

Hedworthfield Primary School

Inspection report

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| Unique Reference Number | 108699 |
| Local Authority | South Tyneside |
| Inspection number | 337126 |
| Inspection dates | 21–22 April 2010 |
| Reporting inspector | Kate Pringle |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 234 |
| Appropriate authority | The governing body |
| Chair | Mr P Waggott |
| Headteacher | Mrs T Lawton |
| Date of previous school inspection | 23 November 2006 |
| School address | Linkway Hedworth Estate Jarrow NE32 4QF |
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 19 lessons and 11 teachers teach. Meetings were held with staff, groups of pupils and governors. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. The views of stakeholders in the school were also considered through questionnaires from 90 pupils, 105 parents and carers and 17 staff.

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

- the work of the school to improve standards by ensuring that assessment is used effectively to address the needs of individual pupils
- the impact of improvements to the Early Years Foundation Stage upon the outcomes for children
- the impact of actions by leaders to identify and drive improvements
- how well the school enables pupils to understand cultural diversity.

Information about the school

Hedworthfield is a school of average size. It maintains a 24 place unit for pupils with speech, language and communication difficulties which serves all primary schools in the local authority. The Early Years Foundation Stage includes a Nursery, which feeds three neighbouring schools, and is part of a pilot scheme to provide flexible provision for nursery-age children. The school provides a breakfast club for pupils two mornings a week.

The majority of pupils are White British with few pupils for whom English is an additional language. There are currently two looked after children in school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with learning difficulties and/or disabilities is much higher than normal. All pupils who attend the Language Unit have a statement of special educational needs, resulting in the overall proportion of pupils in this group being much higher than average. Assessments and test results for these pupils are included in the school's data. Mobility is high due to the movement of pupils from other schools entering and leaving the Language Unit.

The school holds the following awards: Healthy Schools, Activemark, Gold Artsmark, Basic Skills Quality Mark and the Financial Management Systems in Schools.

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

At the heart of this warm and welcoming school are very caring relationships that support all pupils. An overwhelming proportion of parents and carers support the school wholeheartedly and there are many references to the 'dedication and approachability' of staff to provide a happy school in which every child is valued. A wide range of learning activities provides pupils with experiences which engage their interest. Pupils enjoy coming to school, where they feel very safe and behave well.

From entry points well below those expected for their age, pupils leave Year 6 with standards largely in line with the national averages. Overall, good teaching motivates pupils to learn well. However, there is variability in the quality of teaching and in standards, both of which are less strong in Key Stage 1. Although pupils' progress is tracked regularly, the use of assessment information is not used consistently enough to provide challenge for all pupils, and marking does not always reflect their successes and next steps in learning. This contributes to some inconsistencies in achievement across classes. The school provides good care, guidance and support for pupils. A range of strategies and links with outside agencies support families which includes provision for family learning. The needs of those who are vulnerable, who speak English as an additional language, and those with special educational needs and/or disabilities are well met, enabling these pupils to make progress in line with their peers. Overall, outcomes for pupils are good and the school provides good value for money.

The headteacher, well supported by her staff, has a clear view of the strengths and areas in need of improvement. Effective actions have led to successes in raising attainment, improving provision in the Early Years Foundation Stage and in reducing persistent absenteeism. Although much has been done to provide strong links with the local community and other schools, there are fewer opportunities for pupils to engage in sustained links with others from different backgrounds and cultures. This limits pupils' understanding of cultural similarities and differences. Overall, the capacity of the school for future development is good.

What does the school need to do to improve further?

- Improve the pace of pupils' progress and improve standards especially in Key Stage 1 by:
 - increasing the proportion of good teaching across the school
 - using assessment information to ensure that work challenges pupils of all abilities

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- using marking to clearly indicate success and to identify what pupils need to do to make progress towards their target or the next level.
- Extend the opportunities for pupils to develop their knowledge and understanding of the diversity of cultures and beliefs in Britain and abroad.

Outcomes for individuals and groups of pupils**2**

Effective relationships ensure that pupils behave well. They are well motivated and, as a result, their attitudes to learning are good. Increasing opportunities for pupils to work together and as 'talk partners' help to improve their communication skills. This supports their progress in reading and writing. Pupils learn best when they undertake imaginative and creative activities and have good opportunities to reflect and to consider how to apply their existing skills.

