

Backworth Park Primary School

Inspection report

| | |
|--------------------------------|----------------------|
| Unique Reference Number | 108580 |
| Local Authority | North Tyneside |
| Inspection number | 324796 |
| Inspection dates | 29–30 September 2008 |
| Reporting inspector | Margaret Armstrong |

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) | 142 |
| 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 | Mrs Eileen Goodwin |
| Headteacher | Mrs Carol Crerar |
| Date of previous school inspection | 1 January 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | The Park Backworth Newcastle upon Tyne Tyne and Wear NE27 0AH |
| Telephone number | 0191 200 8355 |
| Fax number | 0191 200 8325 |

| | |
|--------------------------|----------------------|
| Age group | 3–11 |
| Inspection dates | 29–30 September 2008 |
| Inspection number | 324796 |

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a smaller than average sized school in an area of considerable social and economic disadvantage. The proportion of pupils known to be eligible for free school meals is higher than the national average. Most pupils are from White British backgrounds. A small proportion of pupils are from minority ethnic backgrounds; a very small number are in the early stages of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is higher than average. The number of pupils who have a statement of special education needs is low. The school provides breakfast and after school clubs. It holds the Activemark and European e-Twinning awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school. The improvements are due to the dedicated and purposeful leadership of the headteacher during a difficult period in the school's development and the strong, shared commitment of staff and governors to provide only the best for each pupil. As a result, the school has made good progress since the last inspection. Most parents are very appreciative of the work of the school and speak highly of the 'very happy atmosphere' which pervades it.

Standards are average and pupils achieve well. When children start school their level of development is well below that which is typical for their age group, particularly in their ability to communicate and in their personal and social development. The good provision in the Early Years Foundation Stage (EYFS) means children quickly become active learners and achieve well. Pupils continue to make good progress as they move through the school and, by the time pupils leave Year 6, standards are average. Pupils with learning difficulties and/or disabilities and those who are vulnerable receive high quality support and achieve well. The progress of higher attaining pupils is more erratic. This is because teachers do not always make effective use of pupil progress information to plan sufficiently challenging work for them.

Pupils' personal development, including their spiritual, moral, social and cultural development is good. Relationships are good and, as a result, pupils are well behaved and manage their emotions well. All pupils have a good understanding of how to stay healthy and safe. They contribute well to the community through their involvement in fund raising for a range of charities and by taking responsibility for the organisation of special events. Pupils enjoy school and this is best summed up in the words of one pupil who reported, 'Learning is exciting! We are all part of a big team here'. Their good learning, along with the school's strong emphasis on personal development, ensures they are well prepared for the next stage of their education.

Teaching and learning are good. Relationships are good and lessons are interesting. As a consequence, pupils work hard and enjoy learning. Pupils respond well to the lively, creative curriculum which excites and motivates them. The partnerships the school has with outside agencies are good. As a result, the curriculum is enriched by a good range of high quality activities both inside and outside of lesson time.

Leadership and management are good. The headteacher leads and manages her staff very well. As a result, teachers and support staff work effectively together as a team resulting in a very good level of care and support for vulnerable pupils. Governance is good. Governors know the school well and play a full part in its development. The school provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start because the provision is good. Parents are pleased with the start their children make. The very good level of care given to children helps them settle quickly so they learn to work and play together in a safe and supportive learning environment. Activities, both indoors and outside, are interesting and motivate children, helping them enjoy their learning. There is a good balance between directed tasks and those from which children can choose. As a result, children behave well and their confidence increases.

Teaching is good because staff work and plan together as a team. They offer good levels of support and encourage children to become independent. Children with learning difficulties

and/or disabilities and those who are vulnerable make good progress because of the effective adult support. Good assessment procedures help teachers plan activities which take account of children's prior experiences and learning needs. The strong focus on teaching phonics makes a significant contribution to children's good progress in early literacy skills. By the end of the Reception year the majority of children have not yet reached broadly average standards. However, they make good progress in relation to their starting points. Leadership is good and good links with Year 1 ensure continuity in pupils' learning.

What the school should do to improve further

- Ensure teachers make better use of information about pupil progress to plan effectively for higher attaining pupils.

