilities is good, as it is for pupils who need additional support in certain subjects. However, the school has only recently established a register of gifted and talented pupils and begun to make appropriate provision for them. These pupils are not always sufficiently challenged and do not always make the progress of which they are capable.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory, with many good features. The headteacher provides good leadership with outstanding qualities. In the short period of time since his appointment, he has developed a good strategic view of the school. He knows what its strengths and areas for development are, and has acted promptly and effectively to remedy some key areas such as poor attendance. He has developed a robust and effective system to monitor the quality of teaching and learning, and supports this well with a strong commitment to staff training. Reports to the governing body and communications with parents are of very high quality. The headteacher is developing a good network of middle managers, and there is now good capacity to improve the school further. However, while the many recent developments and management structures are of good quality, they are still too new to have demonstrated their impact fully.

The governing body fulfils its statutory duties. It is beginning to become more involved in monitoring the school's work through formal links between governors and curriculum areas. The school manages its finances well, and has good plans to manage its resources effectively over the next few years. However, although arrangements are now in hand

to develop the external learning environment, it has not acted quickly enough to renew the resources in Foundation Stage.

Parents are very positive about the school. The very high number of returned questionnaires showed overwhelming support for all areas of the school's work, especially its leadership and management. The school has made all improvements required by the previous inspection report and it has good capacity to continue to improve. It provides good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Hedworth Lane Primary School

Hedworth Lane

Boldon Colliery

Tyne and Wear

NE35 9JB

5 February 2007

Dear Children

Thank you for welcoming us to your school. It was good to meet with you. You were very polite and helpful, and gave us some good information about the school.

We think that your school is a good school. You make good progress in your lessons and the standard of your work is high. You are well behaved and concentrate well on your lessons. We were impressed with the way you take responsibility for helping others throughout the school. Teachers and other adults in the school take care of you and teach you well.

We have asked Mr Gill and all the other staff to make the school even better by:

- improving your individual targets and how well teachers mark your work
- improving the rooms and equipment in the Foundation Stage
- ensuring that more able pupils make the progress they are capable of.

The staff are already working hard to help you improve your writing. You can help by trying hard with your writing and making good use of the suggestions that teachers write in your books to help you improve.

Please thank your parents for us for sending in so many questionnaires. They are very pleased with the school, and we agree with them.

Thank you again for being so welcoming and helpful. We really enjoyed our visit. Keep up the good work and all best wishes for your future.

Yours sincerely

Andrea Lyons Joy Frost

Her Majesty's Inspector
Additional Inspector