

Collingwood Primary School

Inspection report

Unique Reference Number	108602
Local Authority	North Tyneside
Inspection number	324801
Inspection dates	28–29 April 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)	320
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 David Corkey
Headteacher	Dr Jim Crinson
Date of previous school inspection	13 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Oswin Terrace North Shields Tyne and Wear NE29 7JQ
Telephone number	0191 2005038
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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 located in North Shields. The proportion of pupils entitled to free school meals is higher than that found nationally. Most pupils are of White British heritage. There are a very small number of pupils from a minority ethnic background and for whom English is an additional language. An above average proportion of pupils have learning difficulties and/or disabilities. The school makes provision for the Early Years Foundation Stage through a mixed-age Nursery and Reception unit. The school offers childcare facilities through a breakfast club, after-school club and a kindergarten for pupils aged two to three years. The school has successfully achieved a range of accredited awards including Investors in People, Artsmark Gold, the Basic Skills Award, Activemark, the Healthy Schools Award and Eco-Schools Award (Bronze).

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. Parents are very supportive of the school. They say they appreciate the fact that the headteacher and staff are very approachable and that the needs of the children come first. Parents also appreciate the extended provision for pupils including a breakfast club, after-school club and kindergarten which provide continuity of care for their children. The school provides high quality pastoral care, support and academic guidance for pupils which promote their good personal development and good achievement. The school works effectively with parents and carers and a variety of outside agencies to identify and support its most vulnerable pupils. Pupils behave very well and their enjoyment in learning is shown through their above average attendance and their enthusiasm in participating in all that the school has to offer. They contribute very effectively to the school through regularly discussing ways in which they can improve the school further. They are prepared well for the next steps in their education and they are increasing their understanding of how to keep healthy and safe.

Pupils' achievement is good; from very low starting points, they reach standards which are broadly average by the end of Key Stage 2. Pupils generally make satisfactory progress in Key Stage 1 and in 2008, the rate of progress in Key Stage 2 increased markedly, with pupils making good progress overall, although satisfactory progress in English was evident. Progress is not yet wholly consistent across the school. However, currently, work in lessons, and in pupils' books, together with the school's own data confirms that many more pupils are on track to reach their challenging targets this year. This is because of the good quality teaching they receive and the fact that tracking systems are being used more effectively to identify and address any areas of underachievement. In the best lessons, assessment data is used very well to plan carefully for pupils' needs and inform them about how well they are doing and how they can improve further. These pupils are able to evaluate their own work. However, in some lessons, learning activities are not yet linked closely enough to the needs of all learners. As a result, on these occasions, pupils make only satisfactory progress.

Pupils' learning is enhanced by a highly effective curriculum that places a strong emphasis on developing basic skills, including information and communication technology (ICT) and contributes well to pupils' good achievement. The curriculum is greatly enhanced through a wide range of visits and visitors and also because of the extensive range of extra-curricular activities provided in sport and the arts. Opportunities to participate in the choir and musical activities are greatly appreciated and pupils are often invited to participate in local events including performing in front of the Mayor.

Leadership and management are good. The headteacher and senior leaders are highly committed and demonstrate their determination to improve the quality of education and care for pupils. Team leaders also have a central role in helping to raise standards through carefully evaluating how well pupils are learning in their subjects and taking effective action to address any areas of underachievement. Governors have a good understanding of the work of the school and provide a good level of support and challenge. Community cohesion is promoted well and pupils have a good understanding of the faith and cultures of others. There are strong links within the local community as well as increasingly effective links with national and global communities. Issues identified in the previous inspection have been tackled effectively. The capacity to improve is good and the school provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with skills and abilities which are well below those typical of children of their age. They are particularly low in reading, writing and calculation skills. They make good progress because of the good teaching they receive but some are still below national expectations by the time they enter Year 1. The school has worked hard to ensure a smooth transition into Year 1 to promote continuity in learning for these pupils. There is a strong emphasis on promoting speaking and listening skills and pupils greatly enjoy learning their sounds through drama and role-play. However, there is not yet continuous provision outdoors to promote children's learning further, although plans are securely in place to make sure this will be provided next term. Staff make best use of the limited space currently available. Relationships are very good and children are cared for very effectively in a secure and attractive learning environment. Praise is used well to reward children's successes and they grow rapidly in confidence and independence. They show good attitudes to learning and are able to concentrate well on tasks. Consequently, their personal development is good. The Early Years Foundation Stage provision is well planned and teaching is directed effectively to meet children's individual needs. Welfare arrangements are promoted well by staff. A number of children receive wrap-around care and attend the kindergarten and extended provision. There is good communication between the kindergarten and the Early Years Foundation Stage provision in school to ensure that children are well cared for. Joint planning ensures that children's learning needs are effectively met. The Early Years Foundation Stage is well led and managed.