Achievement and standards

Grade: 2

Standards are average and pupils achieve well. Standards tend to fluctuate because of the small year groups and the differences between pupils' abilities from year-to-year. Good and improving progress is based on thorough assessment and tracking and good quality teaching. In 2008, the provisional results of the national teacher assessments in reading, writing and mathematics for pupils in Year 2, showed that they had made good progress from the point of entry to Year 1. The performance of higher attaining pupils was above expected levels in reading and mathematics. Over time pupils in Year 6 consistently make good progress to reach average standards. A key factor in the school's success has been the use of a well planned programme of intervention work which has resulted in pupils with learning difficulties and/or disabilities, those from minority ethnic groups and other vulnerable pupils making good progress. Pupils who have English as an additional language are well supported so they soon play an active part in lessons and achieve well. In the latest results for Year 6 higher attaining pupils performed well in English although, they did not do as well as expected in mathematics. The school has made raising achievement in writing a priority. As a result, standards are rising because pupils are more skilled in writing for a range of purposes. Although there is some variation in the attainment of boys and girls, there is no recognisable pattern.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. By the time pupils leave the school in Year 6, they are confident and articulate individuals who show empathy and concern for others. They behave well because relationships are good and they know what is expected of them. Pupils have a clear understanding of right and wrong and treat each other with respect. They enjoy coming to school and this is reflected in improving levels of attendance. The school promotes healthy lifestyles well. This enables pupils to make informed choices about the food they eat and to take regular exercise. Pupils say they feel safe in school because they know adult support is readily available. They are a credit to the school and are proud of their contributions to the community. For example, they act very responsibly as 'Backworth Buddies', serve on the school council and participate regularly in fundraising events. The good grounding pupils receive in their social and basic skills prepares them well for the next stages of learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Relationships are good and, as a result, pupils are keen to work hard and do their best. Pupils say they enjoy lessons and teachers work diligently to engage their interest and this promotes good learning. Generally, lessons are well planned and resources, including the computers, are used well to enrich learning. Where teaching is less effective, planning does not clearly identify the level of challenge for higher attaining pupils. Where this is the case, the pace of learning is slower and the level of pupils' engagement is less secure. Teaching assistants are well trained and provide high quality, targeted support. This means pupils with learning difficulties and/or disabilities and the increasing number with additional needs are able to play a full part in lessons and achieve well.

Curriculum and other activities

Grade: 2

The curriculum is good. It is responsive to the learning needs of pupils with a wide range of abilities and those who are taught in mixed-year classes. The curriculum meets all statutory requirements and provides pupils with a variety of experiences which they enjoy. For example, pupils talked excitedly about how much they enjoy learning French and taking part in creative curriculum days. Personal, social, health and citizenship education contributes positively to their behaviour. The curriculum is enriched well through very strong links with the wider community. These include visits from a Bhangra drummer, sports specialists and artists, visits out of school to Cullercoats Bay and a residential visit to an outdoor centre. Opportunities for learning beyond the classroom are good and pupils are very keen to attend the wide range of sporting and creative activities offered by the school. There is a systematic approach to the development of pupils' skills in ICT which helps prepare them well for later life. For example, the school's involvement in the European e-Twinning initiative has helped pupils extend their ICT skills and develop a very strong awareness of other cultures.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Procedures for child protection, risk assessment and health and safety are fully in place. As a result, pupils feel safe and secure because they know an adult will help them if they have a problem. This is a very caring school where pupils and their families are well known and there are strong links with the local community. The effective links with outside agencies ensure support for vulnerable pupils, including those with learning difficulties and/or disabilities, is good. Induction arrangements are good and this helps pupils new to the school to settle in quickly and feel part of the school community. Academic guidance is satisfactory. The school regularly tracks pupils' progress but teachers do not always use information on pupils' progress well enough to plan sufficient challenge for the most able.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and deputy headteacher work together very effectively and this has helped them develop a good team spirit in the school. Improvement in the quality of teaching since the last inspection has been supported by accurate self-evaluation by the headteacher, governors and key leaders. A clear focus on the right priorities and effective action has led to rising standards, demonstrating the school's good capacity to improve. Senior leaders analyse data carefully and set challenging targets for improvement. They have not yet ensured pupil progress data is used effectively across the school. Governance is good. Governors are supportive but at the same time play an important role in holding the school to account for its performance. Good partnerships with parents, outside agencies and the local and global communities support the school's work and promote community cohesion well.

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 |
|---|----------------|

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 capacity to make any necessary improvements | 2 |

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? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ 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/or disabilities make progress | 2 |

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? | 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 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 2 |
| 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 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 |

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 | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 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 |

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

1 October 200830 September 2008

1 October 2008

Dear Pupils

Inspection of Backworth Park Primary School, North Tyneside, NE27 0AH

Thank you for the kind and friendly welcome you gave me during the recent inspection of your school. I really enjoyed spending time with you and listening to your views about your school and why you enjoy learning.

You have a good school. Many of you told me how much you enjoy school and that you think you are getting on well. I agree with you! I was impressed with your behaviour and the way in which you look after each other. I enjoyed visiting your classrooms and I was pleased to see how hard you work with your teachers and other adults. You develop into kind, thoughtful young people with a strong awareness of right and wrong. I think you do a lot to make your school a good place to learn. Well done to the 'Backworth Buddies' and the classroom monitors! You told me how you really like the after school clubs, such as gymnastics and badminton. I also know how much you enjoy the breakfast and toast clubs.

Your teachers take good care of you and many of you told us how kind the adults are and how safe you feel in school. Even though your school is good, your headteacher, staff and governors want to make it even better. You are given work that interests you and helps you make good progress. I have suggested that your school tracks your progress carefully and makes sure some of you are challenged with harder work, especially those of you who find learning easy. You can help by always doing your best and continuing to involve yourself fully in the life of the school.

Thank you again for welcoming me to your school. I wish you every success for the future.

Margaret Armstrong

Lead Inspector