



Valley View Primary School

Inspection Report

Unique Reference Number 108694
Local Authority South Tyneside
Inspection number 288158
Inspection date 21 September 2006
Reporting inspector Gianna Ulyatt

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

Type of school	Primary	School address	Primrose Village
School category	Community		Lambton Terrace, Jarrow
Age range of pupils	3-11		Tyne and Wear, NE32 5QY
Gender of pupils	Mixed	Telephone number	0191 4249977
Number on roll (school)	263	Fax number	0191 424 9966
Appropriate authority	The governing body	Chair	Mr John Watson
		Headteacher	Mr Mark Frazer
Date of previous school inspection	Not previously inspected		

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Valley View School is located in Jarrow. Most pupils are White British with very few from minority ethnic backgrounds. No pupil is at an early stage of learning English as an additional language. The local area has high levels of social deprivation and the school plays a key role within the 'Primrose Village' complex working with Primrose Community Association and Primrose Children's Centre and other organisations to serve the whole community. The number of pupils eligible for free school meals is well above average. The proportion of pupils with learning difficulties and disabilities is below average. The school has been awarded Artsmark Silver Award, Activemark Status and the Healthy School Standard. The headteacher has been in post since the beginning of September.

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 where despite barriers to learning, pupils' progress in 2005 in English, mathematics and science was among the very best in the whole of the country. Standards are above the national average in both key stages, although in 2006 they were not quite as high. Foundation Stage provision is good and children achieve well to reach levels close to those expected for this age group by the time they enter Year 1. At each key stage, pupils are well prepared academically for their next stage of learning and their future economic well-being.

Parents are pleased with the progress their children make. Pupils enjoy coming to school because they say their teachers are nice. Attendance figures have improved and are satisfactory. One parent stated, 'My child looks forward to going each day'. Pupils feel safe and secure in school because behaviour is good, there is no bullying and 'buddies' are always on hand if anyone needs help. Pupils respond well to the opportunities to become responsible when older pupils take care of younger ones by sitting beside them in family groups during assembly.

Pupils achieve well because teaching and learning are good. Pupils, including those with learning difficulties and disabilities, play a full part in lessons. Relationships are good, consequently pupils concentrate well and show pride in their work. Teachers make good use of resources to inspire pupils. They question pupils effectively and challenge them to think hard.

The curriculum is broad and balanced and follows national guidelines. However, there are missed opportunities to make learning links across subjects so that pupils have a clear understanding about the new ideas they learn. For example, pupils are aware that staying healthy is important, but are not too clear why this is so. There is a good range of extra-curricular activities on offer outside the school day and these are very popular with pupils.

Pupils are well cared for in the school. One older pupil said 'I have been here for eight years and have always been well looked after.' This good care begins in the Foundation Stage where staff visit each child in their home before they start school. This ensures that children settle quickly at school. Academic guidance is satisfactory. The school has plenty of data about pupils' progress, but some of this valuable information is not used to full effect. It is not transferred into teacher's planning, consequently lack of progress for a few of the 2006 cohort of Year 6 pupils was not identified in time and not all pupils reached the targets set for them.

In September, a new headteacher has taken up the position and, with the support of the senior management team, is already taking action to ensure that the good standards are maintained. Issues arising from the previous inspection have been addressed successfully. Through good self-evaluation, the school clearly knows where it is going and what it has to do to achieve its aims; therefore it has good capacity to improve further.

What the school should do to improve further

- Improve the quality of curriculum planning.
- Make better use of assessment data in tracking pupils' progress.

Achievement and standards

Grade: 2

Standards are above the national average and boys and girls achieve well throughout the school. On entry, the majority of children are below the expected level for their age group. They achieve well in the Foundation Stage and reach standards close to national expectations. In Years 1 and 2, pupils continue to make good progress and have done so for the past three years. The test results for 2005 show that by the age of seven they reach above average standards in reading, writing and mathematics. The percentage of pupils that reach the higher level in test results also exceeds the national average.

Pupils continue to make good progress in Key Stage 2 and by the age of 11, reach standards that are above the national average in English, mathematics and science. In 2005, attainment was particularly high and standards in mathematics were impressive with a high percentage attaining the higher level in the national tests. The trend over the last three years shows consistently good progress in all three subjects. Pupils with learning difficulties and/or disabilities achieve well throughout the school and exceed the targets set for them. The school believes that in the 2006 tests there will be a slight dip in standards, mainly due to data not being used effectively to identify where progress is not good enough for some pupils.

