

# Canning Street Primary School

## Inspection report

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<b>Unique Reference Number</b>	108461
<b>Local Authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	337083
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	Gordon Potter

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Bill Muir
<b>Headteacher</b>	Miss Heather Campbell
<b>Date of previous school inspection</b>	6 March 2007
<b>School address</b>	Wellfield Road Newcastle-upon-Tyne Tyne and Wear NE4 8PA
<b>Telephone number</b>	0191 2735465
<b>Fax number</b>	0191 2736568
<b>Email address</b>	admin@canning.newcastle.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 20 lessons taught by 16 teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinized 52 questionnaires returned by parents and carers as well as questionnaires from staff and pupils.

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

- children's attainment on entry and whether pupils make 'expected' or 'good' progress
- the effectiveness of initiatives to raise attainment overall and, in particular, for white boys in Key Stage 1
- the effectiveness of the school's strategies to improve attendance.

## Information about the school

This school is much larger than average. The proportion of pupils eligible for free school meals is well above average. About three quarters of the pupils are from minority ethnic families and speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is well above average. The school experiences high pupil turnover. The headteacher has been in post since April 2009.

**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

Outstanding care and support from all staff ensures that pupils from a wide range of ethnicities and cultures thrive harmoniously together. The school is justly proud of its inclusive nature and the highly successful way in which it uses partnerships with a range of agencies to support families and involve parents in their children's learning.

Accordingly, pupils feel safe, know how to stay healthy and behave well. Indeed, their happiness is obvious as they dance, exercise and talk together in the playground they have helped design and where they look after one another with respect and affection. Teaching is good and ensures that pupils with a wide range of needs make good progress and attain broadly average standards at the end of Year 6. However, teachers do not, as yet, sufficiently harness pupils' joy and enthusiasm by offering a variety of learning activities that involve and excite them and allow them to practise their skills in speaking and listening, writing and mathematics. Occasionally, the pace of learning drops and pupils make satisfactory progress. The school has much useful information about pupils' skills and abilities and uses this to target groups of pupils who are falling behind. For example, the school's clear-sighted identification that white boys were underachieving has resulted in the implementation of strategies that ensure that they, along with all other groups in school, now make good progress. However, these data are occasionally not well enough used to ensure that work is well-matched to the ability rather than the age of individual pupils. Marking makes clear to pupils how they can improve their work but teachers do not always give pupils opportunities to act upon this advice. Older pupils say they would benefit from knowing the level they are working at.

The school has made successful attempts to lower rates of persistent absenteeism and attendance is starting to improve. However, it remains low because too many families take holidays during term time. Combined with broadly average basic skills, this means their economic awareness is satisfactory. Pupils contribute extremely positively to school life and to developments in the local community. The school's committed dedication to community cohesion and to celebrating the rich diversity of its population contributes significantly to pupils' outstanding spiritual, moral, social and cultural development. The headteacher, extremely well supported by an outstanding governing body, has a clear understanding that attainment has to rise and is creating a senior leadership team that has clear roles, responsibilities and accountabilities and which has already brought about improvements to provision in the Early Years Foundation Stage and attainment in Key Stage 1. School self-evaluation is accurate. Therefore, the school's capacity to improve is good and it provides good value for money.

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## What does the school need to do to improve further?

- Raise attainment, by 2011, by:
  - increasing the pace of learning and developing the range of those learning activities that offer pupils exciting opportunities for practical and investigative work and to apply their skills in writing and mathematics, so that they are involved and challenged in lessons
  - ensuring that data are well used so that work is well matched to the needs of individual pupils
  - offering opportunities for pupils to act upon teachers' advice about what they must do to improve their work
  - using marking and target-setting effectively so that pupils are clear about the level of their work and how they can attain the next level.
- Improve attendance and punctuality by working closely with families to help them ensure their children come to school regularly.

## Outcomes for individuals and groups of pupils

2

The extent to which pupils achieve in and enjoy their learning is good. Pupils behave well, have good attitudes and working relationships in lessons and show great keenness to do well in their work. They especially enjoy their learning when they are involved in challenging and motivating activities, such as using information and communication technology (ICT) to design their bedrooms, write books for younger pupils and create picture stories about their lessons at St James' Park.

From starting points in Year 1 that are well below average in English and mathematics, pupils reach broadly average standards by the end of Year 6. Results in the 2009 tests for eleven-year-olds were affected by high levels of pupil mobility and the influx of many pupils who speak English as an additional language: they were well below average, especially in English. While pupils typically make good progress, these pupils had made satisfactory progress from their starting points.