What the school should do to improve further

- Ensure that the rate of pupil progress is consistently good across all year groups to enable pupils to reach higher standards in their work.
- Improve the quality of teaching and learning to that of the best, by ensuring that assessment data is used more consistently to provide a sharper focus for planning the next steps in learning.

Achievement and standards

Grade: 2

Pupils' achievement, given their low starting points, is good. Standards at Key Stage 1 show improvement over time. Standards at Key Stage 2 in 2008 were broadly average but represent a marked improvement on those attained in the two previous years and demonstrate good progress from pupils' starting points, particularly in mathematics and science. However, fewer pupils attained the higher levels in English in 2008 than found nationally, and pupils made satisfactory progress in this subject.

Standards do fluctuate occasionally at both key stages, reflecting the higher number of pupils with learning difficulties and/or disabilities in some cohorts. The rate of progress is not yet wholly consistent across the school with more rapid progress being made in Year 6. However, tracking systems are being used more effectively to identify and address any areas of underachievement. As a result, currently, many more pupils in each year group are on track to achieve their challenging targets this year. Pupils with learning difficulties and/or disabilities and those with English as an additional language make similar progress to their peers.

Personal development and well-being

Grade: 2

Pupils like coming to school and enjoy a wide range of interesting learning experiences. Attendance levels are above the national average and behaviour is good. Pupils are actively involved in school life and are increasingly taking part in decision making. An example of this is the adventure playground that arose from an idea raised through the school council. They regularly discuss how they can improve their school further and how they can help each other. Pupils' spiritual, moral, social and cultural development is good with particularly good examples evident in the cultural aspect. Pupils think about their own and others' experiences and are developing a good understanding of 'multicultural' Britain, the global community and their place in it. They express their views with confidence but also learn to listen and respect the views of others, including those of other faiths and cultures. Pupils are increasing their understanding of how to keep safe, fit and healthy. Measures have been taken to improve the nutritional content of school lunches and children are encouraged to bring healthy options in their packed lunches. The progress pupils make in the acquisition of basic skills provides a good basis for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 2

Staff provide a wide range of engaging learning activities that meet the needs of most pupils effectively. Learning activities are carefully planned and resources are of high quality. Teaching assistants are well deployed and provide effective support. Pupils engage with learning enthusiastically and make good progress in most lessons. As a result, pupils enjoy their lessons and apply good levels of academic effort. Behaviour and relationships are good and pupils work well together. Teachers use effective strategies for behaviour management and classroom activities are well organised providing a safe learning environment for pupils. Pupils with learning difficulties and/or disabilities make good progress as a result of the effective support they receive. ICT is also used extensively to promote effective learning across subjects. In the best lessons, assessment data is used very effectively to inform pupils about how well they are doing and what they need to do to improve further. These pupils are able to critically evaluate their own work. However, in some lessons the planning of learning activities is not linked closely enough to the needs of all learners.