Personal development and well-being

Grade: 2

Pupils' personal development including their spiritual, moral, social and cultural development is good. They make good progress in developing their personal skills and attributes. Through the Chaplaincy Agreement, the vicar is a regular visitor to the school and this contributes positively to pupils' spiritual and moral development. Pupils' basic skills and their skills in information and communication technology are good; as a result they are well prepared for future learning and life after school. Pupils show pride in their school and they are welcoming and friendly, confidently engaging visitors in conversation. The school values pupils' opinions, for example, at pupils' request games were purchased for lunchtime. Pupils contribute to the wider community by performing plays and concerts in the community centre. They know how to keep themselves safe and show a particularly good understanding of road safety. However, they do not clearly understand why exercise and good food are essential to good health, because the links between subjects are not strong enough.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because teachers are well focused on what they want pupils to learn. This strategy has a good impact on the standards achieved. Teachers check on previous learning, such as writing simple sentences before they take pupils towards the harder concept of writing sentences with clauses. Throughout the school, teachers use interactive whiteboards well to enhance learning opportunities. For example, when learning how to draw, pupils are shown interesting pictures of lines and curves in nature. As a result, most had good ideas from which to work. Clear rules and routines are established, so behaviour is good. The sensitive interaction between adults and children in the Foundation Stage results in good concentration and good listening skills being established straight away. Relationships are good so pupils concentrate well and do their best. Teachers make sure the work is matched to pupils' ability, so they experience success and enjoy their work. This was illustrated well in Year 1 where pupils showed good pride in their 'independent workbooks'. Teachers throughout question pupils well, but do not always encourage enough collaboration and peer discussion. Therefore there are opportunities missed for pupils to engage in focused, technical discussion across different subject areas.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, although it has improved since the last inspection. The school offers good provision for literacy, numeracy and information and communication technology, resulting in good achievement. The curriculum is currently planned in separate subjects and there are missed opportunities to make links to ensure that learning across subjects becomes more meaningful for pupils. Music specialists deliver brass, recorder and guitar tuition. French is being taught by specialists from the local secondary school. There is a broad range of popular activities and experiences provided for pupils at clubs that run outside the school day. The school teaches personal, social, health and citizenship education, which help pupils value the views of others. Older pupils say they know they have to be a good example to younger ones. The provision in the Foundation Stage has improved and children now have opportunities to learn outside as well as indoors.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Foundation Stage parents are encouraged to linger and play with their children each morning. This helps the youngest children to feel at ease in their new surroundings. Procedures for child protection are in place. The procedures for safeguarding learners meet current government requirements. The good levels of concern staff show towards individuals mean that pupils feel safe and

secure. Pupils with learning difficulties and disabilities are particularly well cared for resulting in their good achievement. Although assessment procedures are in place, these are not always used with enough rigour to identify individuals or groups of pupils who are not performing as well as they should. As a result, this information is not always used well enough to provide pupils with the support and guidance needed to maintain consistent progress.

Leadership and management

Grade: 2

Leadership and management are good. The new headteacher has a clear vision for the school's future development and is well supported by the senior management team and governors. Through effective team work and good systems of self evaluation they have a clear view of the schools strengths and those areas which need improvement. As a result, progress in 2005 in English, mathematics and science was amongst the best in the country. The new headteacher has begun to monitor the quality of provision and has already identified where even further improvement can be made. The school is fully inclusive and the needs of all learners are central to its vision. The school uses its resources well and gives good value for money. Governors are becoming increasingly involved in school life. They have played a strong role in ensuring the school's central position within the Primrose Village complex which incorporates a children's centre, wrap around care, and a community centre.

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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	2
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	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
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?	3
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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
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

Valley View Primary School

Primrose Village

Lambton Terrace

Jarrow

Tyne and Wear

NE32 5QY

21 September 2006

Dear Pupils

I had a very enjoyable day in your school. You are very welcoming and friendly. It is good to see you growing up into confident young people. I particularly liked the conversations in the playground with older pupils and at lunchtime with younger ones. I could see the youngest children love the Nursery and Reception class play facilities.

I know you work very hard and your new headteacher is determined that you continue to do your very best so you will get good jobs when you are adults. You in turn must work even harder than before, so your parents and teachers can be really proud of you.

I was thrilled to see how well you behaved in lessons and around the school. I can tell you feel safe and secure when you are in school. Older pupils take really good care of younger ones, especially in assemblies and in the playground. This helps them settle down well. Teachers know you very well and try to match the work to what they know you are able to do. I have asked them to look more carefully at what you can already do so they can check that everyone is striding ahead and no one is getting left behind.

I know your teachers work very hard to provide interesting work for you to do. I have asked them to think about ways in which they can link the subjects together so that you have a better understanding when learning new things.

Thank you again for being so helpful and don't forget: the harder you work, the better your future chances in life.

With very best wishes

Gianna Ulyatt

(Lead inspector)