



Adderlane First School

Inspection Report

Unique Reference Number 122230
Local Authority Northumberland
Inspection number 292345
Inspection dates 21–22 November 2006
Reporting inspector Dave Byrne

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

Type of school	Primary	School address	Broomhill Road
School category	Community		Prudhoe, Northumberland
Age range of pupils	3–9		NE42 5HX
Gender of pupils	Mixed	Telephone number	01661 833996
Number on roll (school)	100	Fax number	01661 833996
Appropriate authority	The governing body	Chair	Mr David Soulsby
		Headteacher	Mr John Lambert
Date of previous school inspection	1 March 2000		

Age group	Inspection dates	Inspection number
3–9	21–22 November 2006	292345

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is small school. The vast majority of pupils are of White British heritage and an above average proportion is eligible for free school meals. The majority of children start Nursery with below average levels of attainment. Adderlane is part of a local network of schools. There have been significant staff changes recently with the retirement of two long-serving staff including the deputy headteacher. There are two new teachers in Key Stage 2.

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 a satisfactory school with strengths in the good levels of care and pupils' spiritual, moral, social and cultural development. Pupils behave well, enjoy learning and form good relationships with others. The quality of teaching is satisfactory overall with strengths in the Foundation Stage and aspects of teaching in Key Stage 1. After starting Nursery with below average standards, good provision results in children reaching the standards expected for their age by the end of Reception. Test results in 2005 showed that standards were below average at Years 2 and 4 but progress is now improving as the school settles down after a period of disruption due to severe budget restrictions and staffing changes. Pupils are currently doing as well as expected for their age in reading, writing, mathematics and science and pupils with learning and behavioural difficulties achieve well. The more able pupils, however, could do better because teachers could be more challenging to enable them to reach their full potential. Recent initiatives have had a positive impact on learning. Pupils' involvement in their own assessment is much better, particularly in Key Stage 2, but there are variations across the school in the expectations made of pupils with regard to their writing and presentation.

The curriculum is satisfactory overall and good in the Foundation Stage. It develops in pupils a good knowledge and understanding of how to live healthily and safely. Across the school, learning is enriched by good sports provision and a good range of educational visits. Good links with the community extend learning experiences for all pupils, for example, by getting involved with the new Child Care Centre. The majority of parents are very happy with the quality of education the school provides but some parents could get more involved in supporting their children at home. This holds back the progress of some pupils.

The school is satisfactorily led and managed. Significant changes in personnel in the last few months have altered the management structure and prompted a review of staffing responsibilities. The headteacher maintains a clear educational direction, and the new leadership team is beginning to monitor the school's performance more accurately to find ways of raising standards. Governance is satisfactory with good management of finances to get the best from the budget.

What the school should do to improve further

- Raise standards across the school by adopting a clear strategy for fully meeting the needs of the more able pupils.
- Reduce the inconsistencies in teaching by raising it all to a good standard.
- Improve the skills of senior staff in monitoring the school's performance and taking steps to improve it.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are better than at the time of the previous inspection. From a below average starting point in the Nursery, children progress well to reach the standards expected for their age by the end of Reception. In Key Stage 1, progress continues at a satisfactory rate overall, although for pupils with learning and behavioural difficulties it is good. In Key Stage 2, progress has slowed in recent years, but inspection evidence confirms the school's judgement that it is now satisfactory and pupils are doing as well as expected for their age. In both Key Stages 1 and 2, the achievement of the more able and talented pupils is satisfactory but some do not reach their full potential. Since the last inspection, standards in ICT have improved and pupils are now working as well as expected.

Personal development and well-being

Grade: 2

Pupils' personal development, well-being and spiritual, moral, social and cultural development are good. They enjoy school, show excitement and curiosity during lessons and behave maturely. Pupils have a good awareness of the needs of others and help to raise significant funds for charity. Bullying or racism is extremely rare and pupils and parents are confident in the way that the school manages behaviour. Pupils like helping others. They willingly perform a variety of jobs in and around school and confidently take responsibility for their own learning during lessons. The school's good efforts to encourage pupils to eat sensibly, act safely and keep fit have paid off well. Older ones enjoy participating in the after-school keep fit club and many eagerly tuck into the nutritious and tasty lunches provided. Pupils have a good understanding of their local area and educational visits broaden their horizons further. Religious education gives pupils a good knowledge of world faiths but only a satisfactory understanding of the diversity of British society. The good social skills and satisfactory academic development prepares pupils satisfactorily for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall with strengths in the Foundation Stage and in aspects of Key Stage 1. In the Foundation Stage, good use of assessment tailors activities closely to children's needs. A good balance is struck between practical, free choice activities and adult-directed tasks and children are well prepared for the next stage of their education. In Key Stage 1, teaching has strengths, particularly in mathematics and sustains the good progress made in the Foundation Stage. Most pupils develop sound skills of speaking, reading, and writing and good skills in

