

South Bank Community Primary School

Inspection report

Unique Reference Number	134705
Local Authority	Redcar and Cleveland
Inspection number	341506
Inspection dates	29–30 June 2010
Reporting inspector	Barbara Hudson

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	264
Appropriate authority	The governing body
Chair	Mrs Karen McGarrity
Headteacher	Mrs Brenda Urwin
Date of previous school inspection	12 September 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons taught by 10 teachers. The inspectors held meetings with the headteacher and deputy headteacher, Chair and Vice Chair of the Governing Body, teachers and support staff, parents and carers, and two groups of pupils including the school council. They observed the school's work and looked at extensive documentation, including paperwork and policies relating to safeguarding, pupils' work in English, mathematics and creative curriculum, and assessments of pupils' progress. Inspectors analysed 110 questionnaires from parents and carers as well as completed questionnaires from pupils and staff.

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

- whether all groups of pupils are making sufficient progress to raise standards to nearer the age-related expectations, especially the middle-ability pupils in Key Stage 2
- teachers' use of assessment information to ensure that pupils are provided with work that matches their needs so that lessons have pace and challenge
- the marking and feedback of pupils' work to improve their progress, particularly in writing
- evaluation of pupils' outcomes by leaders at all levels.

Information about the school

South Bank Community Primary is above average size. Within the school there is local authority unit to support pupils with special educational needs and/or disabilities which caters for pupils from across the borough of Redcar and Cleveland. Most of the pupils are of White British heritage. A smaller than average proportion of pupils is from a minority ethnic background and most of these pupils are at the early stage of learning English as an additional language. A much higher than average number of looked after children attend the school. The percentage of pupils known to be eligible for free school meals is very high. The proportion of pupils with special educational needs and/or disabilities is above average, as is the number with a statement of special educational needs. The school holds the Healthy Schools Status and Eco-Schools Silver Award. It has achieved the Financial Management in Schools Standard. There is a private nursery and children's centre on site, which are subject to a separate inspection and report.

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

In this good school all staff go the 'extra mile' to ensure that pupils gain the best that they can from their time at South Bank Primary. Pupils throughout the school, and in the support unit for pupils with special educational needs and/or disabilities, make good progress owing to the effective teaching, which makes learning fun and engages pupils in an interesting range of activities. Throughout the school pupils' skills and abilities are very carefully tracked and the information is used well to ensure that work is well matched to their abilities. Teachers' marking of pupils' work in literacy is good but it is not so effective in the other subjects. Nevertheless, all staff provide outstanding care and support, which ensures that pupils' well-being and personal development are exceptionally well promoted. As a result, pupils are very happy, feel very safe and have an excellent understanding of how to stay healthy. The curriculum is good. It is strongly focused on developing pupils' skills in English and mathematics and is increasingly based on themes which reflect pupils' interests. The school is justly proud of its inclusive, cohesive nature and its well-established place in the heart of the community. There are excellent partnerships with parents and carers, and outside agencies. The school places great emphasis on keeping pupils safe. It has very effective procedures that have significantly improved attendance, which is now above average. Parents and carers are highly supportive of the school and how it supports their children's social, moral and academic development.

Standards at the end of Year 6 are average. Initiatives to improve pupils' writing have raised standards in English and this means that all groups of pupils, including the most able, make good progress from their starting points. By contrast, the success of some higher-attaining pupils in mathematics is not as good as in English. There are very effective procedures in place to support pupils who are learning English as an additional language, those with special educational needs and/or disabilities and those who are looked after and as a consequence they make good progress.

The headteacher leads this school successfully with the help of a very able deputy headteacher and a good team of staff and governors. The school's judgements about its work and the inspection judgements are well matched. The systems to check its work are time consuming. A lot of energy is spent chasing details rather than looking at the bigger picture and providing clear information and priorities. Middle leaders support the headteacher and deputy headteacher very well and are keen to become more involved in checking the work of the school. Nevertheless, the school's good capacity to improve is clearly demonstrated by the good improvements since the last inspection, the good-quality provision and good outcomes for pupils. This school provides good value for money.

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What does the school need to do to improve further?

- Improve the attainment of a small proportion of higher-attaining pupils in mathematics by:
 - providing pupils with more challenging work
 - increasing the opportunities for pupils to work independently or with partners to solve mathematical problems
 - giving pupils opportunities to use and apply their mathematical skills in many different contexts.
- Improve the marking of pupils' work by:
 - using the good system in the literacy books across all subjects, including mathematics
 - focusing on writing in pupils' creative curriculum books so as to strengthen the impact of writing across the curriculum.
- Simplify the systems to check the work of the school and clearly explain what leaders need to do to fulfil their roles.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their learning and achieve well. They are well motivated and want to be in school to learn. Pupils say that teachers support them in all aspects of school life. This is reflected in the good progress pupils make academically and their excellent personal, emotional and social development. Pupils' academic progress has accelerated over the last two years with pupils attaining standards that are average at the end of Year 2 and Year 6. Standards and pupils' progress in Year 6 improved significantly this year due to the school's use of one-to-one tuition. This programme of work has helped all pupils and in particular the middle- and higher-attaining pupils to make good progress in writing. For the first time ever, more pupils in Year 6 attained the higher Level 5 in writing than in mathematics. Pupils with special educational needs and/or disabilities, including those in the unit, progress well to reach standards that are close to those expected for their age.

Pupils are very proud of their school. They have an excellent understanding of how to keep safe and are involved in identifying risks, writing risk assessments and implementing procedures. They are very aware of the benefits of eating sensibly and taking regular exercise. This is evident in the choices they make at lunchtime and the range of sporting activities, during and after school, in which they engage. They make a valuable contribution to the smooth running of the school and the well-being of other pupils. They feel that their opinions and suggestions are valued. Their good attitudes to work and their ability to cooperate well with each other, along with their average basic skills, equip them well for their next stage in life and education.

