

Cleadon Village Church of England VA Primary School

Inspection report

Unique Reference Number	134389
Local Authority	South Tyneside
Inspection number	328902
Inspection dates	29–30 January 2009
Reporting inspector	Derek Sleightholme

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	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	420
Government funded early education provision for children aged 3 to the end of the EYFS	60
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Paul Bowens
Headteacher	Mrs Jane Beckett
Date of previous school inspection	27 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Boldon Lane Cleadon Village Sunderland SR6 7RP
Telephone number	0191 5367813

Age group	4–11
Inspection dates	29–30 January 2009
Inspection number	328902

Fax number

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school opened five years ago following amalgamation and moved into new premises in 2007. Nearly all pupils are from White British backgrounds. None are at an early stage of acquiring English. The percentage of pupils eligible for free school meals is significantly low. The number with learning difficulties and/or disabilities is well below average. The Early Years Foundation Stage provision includes two Reception classes.

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 school. Pupils' personal development and well-being, their spiritual, moral, social and cultural development and the care they receive are outstanding. Most parents express positive views of the school. One typically wrote, 'Since my children moved to Cleadon Primary they have flourished. They skip to school with smiles on their faces and come out of school the same way'. Pupils are reflective and have a good understanding of their role in the school and wider communities.

Pupils recognise the value of being healthy and staying fit. They are eager to take part in the daily exercise programme. They are very settled at school, reassured in knowing that they can rapidly access a caring adult if they need personal support. Pupils come in from break-times eager to start lesson activities. Their attitude to learning and attendance are excellent and their behaviour is hard to fault. They regularly make exceptional contributions to the school community. Through excellent collaboration, pupils succeeded in reaching the finals of the first 'Lego League' competition, winning the team-spirit prize and coming sixth nationally.

Achievement is good overall. Standards are average when pupils enter Year 1 and above average by Year 6. Some variation in teaching leads to progress being uneven. The pace of learning quickens in Years 5 and 6. Pupils with learning difficulties and/or disabilities and from minority ethnic groups make similar gains to other pupils.

Standards are rising, most noticeably in aspects of English. By Year 6, pupils hold mature conversations with adults, express views coherently, read fluently and produce lively, expressive writing.

Teaching is mostly good. The teaching of upper Key Stage 2 pupils is often outstanding; this speeds up their progress. Pupils are challenged well and lively exposition and appealing methods keeps pupils alert and attentive. Not all of the teaching is of this quality. The pace of learning is satisfactory when teaching is not so successful at planning and delivering activities that reflect the full range of abilities. The curriculum is good. It has improved through more creative approaches that have impacted well on raising standards. Pupils enjoy the many stimulating learning experiences that are provided by external musicians and artists.

Care, support and guidance are good. Procedures that contribute to pupils' safety and security are exemplary. Pupils benefit from good support provided by classroom assistants. They access numeracy and literacy intervention programmes and benefit from the good links with external agencies. Academic guidance is good. Pupils receive timely feedback on their work and are becoming confident in judging their own progress.

Leadership, management and governance are good. The headteacher, working in partnership with senior leaders, provides very clear direction that is impacting positively on raising standards and pupils' personal development. Exemplary self-evaluation provides school leaders with an accurate picture of the school. The school runs smoothly and efficiently and provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision is satisfactory. Children's personal development and the promotion of their welfare are good. Children are admitted to the Reception classes from a wide area. Although some have

higher starting points, most enter with skills and abilities that are typical for their age. Children benefit from the good daily routines such as starting each day by self-registering using the interactive board. They settle quickly into activities because they feel secure and there is a happy atmosphere in this safe and caring environment. They behave well, respond to instructions promptly, co-operate with each other readily and show positive attitudes to learning.

Children's learning and development are promoted satisfactorily. Teaching satisfactorily addresses the needs of most children. Planning successfully ensures the learning is balanced between adult-led and child-selected activities. Activities such as weighing objects balanced in buckets, counting to 20, and learning to form the shapes of letters correctly helps them make secure gains in key skills. Regular use of the well-resourced outdoor area helps promote children's physical development. A weakness is that more able children are not sufficiently challenged to use their exploratory and investigative skills. Nevertheless, progress is satisfactory in all areas of learning and by the end of Reception most children reach average standards.

Adults observe and record children's development regularly. The good assessment practices draw on reliable sources of evidence such as photographs of children learning independently. Leadership is satisfactory. The newly appointed enthusiastic leader has made a good start in developing collaborative teamwork. As yet, there has been little time for this to impact on pupil achievement.

What the school should do to improve further

- Ensure more able children in the Early Years Foundation Stage are sufficiently challenged.
- Improve consistency in the quality of teaching and learning so pupils make equally good progress in all years.

Achievement and standards

Grade: 2

Achievement is good. Pupils enter Year 1 with average standards and leave Year 6 with above average standards. They make good progress in Key Stage 1. Current standards in Year 2 are above average and progress in writing is strong. In response to the previous inspection, school leaders introduced much more rigour into school assessments at the end of Year 2. Results, which dipped in the following year, have now stabilised and in 2008 are above average.

Standards at the end of Year 6 are above average in mathematics and science and well above average in English. These standards are sustained by overall good progress although this varies between years accelerating as pupils move into Years 5 and 6. The results of the Year 6 national tests in 2007 were above average overall. The 2008 provisional results are above average in English, mathematics and science; a noticeable improvement being the increase in the percentage of pupils reaching the higher levels in English and science. The success in raising standards, especially those English, can be traced to school leaders' unwavering determination to improve achievement by raising the quality of teaching and promoting more stimulating learning experiences.

