

Fordley Community Primary School

Inspection report

Unique Reference Number	108611
Local Authority	North Tyneside
Inspection number	309742
Inspection dates	27–28 September 2007
Reporting inspector	Gordon Potter

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	309
Appropriate authority	The governing body
Chair	Miss Arlene Ainsley
Headteacher	Mr Tony Rigg
Date of previous school inspection	1 February 2004
School address	Dudley Drive Dudley Cramlington Northumberland NE23 7AL
Telephone number	0191 2008030
Fax number	0191 2008031

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This above average size school serves an area of above average social deprivation. The proportion of pupils eligible for free school meals is above average. Attainment on entry to the Foundation Stage is well below that which is typical for children of their age. The proportion of pupils with learning difficulties and/or disabilities is above average, and the proportion with a statement of special educational need is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Fordley Community Primary School provides a satisfactory education for its pupils. It has made improvements since its last inspection in striving to make learning more enjoyable for pupils and in putting the school at the heart of the community. The headteacher and the senior leadership team have worked tirelessly to make the school better and this is reflected in improving pupil achievement. The school has a good capacity to improve further.

The Foundation Stage is a strength of the school where the children achieve well. Pupils make satisfactory progress through Key Stages 1 and 2 and achievement is satisfactory. At Key Stage 1, standards in 2006 were below the national average but improved in 2007 in reading and mathematics. However, the most able pupils could do better in reading and especially in writing. At Key Stage 2, the 2006 national test results were below average. The unvalidated results in 2007 exceeded the school's challenging targets and continued a trend of improvement in English, mathematics and science. Pupils with learning difficulties and/or disabilities make similar progress to their classmates.

Pupils' personal development and well-being are good. Behaviour is good. Pupils have an excellent understanding of how to remain healthy and safe. Their social, moral, spiritual and cultural development is good. Pupils enjoy coming to school because of the many opportunities offered to them in lessons and after school. They develop self-esteem and confidence. Pupils care for one another within school and they make an excellent contribution to the community.

The quality of teaching and learning is satisfactory but an increasing proportion is good. This is reflected in the accelerating rate of pupils' progress and the improving standards. All teachers share learning intentions with the class so pupils know what they are expected to learn. At times, learning is not challenging enough because the use of information about pupils' progress is not used effectively. In some classes marking of work lacks consistency so pupils do not always know what to do to make their work better. The curriculum is good and offers many opportunities for creativity and for entrepreneurship. Pupils say this has made their work more enjoyable. There are good opportunities for the enrichment of the curriculum, especially related to work in the local community, and good participation in out-of-school activities.

The school cares well for its pupils with all statutory procedures for safeguarding and the care and welfare of pupils in place. This is demonstrated by the good personal development and well-being of pupils and the positive responses they gave when asked their views about the school and the opportunities it provides for them. However, academic guidance is less effective.

The leadership and management of the school are good. This is clear from the improvements that have been made since the last inspection and the steady rise in standards. The senior leadership team has a clear understanding of the strengths and weaknesses in the school. Recent initiatives in the curriculum have raised pupils' enthusiasm and contributed to their improved achievement. There is effective support from members of the governing body. The overwhelming majority of parents are supportive of the school.

Effectiveness of the Foundation Stage

Grade: 2

The quality of provision in the Foundation Stage is good. There is a happy, purposeful atmosphere and attractive surroundings. On starting the Nursery, children soon settle and learn to share and work together. They achieve well in response to the good teaching and a wide

range of interesting activities. Good progress is made in personal and social development and physical development, though sometimes children in the Reception class are not given opportunities to initiate activities and make decisions. The new Foundation Stage manager is an effective leader, having a very clear picture of how to improve provision further. Links with parents are excellent. The school works hard to involve parents in their children's education by providing an exciting range of opportunities for them to get involved, for example in through gardening, cooking or developing personal information and communication technology (ICT) skills.

What the school should do to improve further

- Raise standards and achievement, especially in reading and writing for the most able pupils in Key Stage 1.
- Ensure that information on the pupils' progress is used effectively to set appropriately challenging targets and work for all pupils.
- Improve the quality of marking so that all pupils receive regular guidance on how to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are below average. Although progress is satisfactory overall, it is good in the Foundation Stage and an increasing number of pupils are now making good progress in Key Stages 1 and 2 because of the more effective teaching.

On entry to the Nursery, the overall level of attainment is well below that normally expected. Pupils start in Year 1 having reached levels below those that are typical for their ages at the end of the Reception year. They make satisfactory progress in Key Stage 1, at the end of which standards in 2006 were below the national average. In 2007, there were improvements in reading and mathematics, but more able pupils should have done better in reading and writing.

Results of the 2006 national tests at the end of Key Stage 2 were below average in English, mathematics and science, but there is a trend of improvement. The unvalidated results in 2007 continue this trend and were the best the school has achieved. The results also exceeded challenging targets.

