

# Denbigh Community Primary School

Inspection report

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<b>Unique Reference Number</b>	108608
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	309740
<b>Inspection date</b>	28 February 2008
<b>Reporting inspector</b>	Moira Fitzpatrick

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr David Charlton
<b>Headteacher</b>	Mr Geoff Dignan
<b>Date of previous school inspection</b>	1 October 2004
<b>School address</b>	Denbigh Avenue Howden Wallsend Tyne and Wear NE28 0DS
<b>Telephone number</b>	0191 2007341
<b>Fax number</b>	0191 2007342

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: standards and pupils' progress in mathematics at Key Stage 2; standards in reading and writing in the Foundation Stage; the effectiveness of assessment procedures; the identification of pupils with learning difficulties and/or disabilities and the progress they make; the impact of leadership and management on the care, guidance and support for pupils. Evidence was gathered from: performance data; the school's self-evaluation and other school documentation; observation of teaching and learning; the work produced by pupils, parents' questionnaires and discussions with pupils and staff.

Other aspects of the school's work were not investigated in detail, but the inspector found evidence to suggest that the school's own assessments of some aspects, as given in its self-evaluation, were a little modest. These have been included where appropriate in this report.

## Description of the school

The school is larger than average. Nearly all pupils are from White British backgrounds, with very few who speak English as an additional language. The proportion of pupils who are eligible for free school meals is above average. So too is the percentage of pupils with learning difficulties and/or disabilities, many of whom have emotional and behavioural difficulties. The school has a higher than average number of pupils who have a statement of special educational need. A high proportion of children have speech and language difficulties when they join the Nursery.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Denbigh Community Primary is a good school. Pupils' achievement is good and pupils make good progress in their academic skills and personal development from very low starting points in the Nursery. Despite this good progress, standards are well below average in reading, writing and mathematics by the end of Year 2; teachers' assessments in 2007 confirm this. Additional support and further training for staff has improved standards noticeably since the start of the year. Progress is good in Key Stage 2 for all pupils including those who speak English as an additional language and by the end of Year 6 standards have improved and as reflected in the results of national tests are now broadly average. Disappointing results in mathematics in the 2007 tests prompted the school to reorganise the teaching of mathematics in Key Stage 2. These very effective changes show the school has already exceeded the target set for the number of pupils expected to reach the higher level. School data indicates that pupils are on course to meet the challenging targets set in all subjects this year. Although most pupils with learning difficulties and/or disabilities make good progress a few pupils with significant learning or emotional difficulties do not sustain this progress and could achieve more. The school does not closely monitor the effect of support for these pupils and its impact on their progress.

Teaching and learning are good and sometimes excellent. Pupils learn well because interesting activities in lessons ensure success and are built upon secure knowledge of pupils' abilities and previous learning. Thorough lesson preparation and high expectations that pupils will think for themselves ensure lessons move at a good pace. Adults are well aware of the complex barriers to the learning of some pupils. They take good account of these when preparing lessons and ask questions that extend learning as well as developing pupils' speaking and listening skills. The use of discussion, learning partners and group activities are all popular with pupils, who say they learn better this way. The grouping of pupils by ability for mathematics in Key Stage 2 is improving the match of work to ability and also makes effective use of staff to maximise learning. As a result, pupils feel well challenged and motivated to work hard. There has been a significant increase in the progress of these groups this year. During mathematics lessons, pupils' attitudes are excellent and enjoyment is high. Well prepared teaching assistants give good support and build warm relationships with pupils who have learning difficulties and/or disabilities. This helps to build pupils' self-esteem and confidence in their ability to succeed. Several parents commented on how well their children learn, for example, 'The school will not rest till a child's potential is unlocked.'

A good quality, well planned curriculum provides a strong base for the development of basic skills. Provision for information and communication technology (ICT) has improved well since the last inspection and pupils enjoy using computers in their learning. Enrichment of learning through visits, visitors and links with the community and other schools is particularly good. For example, high quality art displays show the impact of visiting specialists on pupils' standards. Pupils say they enjoy the many opportunities they have to learn new things and discover new talents.

Pupils' personal development is good; so too are their spiritual, moral, social and cultural development. This is because of the high priority that the headteacher gives to this part of the school's work and staff work hard to promote pupils' self-respect and self-esteem. Some parents expressed concerns about the behaviour of a few pupils in some classes. The vast majority of pupils behave well. In some older classes their behaviour is exemplary. Pupils with emotional and behavioural problems are well supported to learn in class. They are promptly and well

managed to minimise any disruption to learning. Good behaviour in the infants' playground is well supported by prefects and buddies who keep a sharp eye out for pupils who seem lonely or upset. Some older pupils would like this good system extended to the junior playground so that pupils there can turn to someone if they have concerns. This attitude is typical of older pupils who show a clear understanding of their role as good citizens in making the school run smoothly.

While pupils agree that there is some bullying from time to time, they feel they have been well prepared to deal with it through class discussions, personal and social education lessons as can be seen in the many helpful posters around the school. Pupils in both key stages have high levels of trust in the staff and say they know who to go to for help if they have concerns about the behaviour of others towards them.