Pupils make good progress in Key Stage 2. At Key Stage 1, the most recent school data indicates that the decline in standards of the past few years has been arrested. This year there has been an improvement, although attainment in reading, writing and mathematics remains low. Current progress towards challenging targets is good overall. It is slower for all pupils in Key Stage 1 because teaching does not build effectively enough upon the good start children make in the Early Years Foundation Stage. Carefully selected learning programmes progress well. This is particularly true for pupils with a statement of special educational needs in the Language Unit, whose progress by Year 6 is exceptional.

Pupils' confidence in their abilities is apparent. They talk enthusiastically about the many experiences the school offers them to aspire to a wide range of career opportunities. Pupils are adamant that there is no bullying or racism and talk about how effectively the school works to keep them safe. They have opportunities to learn about other cultures; however, their understanding of how others with different backgrounds live their lives is more limited. Pupils take advantage of a range of sporting activities and understand well the benefits of a healthy diet and lifestyle. They recognise their increasing responsibilities as young citizens: older pupils talk proudly of their work in looking after younger children and their partnership with local businesses to develop a community wildlife area.

These are the grades for pupils' outcomes

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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| | |
|---|----------|
| 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 | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| 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 | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Where teaching is best, teachers effectively use good skills and subject knowledge to engage pupils in their learning. The quality of teaching varies across the school and this impacts upon the progress pupils make in different classes. Interactive whiteboards enable teachers to demonstrate new strategies and to model good work. Opportunities for pupils to use their information and communication technology (ICT) skills in other subjects are well planned and executed. Teachers share lesson objectives with pupils to help them to understand the purpose of a lesson and to know what is expected of them. Rigorous assessment clearly identifies the progress pupils make. However, not all teachers use this information effectively enough to address the differing needs of individual pupils and to ensure that they are always sufficiently challenged. This limits progress for some pupils, especially at Key Stage 1, as activities to challenge all groups of pupils are not as sharply focused. Teachers' marking is regularly completed, but comments are not always used to highlight the progress pupils make against their individual targets nor to identify what they need to learn next.

A rich curriculum provides a breadth of activities which are successfully supported by a range of visits and visitors. These effectively open new worlds and prospects to pupils. Recent developments to extend links between subjects are providing a more interesting and creative curriculum. Although there can be an over-dependency upon worksheet-based activities, there are increasing opportunities to apply skills in reading, writing and numeracy across other areas of learning. Additional opportunities to extend skills through sporting and artistic after-school activities are well attended. Year 5 and 6 pupils are very enthusiastic about their residential visits to outdoor activity centres. They

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talk about gaining the confidence to overcome their fears when they encounter new and challenging experiences.

There is a strongly inclusive ethos. The need for support for vulnerable pupils and those with difficulties in learning is quickly identified and successfully addressed. Well deployed strategies underpin individual learning programmes and focused interventions. In particular, the work of the language unit is highly praised by parents and carers who recognise and applaud the excellent progress made by pupils. Good communications with parents and carers and with other agencies, support the school, helping pupils overcome many barriers to their learning. Strategies, such as family learning and to reduce the number of pupils who are persistently absent, have been particularly successful. Staff work closely with parents, carers and other schools, to ensure that pupils settle quickly and transfer confidently between different stages in their learning.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

This school has a good reputation in the community and teachers and leaders are held in high regard by parents and carers and other stakeholders. There is an unswerving ambition to help pupils to become well-rounded and confident in their own abilities. Effective leadership encourages staff to strive towards continual improvement through a well focused programme of professional development. Leaders accurately monitor and evaluate all aspects of the school's work to successfully identify what the school does well and what needs to improve. As a result of actions based on accurate self-evaluation, improvements to provision in the Early Years Foundation Stage and in the teaching of basic skills in Key Stage 2 have been achieved.