In addition to English, mathematics and science, pupils' achievement is also good in sport, art and music where they all learn the trumpet or ukulele in Year 5. In ICT, pupils show skill and confidence in using a range of applications and appreciate the opportunity to use their skills across the curriculum. Pupils with special educational needs and/or disabilities are well supported and demonstrate good progress and achievement. The many pupils who speak English as an additional language make good progress as a result of highly effective support and teaching.

Pupils are very aware of the importance of a healthy diet and of taking plenty of exercise through activities such as dance and aerobics. This is reflected in their keen involvement in sporting activities, high attendance at the breakfast club and take-up of healthy school meals. They care for one another well and are acutely aware of the needs of the many refugees and asylum seekers who join the school. Pupils are proud to

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take on roles as mediators to support friendship problems, as Zone Rangers with responsibility for areas of the playground and as school council members. The latter initiated improvements to playground equipment enjoyed by all pupils. Pupils develop pride and responsibility for their neighbourhood through the Junior Street Warden scheme and the Neighbourhood Management Initiative which support school performances, assemblies and visits locally. Pupils have developing awareness of the world of work, enterprise activities and how to manage money.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Where teaching is good, teachers use a range of explanations, demonstrations and skilful questions which involve pupils and guide them step-by-step through their learning. These lessons have a brisk pace and teachers use a range of resources, including well-planned use of interactive whiteboard technology, to engage pupils so that they learn well. There are good relationships and pupils' good behaviour and attitudes contribute strongly to the positive learning ethos in lessons. In these lessons pupils are allowed sufficient time to practise their skills. Teachers offer much support to

<sup>1</sup> 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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help pupils to structure their writing or take next steps in mathematics. However, these structured activities limit pupils' creativity and there are not enough opportunities for pupils to talk about and develop their ideas with their peers. Teachers talk too much and time is lost when pupils could be doing activities which extend their learning. Teaching assistants are used appropriately to support pupils with special educational needs and/or disabilities and those pupils who speak English as an additional language. However, they are used less successfully in those parts of lessons where teachers are working with the whole class. Marking is supportive and tells pupils what they need to do to improve their work. However, pupils are not always given opportunities to act upon this advice and older pupils would benefit from knowing the level of their work and what they need to do to take the next steps in their learning.

The curriculum is focused on developing pupils' personal development and their skills in English and mathematics. For example, additional teaching of letter sounds for specific pupils is helping to improve their writing and there are good procedures to encourage reading. Pupils learn Spanish and enjoy dance, music, art and physical education. They enjoy welcoming visitors to school to learn about careers and different religions and their own visits to places such as the local park to develop their science skills. An increasingly effective thematic approach is helping pupils to develop research skills and to see the links between subjects. There is a particularly effective development of history and geography skills through the 'Past into future' project which focuses on the changes to Newcastle over time. However, the range of activities and teaching strategies employed in this approach has not permeated into the teaching of English and mathematics so that there are too few opportunities for pupils to develop their skills in writing and mathematics across the curriculum. Some pupils in Year 1 would benefit from more opportunities to learn through play activities. Pupils participate in an excellent range of extra-curricular activities in sport and the arts.

Provision for vulnerable pupils and those pupils with a wide range of special educational needs and/or disabilities, including dyspraxia and behavioural difficulties, is very well managed and there are many appropriate programmes for intervention and support so that these pupils make good and often outstanding progress. Well established practices to involve parents when their children enter school have been enhanced by the introduction of the family zone and family learning sessions so that parents can help their children learn at home. Excellent procedures as pupils move through school and effective partnerships with a number of local secondary schools ensure that pupils are prepared well for the next phase of their education. The school works closely with parents and outside agencies to support pupils' attendance which, although it remains low, is improving.

*These are the grades for the quality of provision*

<p><b>The quality of teaching</b></p>	<p><b>2</b></p>
<p>Taking into account: The use of assessment to support learning</p>	<p>2</p>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The new headteacher has skilfully built upon the school's existing excellent provision for care and inclusion and the way it helps pupils to make good progress from low starting points. She is committed to improving the school further and knows that attainment has to rise. With other senior leaders, she has identified, correctly, the need to refine systems for tracking pupils' progress and develop strategies to extend pupils' talk and practical activities as key areas for improvement. The needs of all pupils are regularly monitored and swiftly acted upon. Leaders at all levels have clearly delegated roles and responsibilities, are involved in decision-making, have contributed to the school improvement plan and know that they are accountable for individual pupils and their progress. There is a clear programme for continuous professional development and monitoring the impact of initiatives. Particularly successful has been the introduction of the role of Extended Schools Manager to further promote the very close and effective links with outside agencies to meet the individual needs of pupils, and their families, from a range of backgrounds, showing the school's commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any group is avoided at all times.

