

King Edward Primary School

Inspection report

Unique Reference Number	108573
Local Authority	North Tyneside
Inspection number	324794
Inspection dates	8–9 July 2009
Reporting inspector	Christine Inkster HMI

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	417
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Philip Taylor
Headteacher	Mrs Christina Brown
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Preston Avenue North Shields Tyne and Wear NE30 2BD
Telephone number	0191 2006337
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Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors.

Description of the school

This is a larger than average size school. The proportion of pupils eligible for free school meals is lower than the national average. The percentage of pupils with learning difficulties and/or difficulties and those with a statement of special educational need is lower than that found nationally. There are approximately 90% of pupils from White British backgrounds. A small proportion of pupils do not have English as their first language. There is provision for the Early Years Foundation Stage, including a Nursery and two Reception classes. There is also extended provision, including a breakfast club, after-school club and wrap-around care for Nursery children. The school has a number of awards including Activemark, the Healthy School Award and the Eco School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education for its pupils. It has some important strengths; most notably, the highly effective pastoral care and support provided for pupils and pupils' outstanding personal development and well-being. The vast majority of parents are very positive about the work of the school and inspectors confirm parents' views that children are extremely well cared for. As one parent states, 'The school environment is very caring with all children being valued and encouraged to have respect for themselves and others'. Pupils' behaviour is exemplary. They are polite, thoughtful and show great care and consideration for one another. Pupils are confident, well-rounded individuals who demonstrate extremely positive attitudes to learning.

Pupils enter Year 1 with a wide range of skills and abilities which are broadly average overall, although skills in writing and calculation are often lower. They make satisfactory progress across Key Stage 1 and Key Stage 2, to reach levels at the end of Year 6 which are broadly average. Provisional teacher assessments for this year indicate that current Year 2 pupils reached broadly average standards. Pupils with learning difficulties and/or disabilities, those from a minority ethnic background and more able pupils make satisfactory progress from their starting points.

The quality of teaching and learning is satisfactory, although some good teaching was seen. In the best lessons, teachers have a good understanding of what pupils know and can do and plan carefully to ensure their individual needs are met. Where teaching is satisfactory, work often lacks challenge, particularly for more able pupils, and is not matched to the needs and abilities of the individual pupils. This is partly because assessment information is not used precisely enough to identify the next steps in learning. In some lessons there are limited opportunities for pupils to engage in more practical activities and independent learning. As a result, pupils make satisfactory progress.

The curriculum is satisfactory, although there are some good features; notably, the very effective personal, social, health and citizenship education (PSHCE) which has a significant impact on pupils' personal development, the opportunities for enrichment including visits to places of interest to support topic work and the high participation rates in a wide range of extra-curricular activities. However, the curriculum is not sufficiently well-planned to offer an appropriate level of challenge to all pupils, particularly those who are more able.

Leadership and management of the school are satisfactory. Senior staff recognise that standards at the end of Key Stage 2 have not been high enough and that pupils' achievement is satisfactory. School self-evaluation is satisfactory and is evaluative and honest. The headteacher and deputy headteacher, with the support of other senior staff, are working purposefully towards improvement and have introduced a range of new initiatives. However, the impact of these has yet to be seen in increasing the rate of progress made by pupils to enable them to reach higher standards. There has not been enough rigour in monitoring and evaluating the quality and consistency of teaching and learning to ensure that all pupils make consistently good or better progress. Governors fulfil their responsibilities in monitoring and evaluating the work of the school to a satisfactory level. They provide good support and share their expertise within the school for the benefit of pupils. The headteacher, staff and governors provide high quality pastoral care and support for pupils ensuring that they are safe, happy and secure, including through the extended provision.

The school has addressed the areas for improvement identified in the last inspection satisfactorily. The school has satisfactory capacity to improve further and provides satisfactory value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children start the Early Years Foundation Stage with a wide range of skills and abilities, but broadly those typical for their age. Current cohorts are making good progress as a result of the good teaching they receive. By the time they enter Year 1 they reach and sometimes exceed the national expectations for their age in most areas of learning, although their skills in writing and calculation are often lower. There is a wide variety of exciting and stimulating activities available indoors and outdoors, including many opportunities to engage in creative activities. Children thoroughly enjoyed searching for treasure in their role play as 'Pirates'. They also benefited greatly from opportunities to search for and identify 'mini-beasts' outdoors as part of an integrated activity. There is a good balance of child-initiated and adult-led activities and staff take every opportunity to promote children's speaking and listening skills through carefully targeted questioning. Good attention is paid to developing children's handwriting skills and as a result their work is neat and well presented. The Early Years Foundation Stage is well led and managed and staff work effectively as a team.