Governors actively support the school and understand its strengths and why areas are identified for improvement. The governing body discharges its statutory requirements, especially with regard to safeguarding issues and security. Well-embedded links with outside agencies and other partners ensure that pupils are well supported. Links with the local community are strong as a result of carefully targeted strategies. Links with the wider cultural community are not yet as purposefully planned for and this limits opportunities for pupils to engage regularly with other pupils from different backgrounds and cultures. The fully inclusive nature of this school is reflected in its positive and harmonious atmosphere and its successful promotion of equal opportunity.

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

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 | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children enter with skills well below those expected for their age. In the safe and secure environment, children settle quickly and develop good relationships with each other and with their teachers. This impacts positively upon children's growing confidence and independence. As they work happily together, they increasingly share and take turns. They learn simple hygiene and safety rules which contribute successfully to their overall well-being. The needs of children with special educational needs and/or disabilities are quickly determined and are well met. Although children make good progress, by the time they enter Year 1 their skills are still below average.

Children enjoy coming to school and this is noted by parents and carers who are also very appreciative of the care and attention given to their children. The increase in speaking and listening opportunities has greatly assisted children's progress in communication and this is having a positive impact on other areas of their learning. This key stage is well led and managed. Since the last inspection new ways of planning and improved resources have greatly enhanced the ways in which children learn and because of this, there has been a steadily improving trend in achievement. Detailed records of children's ongoing development have been implemented and are used effectively to inform planning for children's next steps in learning. Policies and procedures are consistently applied which contribute positively to the security of the setting and children's welfare. Overall, children's needs are well met and are very well supported by highly effective partnerships with parents and carers and a range of external partners.

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

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

The overwhelming majority of parents and carers are extremely positive about the school and hold the headteacher and her staff in very high regard. They greatly appreciate the care and consideration given to their children and are confident that any concerns are listened to and acted upon appropriately. The school received particular praise for the efforts it makes to help pupils in the language unit. Only one concern was raised and this was fully investigated with no serious issues found.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hedworthfield 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 105 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 70 | 67 | 34 | 32 | 1 | 1 | 0 | 0 |
| The school keeps my child safe | 66 | 63 | 39 | 37 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 55 | 52 | 49 | 47 | 1 | 1 | 0 | 0 |
| My child is making enough progress at this school | 55 | 52 | 48 | 46 | 2 | 2 | 0 | 0 |
| The teaching is good at this school | 54 | 51 | 49 | 47 | 2 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 55 | 52 | 46 | 44 | 4 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 57 | 54 | 46 | 44 | 2 | 2 | 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) | 44 | 42 | 52 | 50 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 50 | 48 | 52 | 50 | 2 | 2 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 48 | 46 | 50 | 48 | 4 | 4 | 0 | 0 |
| The school takes account of my suggestions and concerns | 45 | 43 | 55 | 52 | 3 | 3 | 0 | 0 |
| The school is led and managed effectively | 49 | 47 | 55 | 52 | 1 | 1 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 55 | 52 | 46 | 44 | 1 | 1 | 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.



23 April 2010

Dear Pupils

Inspection of Hedworthfield Primary School, Jarrow, NE32 4QF

Thank you for the lovely welcome that you gave the inspectors when we inspected your school recently. We were very impressed by how well you play and work together. My special thanks go to those of you who gave up your playtime to talk with me. It is very obvious that you enjoy school and that you have good relationships with your teachers. Behaviour is good and you tell us that you feel safe and confident. This means that you are able to focus on learning which helps you to make good progress. It was interesting to hear how you appreciate that your responsibilities grow as you get older; for instance, as you help more around school and in the local community. You listen well and work hard. Your teachers provide you with lots of opportunities to visit places and to work with different people. Older pupils appreciate the residential visits to the outdoor activity centres.

Yours is a good school and it has many strengths, but there are some things we would like to see improved so that you can achieve even more. We have, therefore, asked your headteacher and teachers to do these things:

increase how quickly you progress and this will improve how well you achieve especially in Key Stage 1 by:

- making sure that there is more good teaching across the school
- teachers using their knowledge of how well you have done to provide work that challenges you all
- making sure that when teachers mark your books they show you how well you have done against your targets and what you need to learn next.

to give you more opportunities to meet and talk with other children of different cultures and backgrounds to help you understand how different or how similar, their lives are to yours.

I wish every success for the future

Yours sincerely

Mrs Kate Pringle

Lead Inspector

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