Governors from a range of ethnicities, which reflect the cultural make-up of the school, have very skilfully led the school through a period of significant change. They have a range of expertise, are very knowledgeable about the school, local need and educational procedures and offer strong challenge to the school. The school makes an outstanding contribution to community cohesion because as well as being a model for integration and tolerance in itself, it allows pupils to develop an understanding of the cultural diversity in Britain as a whole and uses the range of its pupils' countries of origin as the platform for developing global awareness. All safeguarding procedures are very robust, staff are well trained and excellent records are kept. The school has integrated work about risks and safety into the curriculum so that pupils themselves are aware of how to stay safe.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter Nursery significantly below levels expected for their age. Good teaching helps children to make good progress but because of their diverse learning and language needs, they remain well below average as they enter Year 1, with particular weaknesses remaining in calculation. Children feel safe, are confident, happy and settled and enjoy activities in all areas of learning. They share their toys, work together and behave well. The school provides an attractive, well set out and vibrant learning environment both indoors and outdoors in which children flourish. A range of healthy snacks and drinking water help children develop an understanding of how to stay healthy. Staff ensure that requirements to ensure children's safety are met. The new leader of the Early Years Foundation Stage has a very clear understanding of how children learn and is developing a team ethos so that new initiatives are having an effect on children's progress. There is much useful information about children and their progress, and observation and assessment are increasingly well used to inform their day-to-day planning. There are highly effective partnerships with parents, so that children settle quickly into the Nursery and Reception classes. Arrangements for transition into Year 1 are less well-developed. Teachers use the local area as a resource for children's learning through well-planned walks. Children love to play outdoors, but as yet there is a lack of free-flow access so that children can play outdoors at all times.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Most parents and carers who responded support the work of the school and the way it

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helps pupils to feel safe and enjoy a healthy lifestyle. Parents and carers are strongly supportive of the headteacher and the leadership and management of the school, the quality of teaching and the way the school meets their children's needs. Inspectors agree with parents' views, although they believe the learning experience for pupils is not yet exciting enough.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Canning Street 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 450 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	81	9	17	0	0	0	0
The school keeps my child safe	39	75	9	17	1	2	0	0
The school informs me about my child's progress	36	69	15	29	0	0	0	0
My child is making enough progress at this school	32	62	19	37	0	0	0	0
The teaching is good at this school	33	63	17	33	0	0	0	0
The school helps me to support my child's learning	31	60	19	37	0	0	0	0
The school helps my child to have a healthy lifestyle	33	63	17	33	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)	23	44	25	48	0	0	0	0
The school meets my child's particular needs	26	50	23	44	0	0	0	0
The school deals effectively with unacceptable behaviour	26	50	19	37	0	0	0	0
The school takes account of my suggestions and concerns	25	48	23	44	1	2	0	0
The school is led and managed effectively	30	58	20	38	0	0	0	0
Overall, I am happy with my child's experience at this school	33	63	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



18 March 2010

Dear Pupils

Inspection of Canning Street Primary School, Newcastle-upon-Tyne, NE4 8PA

On behalf of the team, thank you so much for making us welcome when we inspected your school. We got real pleasure from seeing how happy you all are as you play together and how proud you are of your school.

You go to a good school that knows what to do to improve. You are extremely polite and helpful and you care for one another remarkably well. You told us that you look forward to coming to school because you like your teachers and because you do many enjoyable activities. Your parents and carers like the school very much. The staff care for you and concentrate on helping you to develop your skills in reading, writing and mathematics. You like to take on responsibilities and enjoy visits and visitors who help to make your learning more interesting.

I have asked your teachers to do the following things to help your school to improve:

- help you to attain higher standards at the end of Year 6
- make sure that your lessons are more exciting and challenging with teachers matching tasks and activities to your needs
- make sure that you know what your targets are, how to move on to a higher level and give you the time to improve your work after they have marked it
- help more of you attend regularly and get to school on time.

You can help by doing your best and improving your attendance. I wish you every success in the future.

Yours sincerely

Gordon Potter

Lead inspector

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