mathematics. They also develop a love of learning. For example a group of Year 2 pupils talked with great enthusiasm about the diaries of Samuel Pepys at the Great Fire of London. In Key Stages 1 and 2, teaching is satisfactory with a strength in the way that information and communication technology (ICT) is used to bring learning alive. Throughout the school, the needs of pupils with learning and behavioural difficulties are well met. Whilst the use of assessment has improved significantly in guiding teachers' planning, it is still not always meeting the needs of the more able pupils. The quality of marking is improving and often guides pupils to assess their work themselves but this is not yet a consistent feature in all classes.

Curriculum and other activities

Grade: 3

The curriculum has improved since the previous inspection and is satisfactory. Good quality provision is provided in the Foundation Stage, while in Key Stages 1 and 2 it meets statutory requirements. A good emphasis is given to planning literacy and numeracy and there is strength in physical education through good links with a sports coordinator programme. While there are some good examples of adding enjoyment to lessons by linking subjects and using the school grounds, a whole-school approach for linking subjects is not fully developed. As a result, pupils are not fully challenged by applying their skills of literacy, numeracy and ICT to a variety of situations. Standards in lessons are enriched by a range of educational visits including a residential to Bamburgh for older ones. Good provision for personal, social and health education and citizenship prepares pupils well to be healthy and fit citizens in future.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Staff are very caring and sensitive to the pupils' personal needs and give pupils' safety the highest priority. Good arrangements are established to maintain child protection and to manage all reasonable risk including checks to ensure that all adults are safe to be in contact with pupils. The academic progress of pupils is monitored systematically and pupils are increasingly aware of what they need to do to get better. Good support for pupils with learning, emotional and behavioural difficulties enables them to be fully integrated into all elements of school life. Support is satisfactory for the more able and talented pupils but not effective enough to get the best from these pupils. Despite efforts by the school, the involvement of some parents in their child's education is not as strong as it could be.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher successfully combines his teaching and management roles and maintains a clear educational direction for the school. A good ethos of care exists across the school which contributes to the good personal development of pupils and good inclusion for everyone. The Foundation

Stage is effectively managed, as is the provision for meeting the needs of pupils with learning and behavioural difficulties. The management structure has recently altered and staff are adjusting to the changes. At the moment the school is too reliant on the headteacher because the new leadership team is only just developing a picture of its strategic management role. As a result, the school's judgements about its strengths and weakness tend to be too optimistic. The governing body is supportive of the school and has done well to pull the budget back into balance after two years of deficit. Some governors are newly appointed and the governing body as a group are becoming familiar with the standards in school. Resources are adequate and, given the small numbers in each class, the school is satisfactorily staffed. Effective steps since the last inspection have improved the school and it has a satisfactory capacity for improvement in future.

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?	3
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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
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	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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Adderlane First School

Broomhill Road

Prudhoe

Northumberland

NE42 5HX

23 November 2006

Dear Pupils

As you know I recently spent two days in your school. Thank you for the good humour and friendliness you showed me. I really enjoyed sharing lessons with you and chatting with you. I really enjoyed your tasty and healthy lunches!

It was good to see you being so thoughtful and well behaved. You seem to care very much for others and enjoy school. You are quite rightly proud of the way you eat sensibly and get involved in regular exercise through the keep fit club. This will help you to stay healthy as you grow up and hopefully give you a happy life. I agree with you that you are safe and that the school does its very best to make sure you are never at risk.

I was pleased with the way you worked in lessons. You all seem to try hard and those of you who find work hard certainly get lots of help from your teachers. There were times though when the work was too easy for some of you and I have asked the school to find ways of making some work harder.

Your teachers are very caring and children in the Foundation Stage get a really good start to school life. Your headteacher is very hardworking and his staff try hard to find ways of making your school even better. I am pleased that you are now taking more notice of how to improve your work. You read well and are good at maths and your writing is getting better, but you need to take more care with your handwriting.

I hope that you continue to work hard and come to school with a smile. It is worth remembering that a smile is the best gift you can give anyone, and it is free! Good luck in the future.

Yours sincerely

Dave Byrne

Lead inspector