Personal development and well-being

Grade: 1

Pupils are proud to show visitors around their school. They are reflective. When passing a display promoting diversity one remarked, 'this is about our own place in the world'. Pupils' enthusiasm for energetic activities and sport commences with the early morning 'Wake up and shake up'

routine led by their own trained sports leaders. At break-time they enjoy portions of fruit. They feel safe because they can access help quickly from a buddy or an adult if they are troubled. Pupils show very positive attitudes to learning and their behaviour is outstanding.

Pupils love school and their attendance is excellent. When recently surveyed, most commented that lessons were interesting and exciting. They enjoy learning French, working with specialists and taking part in the annual residential experience. Pupils serve the school community exceptionally well as buddies, play leaders and councillors. The school council is increasingly taking greater responsibility for its own management. Through its organisation, pupils have a strong voice in the school. Pupils collaborate very well when raising funds for good causes.

The 'can do' ethos of the school ensures that pupils display a great deal of self-confidence in answering questions and putting forward their views. These skills and those acquired through literacy, numeracy and information and communication technology (ICT), ensure pupils are well prepared to cope with life ahead.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall but this quality does vary across the school. Good subject knowledge, high expectations and warm relationships contribute to the overall good learning. In most lessons the content is matched and adjusted to meet the full range of abilities. Older pupils regularly benefit from outstanding teaching and, by Year 6, many become highly effective learners. Here, challenging approaches include excellent planning, organisation and a strong emphasis on problem solving and collaborative learning. By Year 6, pupils make strong progress in reading and writing skills. They confidently explain how they arrive at answers and conclusions to problems.

A relative weakness of some teaching is that, occasionally, insufficient attention is given to providing work to meet the full range of needs. When this occurs learning slows and pupils make satisfactory rather than good progress. School leaders are aware of the need to improve consistency and are successfully implementing a programme of professional training focussing on the impact of teaching styles on learning.

Curriculum and other activities

Grade: 2

The curriculum is good. It is broad, balanced and mostly well planned. The wide range of imaginative and challenging activities both motivates and stimulates pupils. A particular strength is the delivery of a more creative curriculum. This has contributed to improving standards in English by promoting enquiry, research and problem-solving skills. Older pupils produced excellent written work by researching the history of Anne Frank during a Second World War project.

The curriculum is enriched throughout by visits and visitors and a good range of after school clubs and a residential programme. Experts from a local international music centre have contributed to pupils' cultural experiences through samba and voice workshops. The effective provision for social and emotional aspects of learning helps pupils reflect on their place in the world and to recognise, value and respect different cultures. By learning French, pupils begin to appreciate life in another European country.

Care, guidance and support

Grade: 2

Care, support and guidance are good. Practices for safeguarding, child protection and risk assessments are exemplary. 'They study in a very safe environment', is a view expressed by a parent that summarises the excellent care. More able pupils and those with learning difficulties and/or disabilities are quickly identified and supported. Teaching assistants provide timely and sensitive support as they confidently deliver intervention strategies.

Academic guidance is good. A key feature of assessment is the thorough tracking of pupils' progress. Most pupils know their targets. Pupils receive verbal feedback on their progress in lessons. They are increasingly being encouraged to apply simple checks that help them measure their own success and that of their peers. Pupils also receive regular guidance through marking in their exercise books. The good marking practices that feature in English books are not yet as well developed in other subjects.

Leadership and management

Grade: 2

Leadership, management and governance are good. The headteacher provides determined and focussed leadership and leads a committed and effective senior management team. Particular strengths of the leadership include the clarity of direction and high quality care. Leaders have successfully raised pupils' academic and personal development, improved teaching, learning and the curriculum. Given the good progress made since the previous inspection, there is good capacity for further improvement.

Self-evaluation is excellent. It draws widely on extensive audit practices and the views of pupils who convey their opinions maturely. From this information and through detailed analysis of performance data, leaders set challenging targets that are drafted into a comprehensive development plan. Leaders' analysis of mathematics results led them to introduce sets for older pupils; the impact is that more pupils now reach higher standards in this subject. Leaders plan carefully to promote community cohesion. Pupils' celebrate their own community and learn to understand about cultural diversity through a range of strategies which include video-conferencing links with another primary school.

The governors are supportive and know the school well. They speak confidently about the professional relationship that they have with the senior management team and feel that they can challenge and hold them to account.

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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?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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?	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	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	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	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
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**

2 February 2009

Dear Pupils

Inspection of Cleadon Village Church of England VA Primary School, South Tyneside, SR6 7RP

We enjoyed our recent visit to your school. Thank you for helping us. We enjoyed meeting you, visiting your classrooms, looking at your work and talking to you about your school. You were friendly and courteous and we were impressed by your outstanding behaviour and excellent attendance.

These are the things we found out about your school during our visit. You attend a good school. Your personal development is outstanding. We know you understand the importance of being fit and healthy. You told us that you feel safe and know how to get help. The staff provide you with outstanding care. They organise good support for those of you who need extra help quickly. You receive good guidance on how to improve your work and clear targets to work towards. You play your part by continuing to work hard in lessons. We were impressed at your success in winning the team-spirit prize in the Lego challenge. We know that you enjoy the stimulating curriculum activities and the opportunities to acquire new knowledge and skills through visits and from experts.

Your school leaders have devised a teaching and learning programme for you to follow that makes most of your learning interesting and challenging. Consequently, you make good progress throughout the school. By Year 6 most of you have reached above average standards in mathematics and science and well above average standards in English. Well done!

There are two things the school could do better.

- Ensure children in the Reception classes who are capable of attempting more challenging activities, have sufficient opportunities to do so.
- Ensure teaching and learning allows all of you to make equally good progress

You can do something about this by working hard and doing the best you can for your teachers.

We wish you and all the staff the very best for the future.

Derek Sleightholme

Lead inspector