Personal development and well-being

Grade: 2

Personal development and well-being are good, including spiritual, moral, social and cultural development. Children get a good start in the Nursery, learning how to share and socialise together. Older pupils enjoy coming to school, work hard and are friendly and polite. Pupils' behaviour is good. Rewards and sanctions are clearly understood and appreciated. Pupils feel safe and secure around the school. They say bullying happens rarely and they know where to seek help. They feel any problems are quickly resolved.

The school's work in encouraging healthy lifestyles is excellent. Healthy lunch menus are available and the new milk bar is a welcome introduction. Attendance has improved and is now

satisfactory, but a minority of families still take holidays with their children in school time. There are excellent opportunities to contribute to the school family and beyond. Pupils care about those less fortunate than themselves and regularly raise funds to help them.

The school council makes suggestions for improvements around school and knows that the school takes notice of its views. The links with industry help prepare pupils for the world of work. Basic skills in literacy, mathematics and ICT are satisfactory and improving.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory and an increasing proportion is good. As a result, the pace of learning is accelerating. Lessons are generally well planned and teachers set out clearly what the pupils are expected to learn in each lesson. Teachers are good at establishing positive relationships, promoting good behaviour and motivating pupils to do their best. They also use a good range of activities and resources, including interactive white boards, to motivate and engage pupils. As one Year 6 pupil said, after dissecting a plant, 'I never knew flowers could be so interesting!' Questioning is often skilful and used well to modify tasks for groups of pupils, but some lower attaining pupils are not always given sufficient time to reflect on or form their answers. Opportunities for pupils to learn through paired discussion are used effectively and pupils are encouraged to assess their own and others' work. In the best lessons teachers make effective use of pupils' individual targets and encourage them to work independently to achieve them. However, effective use of information on the pupils' progress has yet to be used consistently throughout the school. In a few lessons, marking is less effective and pupils do not always know what to do to make their work better. When teaching assistants are actively involved with less able pupils, these pupils make good progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It has been revised to incorporate exciting opportunities, including enrichment activities, so that pupils can see the links between different areas of their learning. Topic-based and creative activities boost pupils' self esteem and promote improved engagement and enjoyment in their learning. There are two hours of sports and physical education each week. Links with the local specialist business college have increased pupils' economic awareness. The introduction of Spanish and French, and developments in art and music, has broadened the curriculum.

In Years 1 to 6 pupils continue to benefit from a curriculum that meets statutory requirements and is well matched to their individual needs. Provision for literacy, numeracy and ICT has improved since the last inspection and there are increasingly effective opportunities for all pupils. The curriculum is clearly focused on building on what pupils already know and has contributed to rising standards.

Pupils particularly enjoy the wide range of extra-curricular activities which include singing in The Sage concert hall, and a residential visit for the older pupils.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory overall. Pastoral care is good. Pupils are well known and cared for. Procedures to ensure child protection and health and safety, and appropriate risk assessments are in place. Good use is made of external agencies when needed to safeguard pupils' welfare or support challenging behaviour. The school supports pupils well when they move between phases of their education. Close social and academic links with the local secondary school ensure pupils are ready for their new school.

A wealth of data is collected on pupils' progress and this is shared with the pupils so that they know what level they are working at and what their targets are. As yet this is not being used sufficiently to ensure the work for all pupils is challenging. The school is good at involving parents in their children's learning through the use of starter packs, informative newsletters and information about what children will be learning during the term.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, ably supported by the senior leadership team, is bringing about increasingly significant improvement in the school. Leaders at all levels have a clear view of the school's strengths and weaknesses and have implemented changes to the curriculum which have improved standards and helped to enhance pupils' enjoyment of school. They regularly monitor the quality of teaching and learning and look at pupils' work to ensure that the curriculum is appropriate to their needs. The school improvement plan identifies appropriate areas for development, including improving and making better use of tracking and target-setting, which will enable the school to improve further.

Governors contribute to the development of the school by supporting its work, visiting classrooms, playing a role in its self-evaluation and providing a good level of challenge for school leaders. Parents overwhelmingly support the work of the school. Budgets have been managed well and the school provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	3
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	2
The capacity to make any necessary improvements	2

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	3

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	1
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	1
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?	2
How well are learners cared for, guided and supported?	3

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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
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	3
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

28 September 2007

Dear Pupils

Inspection of Fordley Community Primary School, North Tyneside, NE23 7AL

Thank you so much for making Mrs Richardson, Mr Farrow and me welcome when we visited your school to see how well you are learning.

All those concerned with your school are working hard to make it good. This includes your teachers and you!

We were pleased to see that you work hard and do your best, although some of you could attend school more often. You behave well in lessons and in the playground. We found that you are very polite and helpful and care a lot about what happens in your community. You told us that you enjoyed coming to school because you appreciated the enrichment and extra-curricular activities the school provides for you. This is also why your parents and carers like the school very much.

There are some things that could be better so your school is going to:

- make sure the work you are doing is challenging enough and that you know what to do to make it better.

You can help by trying to find out more things for yourself and by sharing your ideas with others. Thank you for all your help and I wish you every success in all you do in the future.

Gordon Potter

Lead inspector