

Brighton Avenue Primary School

Inspection report

Unique Reference Number	108368
Local Authority	Gateshead
Inspection number	337060
Inspection dates	22–23 April 2010
Reporting inspector	Linda Buller

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Mr Steve Potts
Headteacher	Mrs Moira Pallent
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 10 lessons and observed eight teachers. Meetings were held with the educational welfare officer, the educational psychologist and groups of pupils, governors and staff. They observed the school's work, and looked at its improvement plan, data on pupils' progress, records of the monitoring of the quality of teaching, and a range of school policies including those relating to the safeguarding of pupils. They also analysed questionnaires received from 52 parents and carers, 78 pupils and 11 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' attainment and progress in science
- the rate of pupils' progress in Key Stage 1, and that of pupils with English as an additional language throughout the school
- the effectiveness of the school in improving attendance
- the effectiveness of rigorous monitoring procedures in securing school improvement during a period of staff disruption.

Information about the school

This school is similar in size to most other primary schools. An above average proportion of pupils come from a diverse range of minority ethnic backgrounds with over 50% of pupils in some year groups for whom English is an additional language. The proportion of pupils at the early stages of learning English is also high. The proportion of pupils who are known to be eligible for a free school meal is much higher than in other schools nationally. Those pupils identified as having special educational needs and/or disabilities is well above average. Mobility is high with a significant number of pupils joining the school at times other than the normal starting time. In the current Year 6 only five pupils were present in this school at the end of Year 2. At the time of the inspection, several senior staff were absent from the school. The school has gained a number of awards including the Healthy Schools award, International School Award, Basic Skills Quality Mark, Activemark, Gold Artsmark, Eco Schools award and the Inclusion Mark.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has made effective improvement in most areas of its work since its last inspection. Providing every pupil with the opportunity to succeed irrespective of ability, gender or race, is at the heart of the school's outstanding work in the provision of equal opportunities. Consequently, pupils, including those with English as an additional language and those with special educational needs and/or disabilities, are making good progress and achieve well. Outstanding care, guidance and support, including highly effective multi-agency working, provide pupils with carefully targeted provision. Individualised programmes of support are successfully drawn up for vulnerable pupils, covering a number of personal and learning needs. Pupils have an excellent knowledge of how to keep safe in different situations. They are extremely reflective and tolerant in response to the school's outstanding provision for community cohesion.

The school has an excellent understanding of the community it serves. Staff are tireless in seeking ways in which to build relationships with hard-to-reach families. For example, new technology has been purchased which enables the school to translate information into a wide variety of languages so that parents and carers who speak little or no English are fully informed. Despite the school's best efforts, including an outstanding partnership with the education welfare service, there remains a significant minority of parents and carers who are not yet fully engaged with their children's learning and whose children do not attend regularly. As a result, attendance is low when compared to the national average. This is having a negative impact on pupils' attainment and creating a barrier to the school's further improvement.

Rigorous monitoring and pertinent points for development have resulted in consistently good and sometimes outstanding teaching. This is at the hub of the school's improved standards in English and mathematics, which by the end of Year 6 are now broadly average. This level of rigour is not yet fully established in respect of the school's provision for science. Pupils' progress is regularly recorded and analysed. However, teachers are at an early stage of using this information to plan activities which are carefully matched to pupils' differing abilities. Therefore, although a similar percentage of pupils as nationally, reach the level expected for their age by the end of Year 6, significantly fewer pupils reach the higher levels. Through accurate self-evaluation the school is aware of the need to raise standards in science. There is a determination from all staff to sustain and build upon the many gains of recent years. Therefore, despite the hindrance of low attendance by some pupils, the school has a good capacity to improve further.

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What does the school need to do to improve further?

- Raise standards and increase the rate of pupils' progress in science, by:
 - increasing the rigour with which provision is monitored
 - make effective use of assessment information to match tasks to pupils' prior attainment
 - extending effective cross-curricular planning to include that for the teaching of science.
- Improve attendance, by:
 - continuing to seek ways in which to engage hard-to-reach parents with the their children's learning
 - continuing the outstanding partnership with the educational welfare service in addressing persistent absenteeism.