The welfare arrangements for children are outstanding. Staff provide an extremely nurturing and caring environment and children know they can turn to an adult should they need help. The school works closely with the wrap-around care provision to ensure continuity of care for children. There is good communication to ensure children's personal needs are met and staff benefit from sharing good practice. Children are confident and independent learners and they work cooperatively with one another, taking turns and sharing equipment. Children have extremely positive attitudes to learning and their behaviour is exemplary. Consequently, their personal development and well-being is outstanding.

What the school should do to improve further

- Raise standards in the core subjects by using reliable data consistently to:
- ensure that work is well matched to the abilities of individual pupils and consistently offers challenge to all groups of learners, especially the most able
- ensure that all teachers plan appropriate and precise next steps in learning for all pupils.
- Improve the rigour in monitoring and evaluating the quality and consistency of teaching and learning to ensure that all pupils make consistently good or better progress.

A small proportion of the schools whose 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

Standards by the end of Year 6 are broadly average and represent satisfactory achievement from pupils' broadly average starting points. Provisional teacher assessments indicate that current Year 2 pupils reached broadly average standards. Standards have risen in mathematics and science in recent years at the end of Key Stage 2, but dipped in English in 2008, partly because fewer pupils achieved the higher Level 5 in writing. Significantly, more pupils achieved

the higher Level 5 in science than found nationally in 2008. Teachers' assessments, work seen in pupils' books and in lessons confirm that the majority of current pupils are making satisfactory progress from their starting points. Progress is good in some classes where teaching challenges all pupils, including higher attaining pupils. Pupils with learning difficulties and/or disabilities, those from a minority ethnic background and those who are more able make similar progress to their peers.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Pupils thoroughly enjoy being with their friends. This is evident in their exemplary behaviour and the excellent attitudes they have in school. They know the difference between right and wrong and know that rules are for the common good. As one pupil said, 'Without rules the place would be crazy'. They learn to understand and express their feelings and they know that staff will listen and act where appropriate. Consequently, they feel safe and secure in school and know who to turn to if they have a problem. Pupils make an outstanding contribution to the school community, evident in their work in the school garden which was created in partnership with governors, parents and friends of the school. This is a central feature of the outdoor learning environment. They successfully raise money for those less fortunate in other parts of the world such as the shack schools in Soweto. The vast majority make healthy choices at mealtimes and are regularly involved in a wide range of physical activities both in and outside of school. Pupils have a good knowledge and understanding of the cultural diversity in the local and wider community. They are proud of their school. Attendance is well above average and pupils know that school is giving them the opportunity to develop a range of skills and personal qualities that will stand them in good stead for learning in the future. The after-school and breakfast club enhances their personal qualities and well-being by enabling them to play with and care for each other in a family atmosphere and to take responsibility for their actions.

Quality of provision

Teaching and learning

Grade: 3

While there are many good features in teaching, teaching and learning are satisfactory overall. In the best lessons, teachers have good subject knowledge and plan lessons with a range of activities that interest pupils. There are good relationships and pupils' outstanding behaviour and attitudes contribute to their obvious enjoyment in their lessons, especially when they have hands-on experiences in their learning. Pupils work well independently, in groups and with talk partners and this helps to develop their speaking and listening skills. Teachers use questions well to find out what pupils already know and help them to understand the key points of what they are to learn. Occasionally, teachers spend too much time explaining or asking questions so that the pace of learning drops and opportunities are missed for pupils to learn independently or with their friends. Work is often not well-enough matched to pupils' individual abilities so that it lacks challenge and pupils make satisfactory progress. Teaching assistants and teachers are supportive of pupils with learning difficulties and/or disabilities and those few from a minority ethnic background to help them make satisfactory progress.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Although it offers a wide range of experiences for the pupils, the curriculum is not sufficiently well-planned to ensure that appropriate challenge is offered to all pupils in all subjects across the curriculum so that they can make better than satisfactory progress. It is well-designed to support pupils' outstanding personal development through the PSHCE and social and emotional aspects of learning programmes. There is an emphasis on developing pupils' basic skills in literacy and numeracy so that they achieve age-related expectations and there is good provision for information and communication technology (ICT). There are many opportunities for pupils to develop their writing skills in subjects other than English, for example in writing creation myths in religious education. There is a wide range of exciting enrichment activities such as work about the school's Centenary celebrations, visits to castles, museums and places of worship which pupils enjoy and which contributes to their understanding of their own and others' faiths and cultures. Pupils enjoy art, two hours of physical education a week and the opportunity to learn French and a musical instrument. They enjoy opportunities to learn in the school garden. While there is a strong focus on meeting the needs of pupils with learning difficulties and/or disabilities, some opportunities are missed for them to develop skills alongside their peers. There is a good programme of extra-curricular activities in sport, music and the arts which many pupils enjoy.

