

# Kells Lane Primary School

## Inspection report

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<b>Unique Reference Number</b>	131106
<b>Local Authority</b>	Gateshead
<b>Inspection number</b>	315720
<b>Inspection date</b>	17 October 2007
<b>Reporting inspector</b>	Brian Dower

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>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	411
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Frank Hindle
<b>Headteacher</b>	Mrs Diana Hewitson
<b>Date of previous school inspection</b>	1 December 2003
<b>School address</b>	Kells Lane Low Fell Gateshead Tyne and Wear NE9 5HX
<b>Telephone number</b>	0191 4878226
<b>Fax number</b>	0191 4200509

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## Introduction

The inspection was carried out by an Additional Inspector. He evaluated the overall effectiveness of the school and investigated the following issues: the quality of the school's self-evaluation and forward planning; pupils' progress and achievement in mathematics; and pupils' personal qualities and the level of their basic skills. Evidence was gathered from lesson observations; the scrutiny of pupils' work; assessment data and school records; conversations with pupils, teachers and governors and the reading of the parents' questionnaire returns. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate.

## Description of the school

Kells Lane is larger than the average primary school. It is oversubscribed. Part of the community it serves is prosperous but there are areas of disadvantage. The majority of pupils are of White British heritage but a small number are of Asian background. The proportion of pupils with learning difficulties and/or disabilities is below average. There is a unit for pupils with specific learning difficulties who join the school 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: 1

This is an outstanding school. Parents recognise the dedication of the staff and the care and support afforded to their children. One parent wrote that her daughter, 'entered school as a quiet child and she has become confident, self-assured and independent as a result of the tremendous input from school'. Another commented on, 'A caring school with a great ethos.

Standards over recent years have been consistently high. All pupils, whatever their ability, gender or ethnic background, make excellent progress. Their achievement in relation to their starting points is exceptional. Results in the 2006 national tests and assessments were significantly above average at the end of Years 2 and 6. Results improved further in 2007, especially in English where all pupils reached and many surpassed the levels expected for their age. Challenging targets were exceeded in English and met in mathematics.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are excellent. They are very well placed to make the most of the next stage of their education and eventually be successful at work. Teaching and learning are outstanding and, as a result, pupils make excellent progress. Leadership and management at all levels are excellent. The headteacher's leadership is inspirational and she is supported by very able and committed teachers and assistants.

The school is a joy to work in and visit. The well-being of each and every pupil is central to its work. Pupils are happy and secure, eager to learn and enjoy all that the school has to offer. They are confident and articulate, sensitive to the needs of others and able to work independently and collaboratively. Behaviour is excellent and pupils have a keen sense of right and wrong. They say the school is free from bullying and that there is always someone to turn to if they have worries. Attendance is well above average. Pupils learn about healthy lifestyles from an early age. They take lots of physical exercise, eat healthily and understand the importance of balancing work and play. Pupils know their views are listened to. They have contributed ideas for the design of the outside play areas and have been instrumental in getting improved toilet facilities. They take on responsibilities, for example as buddies to the younger children or providing music for assemblies. They are actively involved in the local community through charitable events and fund raising activities. They are very proud of the environmental work they are doing in the local park.

Achievement is exceptional because pupils' attitudes to work are excellent and they are taught very well. They concentrate for extended periods of time, listen carefully to what is said to them and delight in talking about their work. They are extremely well informed on how well they are doing and they have the ability to evaluate their own progress. They get excellent feedback from teachers about what they must do to improve and the marking seen was exceptional in terms of its regularity and detailed guidance. Teachers have high expectations. They have excellent subject knowledge and plan varied learning activities to meet the needs of all pupils, including those with learning difficulties/and or disabilities and the most able. Teaching assistants are deployed well and are effective in supporting those pupils who need help. Pupils appreciate that all the adults who work in the school are committed to their welfare and academic success. One of the older girls commented, 'This is an amazing school because we have fun learning, go on lots of trips and the teachers are funny, understanding and supportive.'

The excellent curriculum is varied and stimulating. The school makes extensive use of visits away, of an impressive range of clubs and after-school activities and of visitors to enrich and broaden pupils' understanding of their work and the cultural diversity of society. Very good provision is made for information and communication technology as a teaching and learning aid. There is excellent additional provision for pupils who need to improve their basic skills.

The school has appropriate child protection measures in place and complies with safeguarding requirements. The school pays rigorous attention to health and safety issues and risk assessments are undertaken for all activities, particularly for visits out of school. The headteacher is aware of the concerns expressed by a very small number of parents about security at school gates and she has ensured that there is adequate supervision when children are not in lessons. The school works closely with parents and outside agencies to support vulnerable pupils to enable them to make excellent progress. The school has robust systems for monitoring pupils' progress and acts decisively when weaknesses are uncovered. Such good practice has led, for example, to the significant improvements in mathematics since the previous inspection. Leadership, management and governance are outstanding. The headteacher is respected by staff, parents and other professionals and her strong leadership is a significant factor in the school's success. She has the support of an able deputy who has been instrumental in bringing about the improvements in mathematics throughout the school. Achievement in this subject is now excellent. Teachers and assistants are committed and hard working and work effectively as a team. Morale is high and there is no complacency. All who work in the school share a vision for its future success and are committed to ensuring that every pupil achieves as highly as possible.

Self-evaluation is rigorous and accurate and there are appropriate development priorities in the school improvement plan to improve provision and raise standards even further. Challenging targets are used well to raise standards and these are met and often exceeded. Governance is excellent because governors know the school well, blend high expectations with encouragement and support and are closely involved in shaping its future development. There have been considerable improvements since the previous inspection and the school has an excellent capacity to improve further.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children get off to a good start in the Reception year. Good teaching provides a warm and welcoming atmosphere where children feel supported and cared for. Staff encourage children in conversation and get them talking about their activities and their feelings. The well planned curriculum has an appropriate emphasis on the children's social development and good use is made of the outside play areas to aid their physical development and to encourage them to engage in creative play. Children are learning to become independent by choosing their own, as well as participating in adult-led, activities. Regular assessments and monitoring pinpoint the areas of learning to concentrate on. Children start school with skills and knowledge that are typical for the children's age. Effective teaching strategies enable children to make good progress and by the time the children enter Year 1 the great majority have reached the level expected for their age and an increasing number exceed this level.

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

- There are no issues for the school to address other than those already identified in the current improvement plan.

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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?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

18 October 2007

Dear Pupils

Inspection of Kells Lane Primary School, Gateshead, NE9 5HX

Thank you for welcoming me to your school and talking to me about your work and the interesting things you do in lessons and in the after-school clubs. I was particularly impressed with the work you are doing in the local community and to help others less fortunate than yourselves.

You work hard and get on well together. You tell me that you feel safe in your school and that there is always someone to turn to if you have worries. Members of the school council told me about the improvements they have secured in the outside play areas and in the school toilets. You know about the importance of leading a healthy lifestyle and balancing rest and play with work. You find your teachers and the assistants helpful, caring and understanding.

Yours is an outstanding school. The work you are doing is of a very high standard and you have excellent skills and personal qualities. You are very well prepared for the next stage of your education and for future success. The buddies are doing a good job caring for the younger children and you take on many other responsibilities. You are appreciative of the excellent range of extra-curricular activities and the many trips away from school. These are broadening your education and giving you confidence and self-reliance.

There have been many improvements over recent years in the quality of education provided and in the standard of your work. Everyone is determined to maintain and improve upon such high standards and to ensure that all boys and girls enjoy their time at Kells Lane Primary School.

Best wishes for the future

Brian Dower

Lead inspector