Outcomes for individuals and groups of pupils

2

Pupils enjoy school, develop very positive attitudes to learning and achieve well. The work seen by inspectors in lessons confirms the overall picture of good and improving progress, particularly in English and mathematics. Despite making good progress in the Early Years Foundation Stage, pupils have in the past entered Key Stage 1 with standards well below average. After some decline in standards over recent years in Key Stage 1, very good targeted support for these pupils is firmly established and the rate of progress made by pupils currently in Year 2 is increasing. Pupils who use English as an additional language and those with special educational needs and/or disabilities make good progress as a result of well focused support throughout the school. Effective support helps pupils to develop a better understanding of mathematical language and by the end of Year 6, standards are broadly average in this subject. As well as attainment in science, standards in writing remain a key focus for the school and although improving, more opportunities are needed for pupils to write at length, particularly in Year 2.

Pupils' outstanding spiritual, moral, social and cultural development permeates all aspects of their work and adds significantly to the quality of their learning. Pupils have a high regard for their classmates and for the adults who work with them. They behave well and have a generosity of spirit in the support which they provide to one another, irrespective of culture or background. Pupils knowledgeably explain the value of adopting healthy lifestyles and enthusiastically participate in a wide range of vigorous exercise. Pupils eagerly take advantage of the many opportunities to participate in the life of their school and wider community. They are very well informed about other people's needs through the school's strong links with schools in different environments in this country and abroad. Pupils develop impressive social skills and relish working collaboratively. Key skills in English and mathematics are improving. However, attendance remains low. Therefore, despite the strengths within pupils' social skills,

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preparation for the next stage of their lives is satisfactory.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

There is a lot of fun in lessons and on nearly all occasions teachers match work to the needs of different ability groups of pupils extremely well. Assessment information and marking comments are used systematically to provide guidance and set challenging targets in literacy and numeracy. These help pupils to have a clear understanding of what they need to learn next. In the very best lessons, teachers are keenly aware of the work being completed by each pupil. Timely reminders draw out any misunderstandings and pupils are quickly guided back onto the right course or challenged to make even faster progress. This is not yet fully established in all lessons and is the key difference between lessons which are good and those that are outstanding.

The curriculum is good overall. Curricular themes are used particularly well to link subjects and to make learning more meaningful and relevant. Pupils relish the opportunities to discuss new themes and to suggest activities they might work on. Pupils' work on display, such as that completed within the theme of castles,

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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demonstrates how well this type of curriculum develops pupils' knowledge and skills across a wide range of subjects. At the same time it provides older pupils with exciting opportunities to write in different styles and for a variety of purposes. The school is aware that this exciting cross-curricular learning is not yet fully embedded in the teaching of science, which until recently tended to follow a curriculum appropriate to pupils' different ages, rather than to their ability or interests.