Care, guidance and support

Grade: 3

The school's pastoral care for its pupils is a strength. It is highly effective in promoting pupils' personal development and well-being. All staff know the children very well and successfully provide a nurturing environment where pupils feel safe and secure. Procedures for safeguarding and protecting pupils meet current government requirements. Newcomers are made very welcome and arrangements for transition are well-organised. Pupils know their targets and these are regularly reviewed and updated. However, the work set for pupils does not always relate to these targets and to the full range of abilities and so pupils do not always make the progress of which they are capable. Pupils falling behind are identified early and additional support is targeted and often effective but this is inconsistent. Provision for pupils with learning difficulties and/or disabilities and those from a minority ethnic background is satisfactory; staff work hard to support them and to develop an understanding of each child's individual needs. There are strong links with external agencies to further enhance the support for vulnerable pupils. Although most parents feel their concerns are quickly addressed, a few feel that communication between home and school could be improved. The after-school and breakfast club cares well for its pupils and effectively shares information with the school to ensure their health, safety and well-being.

Leadership and management

Grade: 3

Leaders and managers work closely as a team and are well motivated to do their best for the pupils in their care. This is shown by the high levels of pastoral care and support provided for pupils, including through the extended provision which contributes greatly to pupils' outstanding personal development and well-being. The headteacher ensures that staff share her

determination to enable pupils to become well-rounded individuals. Although senior leaders are conscientious in carrying out their role and have introduced a wide variety of new initiatives, the impact of these has yet to be seen in the amount of academic progress made by pupils, particularly those who are most able. There has not been enough rigour in monitoring and evaluating the quality and consistency of teaching and learning to ensure that all pupils make at least good or better progress. Core subject leaders in literacy and numeracy are becoming increasingly involved in monitoring and evaluating the work in their subjects through lesson observations and are beginning to identify which areas need to improve.

Governors provide effective support to the school and are developing their role in acting as a 'critical friend'. They make regular visits to gain first-hand information about the work of the school and some use their areas of expertise to contribute to particular projects, for example in developing the Centenary garden. Equality of opportunity is promoted satisfactorily. Community cohesion is good. The school has been proactive in developing strong links within the local community, for example with local churches and other places of worship and has forged good links with national and international communities. Children were excited about learning what life is like for children in South Africa, prompting one child to say, 'I feel like an African now'. The school is working towards the full International School Award.

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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?	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 capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of 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?	3

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Dear Pupils

Inspection of King Edward Primary School, North Tyneside, NE30 2BD

Thank you for welcoming the inspection team into your school when we visited recently and for giving your time to tell us your views.

We think your school is a satisfactory school. There are some things which are outstanding. Your behaviour is excellent and you take your responsibilities very seriously, for example as school councillors or through raising money for those less fortunate than yourselves. We were particularly impressed with the way in which you care for and show consideration towards one another. We believe you develop extremely well as confident, mature young people and that your personal development is outstanding. All of the staff take great care of you and you told us you can always talk to them if you have a problem or concern. The breakfast club, after school club and wrap-around care for Nursery children also look after you well.

You make satisfactory progress in your work. Your test results are broadly average. Teaching is satisfactory, although some is good. Children in the Early Years Foundation Stage make good progress because there are many interesting and exciting things for them to learn, such as making a wormery with real worms. The headteacher, staff and governors are determined that you will get the very best education possible. We have suggested some things to help make things even better for you. We have asked the staff to make sure that they have a very clear understanding of what you know and can do so that they can plan work for you to do which is at exactly at the right level for you, particularly for those pupils who find work easy. We have also asked the school leaders to check more carefully that you are all making as much progress as you can in your lessons and that teaching is consistently good or better across the whole school.

You can help by continuing to work hard and by telling your teachers what makes your lessons interesting and what helps you to learn. You should be very proud of yourselves as you are a credit to the school and to your parents. I wish you all the very best of luck in the future.

Yours sincerely

Christine Inkster, HMI

(on behalf of the inspection team)