Curriculum and other activities

Grade: 2

The curriculum has a strong emphasis on the development of skills in literacy and numeracy and there is a comprehensive coverage of skills in ICT. There are many opportunities for pupils to develop their writing skills in subjects other than English and this is helping to raise standards in writing overall. Work is increasingly matched to pupils' interests and an extensive range of activities outside the classroom contributes significantly to pupils' enjoyment of school and to their good achievement. There is an impressive emphasis on using local resources to develop skills in science, humanities and the arts, for example, through visits to the Centre for Life and Beamish Museum. The curriculum is increasingly planned so that pupils can see the links between subjects and learn collaboratively using a range of speaking and listening and drama activities. A focus on teaching about other faiths and cultures and the teaching of French contribute to

the development of community cohesion. A strong programme of extra-curricular activities in sport and the arts is enjoyed by many pupils.

Care, guidance and support

Grade: 2

Pupils benefit from the high quality of care and guidance by all staff and this has a positive impact on their good personal development and well-being. Procedures related to safeguarding and child protection meet current government requirements. Pupils with learning difficulties and/or disabilities and looked-after children receive good support. Provision is well planned and progress is carefully monitored, resulting in these pupils making good progress. There is a breakfast club, after-school club and kindergarten for pupils aged two to three years old. There are good levels of communication between the school and this extended provision which ensures that there is continuity of care for pupils. Good transition arrangements are in place so that children are well prepared for their move to secondary schools. Assessment of academic progress is rigorous and helps most pupils develop a good understanding of their own strengths and weaknesses. The setting of clear targets for improvement is having an impact on raising achievement, especially for pupils in Year 6.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and senior leaders set a clear direction for the school, as seen in the good achievement and good personal development of pupils. The role of team leaders has developed well so that they play a central role in helping to raise standards through careful evaluation of their subjects and setting clear direction for improvement. The actions they have taken to address any underachievement are helping to increase the rate of progress for most pupils, particularly those in Key Stage 2. The governing body is very committed to the school and they take many opportunities to become involved in school life through governor visits and helping in classrooms. They fulfil their statutory duties well and challenge the school to improve. Extended provision is also well managed by the school. Good progress has been made on the issues identified in the previous inspection, particularly in improving speaking and listening through the use of 'talk partners' and drama. The rate of progress made by pupils is increasing rapidly, particularly in science in Key Stage 2. The school promotes community cohesion well and there are strong links within the local community as well as effective links with national and global communities. This includes effective planning within the curriculum to ensure that pupils learn about other faiths, for example through visits to a mosque, synagogue and Hindu temple and about different cultures through for example, history and geography topics. The school is an inclusive school which works hard to ensure equality of opportunity for all pupils and ensure that pupils have a good understanding of diversity. The school's judgements in their self-evaluation document were slightly overgenerous. However, the procedures they have in place for monitoring and evaluation are rigorous; they know the children well and are taking effective steps to address any areas of underachievement which they have accurately identified.

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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 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**

30 April 2009

Dear Pupils

Inspection of Collingwood Primary School, North Tyneside, NE29 7JQ

Thank you for making Mr Potter, Mr Lilley and me welcome when we inspected your school. We enjoyed our visit and found that Collingwood is a good school. You make good progress in your work and reach standards that are similar to those of other children of your age. This is because teaching is good. Please thank your parents for returning the questionnaires and tell them we took all of their views into account.

There are some things which we feel your school does really well. Children in the Early Years Foundation Stage get off to a good start because there are many interesting activities for them to do and as a result they make good progress. There are also some very exciting activities for older children including visits to Beamish Museum and the Centre for Life. You also told us you enjoy the wide variety of extra-curricular activities provided for you.

The staff look after you very well. You know they will help you if you have any problems and they are helping you to understand how to keep healthy and safe. They listen to your views and ideas, particularly through the school council, as shown by the adventure playground which has been created for you. You are developing a good understanding of other faiths and learning about how people live in other countries.

Your headteacher and staff are very proud of you. They do a good job. They and the governors are always thinking about how they can make things even better for you. We have asked them to make sure that you all make as much progress as you possibly can so that you can reach even higher standards in your work. We have also asked them to make sure that they all plan very carefully for the next steps in your learning using information on how well you have already achieved in the previous lesson.

You can help by continuing to work hard.

Best wishes for the future.

Christine Inkster HMI

Lead inspector on behalf of the team