Induction programmes are outstanding for those who arrive throughout the year and parents and carers agree that children are looked after very well. Child protection procedures are rigorous. The care for vulnerable pupils, for example, through excellent partnerships with other agencies and the nurture room provision, is outstanding. Focused, individual attention enables all pupils, including those with the greatest needs, to gain the necessary confidence and self-esteem to be successful learners.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders check the school's performance rigorously, offer constructive advice and training and use their expertise very well to extend and share good practice through peer coaching. In this way, the quality of teaching and learning has improved well since the last inspection and standards have risen. The school promotes complete equality for all pupils through its sophisticated monitoring and exemplary support for each individual. Staff expertise, together with highly effective teamwork and the vigilant implementation of agreed policies and procedures, ensures that the arrangements to safeguard pupils are outstanding. A climate has been created where everyone, including governors, is trying hard to make the school even better and for the most part this has met with success. The school is aware that a further drive for improvement is needed in respect of pupils' attendance. Excellent partnerships have been developed with the educational welfare service and this has resulted in a decrease in the number of pupils who are now persistently absent. Nevertheless, this remains a key priority if the school is to reach its goal of providing an outstanding quality of education for all pupils. A particular strength of the school is the exemplary way in which it has welcomed and sought to involve those within the community from a diverse range of cultural backgrounds. This, together with national and international visits and visitors, has created a shared set of values respected by all staff and pupils, which results in an outstanding contribution to community cohesion.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children enter the Nursery their knowledge and skills are very low compared to those expected of children their age. They make good progress throughout the Early Years Foundation Stage and those who entered Year 1 in 2009 reached broadly average standards. This was a significant improvement from previous years and inspection evidence confirms the continuation of this improvement. Children make good progress because they feel safe and happy. The recent development in outdoor learning is having a positive impact on children's progress towards achieving their early learning goals, particularly in their acquisition of language skills. A stimulating environment, both indoors and out, effectively develops children's independence and promotes their curiosity, imagination and concentration. Children are encouraged to take responsibility for choosing tasks and are enthusiastic in their participation in the wide range of fun activities. For example, in the spaceship, children played well with each other, organising themselves to countdown from 10 to lift off and then went walking on the moon! Good leadership and management has been central to this improved provision, however, there is more to do to ensure that achievement in writing accelerates more quickly.

Experienced, well trained staff ensure that all welfare requirements are fully met. An effective partnership with parents and carers, through a well planned programme of induction, including home visits, helps children to settle quickly into school routines. However, even at this early stage in their schooling, children's attendance is erratic and for some falls below 50%.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Approximately 25% of parents and carers returned the inspection questionnaire. Those who did so are positive in their views and express no significant concerns. They particularly appreciate the care and approachability of the staff. They praise the quality of teaching. The inspection team agrees with the parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brighton Avenue Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	67	17	33	0	0	0	0
The school keeps my child safe	28	54	24	46	0	0	0	0
The school informs me about my child's progress	28	54	23	44	0	0	0	0
My child is making enough progress at this school	25	48	26	50	1	2	0	0
The teaching is good at this school	30	58	22	42	0	0	0	0
The school helps me to support my child's learning	28	54	23	44	1	2	0	0
The school helps my child to have a healthy lifestyle	28	54	24	46	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	50	22	42	0	0	0	0
The school meets my child's particular needs	22	42	28	54	1	2	0	0
The school deals effectively with unacceptable behaviour	18	35	32	62	0	0	0	0
The school takes account of my suggestions and concerns	18	35	31	60	0	0	0	0
The school is led and managed effectively	25	48	25	48	0	0	0	0
Overall, I am happy with my child's experience at this school	34	65	18	35	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 April 2010

Dear Pupils

Inspection of Brighton Avenue Primary School, Gateshead, NE8 1XS

Thank you all for the warm welcome you gave to us when we visited your school recently. What a lovely two days we had. We enjoyed meeting and talking with you. We agree with you that Brighton Avenue is a good school which provides you with a good quality of education. Here are some of the good things we found out about your school.

You make good progress and your achievement in English and mathematics is getting better all the time. This is because teaching is consistently good.

You love working in groups and helping each other to learn. This makes an excellent contribution to your school being a friendly community where you all get along exceptionally well.

- Adults in school take excellent care of you and you told us that you feel very safe and happy.
- You have an excellent understanding of the importance of following a healthy lifestyle
- Your school makes sure that you all have the help and opportunity to do as well as you can.

Even in good schools, there are ways of improving. One of the ways in which your school could improve is to make sure that your parents and carers fully support your learning by ensuring that you all attend as regularly as you should. We have also asked that you are helped to reach higher standards and make better progress in science, by ensuring that you all have work which builds on what you already know.

You can play your part by continuing to work hard and attending as often as you can.

I send my best wishes for the future.

Yours sincerely

Linda Buller

Lead inspector

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