Pupils have good attitudes to learning and always work hard to succeed with tasks and to please their teachers. They form good relationships amongst themselves, with teachers and with all adults on site. They show respect for others, are welcoming and courteous to visitors, greet them warmly and hold doors open to allow them to pass. A well planned personal, social and health education programme, enhanced with visits and visitors, ensures pupils have a good understanding of healthy eating and how to stay fit and safe. Eco-warriors and school councillors make a significant contribution to raising awareness of environmental and school issues. Pupils are well involved in making contributions to improve the school, the environment and the local community.

Pupils' pastoral needs are exceptionally well catered for because their welfare is central to the school's vision that a child learns best when it is safe, secure and happy. All staff show high levels of care and commitment to pupils. They know their pupils and their families well and are well trained so that they spot any concerns quickly and give the necessary support. Pupils say that staff are 'always ready to listen'. The assessment of pupils' learning is good during lessons where there is regular checking of pupils' understanding of what they are being taught. Teachers generally make good use of assessment information to plan new learning, but recent changes in staff have led to some inconsistencies in this and in the quality of marking and feedback to pupils. There are many links with external agencies and other schools to ensure that pupils who need either additional help or extra challenge to develop their talents have their needs met. All safeguarding, child protection and health and safety procedures are in place.

Leadership and management are good. The headteacher's commitment to the pastoral care and emotional development of pupils is exceptional. All staff fully support his vision. This ensures pupils are given the support and encouragement they need to succeed. The school knows its strengths and areas for improvement well. Governors are involved in monitoring the work of the school, are well informed and give good support and challenge. All staff are encouraged to contribute to school improvement and many successful initiatives are the product of staff enthusiasms or interests. Very good leadership by the headteacher, ably supported by the deputy headteacher and senior leadership team, has ensured the school has made good progress since the last inspection, despite much unavoidable staff absence. Standards have risen and the quality of teaching has improved. The senior leadership team have supported colleagues well and have created a vibrant, committed team which is determined to overcome barriers to pupils' learning. The school's capacity for further improvement is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

Children start in Nursery with skills that are well below what is typical for their age. Each year a high proportion join the Foundation Stage who have speech and language difficulties and many have a low level of personal, social and emotional development. These weaknesses present considerable barriers to children's learning and staff rightly focus on establishing routines to help children to grow in confidence and develop the independence necessary for their learning. Children feel safe and secure because they are well cared for by adults who form warm relationships with them. Teaching is satisfactory. The children make satisfactory progress but by the end of Reception the majority have not reached the expected goals for their learning. The curriculum is developing well this year with greater attention to the teaching of letter sounds, but children are still not developing their language skills quickly enough because there are not enough opportunities for writing and learning reading skills alongside an adult. The recently established Foundation Stage team is working well to develop provision and improve assessment procedures. Their energy and commitment is appreciated by parents who say their children are happy and settled in school. Parents are pleased with the good relationships that staff have with them.

### **What the school should do to improve further**

- Improve the consistency of assessment, marking and feedback to pupils to enable them to reach even higher standards.
- Monitor more closely the support for pupils with learning difficulties and/or disabilities to ensure that all of these pupils always make good progress.
- Raise standards and improve opportunities in all aspects of language development in the Foundation Stage.

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## Annex A

## 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

29 February 2008

Dear Pupils

Inspection of Denbigh Community Primary School, North Tyneside, NE28 0DS

Thank you for the friendly welcome you gave me when I visited your school recently to find out how well you are doing. Your school is a good school and I can see why your parents and carers are pleased that you attend there. You are extremely well cared for and get on very well together. If anyone is unkind or thoughtless you know that your teachers will sort it out quickly. Your behaviour and good manners are a credit to you, your school and your families. No wonder they are so proud of you. It was good to see how well you take on responsibilities both small and large. I could see why younger pupils would enjoy having Year 6 to look after them in the playground – it is because you are so friendly and sensible. It was easy to see that you enjoy learning and try hard to please your teachers. They make learning fun and have worked out ways of teaching you so that you can make good progress and work with partners to help each other learn more quickly.

Many of you told me how much you enjoy the different visits and visitors you have and said that these gave you a better idea of what you were good at and really interested in. You were right when you said that your school encourages you to learn about things to help you stay healthy and safe. You do have a good understanding of these things. Another important thing your school teaches you is to be considerate and care for each other, and to understand that some people need longer to learn these things than others. This makes you very tolerant and sympathetic to other people's needs and prepares you well to be good citizens in the future.

I noticed that your school could be even better if children in the Nursery and Reception classes had more activities to help them with their reading and writing skills. Your school is also going to make sure that all the adults check your work carefully and help you to improve even more. You could help by taking note of what is written in your books and trying to do what is suggested. Finally, your school is going to look more closely at the work some of you do so that it can help you make good progress in all lessons.

Thank you again for my lovely day in your school. I will remember it for a long time.

All good wishes to all of you for a successful year.

Yours sincerely

Moira Fitzpatrick

Lead inspector