These are the grades for pupils' outcomes

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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	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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good. Class teachers and teaching assistants work closely and productively to support and challenge pupils. The way in which the adults in school manage pupils' behaviour is excellent. This has resulted in pupils' good behaviour and attitudes to their work. Lessons are interesting and pupils are provided with tasks that are well matched to their abilities because teachers use assessment information well. In mathematics tasks are not sufficiently challenging for the higher attaining pupils. The marking of pupils' work is good in their literacy books because it celebrates successes yet points out what pupils need to do to improve their work. In pupils' mathematics and creative curriculum books marking is only satisfactory because it celebrates successes but does not inform pupils how they can improve their work. Resources, including the use of information and communication technology (ICT), are used extensively and creatively to promote pupils' learning and motivation.

The school provides a rich curriculum which pupils enjoy. It is well planned and links subjects together to increase pupils' motivation and enjoyment. The curriculum is well matched to all the different ability groups except for higher-attaining pupils in mathematics. Good provision is made for pupils who are gifted and talented and this includes links with two local secondary schools. The integration of higher-order thinking and questioning skills into teaching helps all pupils ask pertinent questions and make connections between subjects in the curriculum. The cross-curricular and theme weeks,

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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such as the recent multicultural event, brings the curriculum alive making it relevant and meaningful to the pupils. Pupils thoroughly enjoy their visits out of school, including residential ones, and welcome visitors, such as members of the Fire Brigade, into school. These types of activities enhance pupils' experiences and contribute well to their personal development.

The school uses an outstanding range of support strategies and outside agencies to provide pupils, parents and carers with an excellent level of care, support and guidance. There are very good systems together with relentless support and persistence by staff that ensure pupils attend school. Attendance has much improved since the last inspection. It is now above average. Parents and carers are full of praise for the time and effort staff put in to ensure that pupils are nurtured, reassured and encouraged to become confident and healthy young people.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	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?

The strong leadership of the headteacher has very successfully ensured that the life and work of the school is focused around pupils' needs. Every child is valued and this has led to a very harmonious community where adults and pupils respect one another. There is a relentless drive to improve pupils' academic standards and well-being so that all have maximum benefit from their schooling. Over the last three years, marked improvements have taken place in pupils' learning and progress. This is because staff are skilful at adapting their teaching or initiating targeted support to help pupils overcome difficulties or to accelerate progress. Rigorous checks on the quality of teaching and the progress pupils are making in each class have underpinned these improvements and have led to performance targets been met and sometimes exceeded.

The governing body provides strong support and appropriate challenge for leaders. It is highly focused on getting the best possible outcome for all pupils in the school. Financial management is very efficient. Excellent safeguarding procedures follow recommended best practice and it is evident that pupils have an excellent knowledge about keeping safe in school and their community. The school's partnerships with parents and carers and with other agencies are excellent. Leaders work tirelessly to engage all parents and carers, including those whose circumstances make them more difficult to reach, in their children's education. Parents and carers appreciate the support that they and their children receive and take advice and guidance willingly from the school. Partnerships

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with other schools and with external providers and organisations contribute very significantly to the well-being and experiences of all pupils. Providing equality of opportunity is at the heart of the school's work. Pupils' achievement and their participation in all aspects of school life are very well monitored but evaluation is not as strong. Community cohesion is strong within the school and the local community. Links with other communities abroad are beginning to have a positive impact on pupils' understanding of what it is like to live in another country. The good outcomes for pupils and the efficient use of resources ensure that there is good value for money.

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	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage owing to the good teaching, leadership and management. From very low starting points overall, children make good gains in their learning. By the time they start Year 1 most are working below the expected levels for their age. Excellent relationships between staff and children and their parents and carers are key to the good progress children make in their personal, social, emotional and educational development. Good activities, both indoors and outdoors, provide children a wide range of learning experiences and give them the opportunity to work things out for themselves. Staff have high expectations of children. They expect them to behave well, which they do. They encourage children to talk about what they are doing by engaging them in discussions and asking pertinent questions, which moves their learning on. Staff encourage children to suggest developments to and extensions of the activities in which they participate. They take careful note of what children say and do. This helps them plan tasks well matched to children's needs. Staff

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are vigilant about ensuring that children's welfare needs are exceptionally well met. The Early Years Foundation Stage manager leads a strong, well-informed and cohesive team. Everyone's expertise is very well used to provide good learning opportunities for children. The leader ensures that planned improvements are implemented effectively.

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

Comments such as, 'I am really impressed with my child's achievements,' and, 'The teachers make my child feel very confident,' typify the sentiments of most parents and carers. In all areas of the questionnaire there were very positive views about the school and the education children experience. In a very small minority of cases concerns were expressed about behaviour. Inspectors judged pupils' behaviour to be good. The way in which staff manage the few pupils with challenging behaviour is excellent. Parents and carers are very appreciative and value the guidance and support that they and their children receive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Bank Community 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 0 completed questionnaires by the end of the on-site inspection. In total, there are 264 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	70	30	28	3	3	0	0
The school keeps my child safe	76	70	31	28	1	1	0	0
The school informs me about my child's progress	68	62	38	35	3	3	0	0
My child is making enough progress at this school	68	62	36	33	4	4	1	1
The teaching is good at this school	80	73	25	23	3	3	0	0
The school helps me to support my child's learning	65	60	41	38	3	3	0	0
The school helps my child to have a healthy lifestyle	66	61	40	37	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)	66	61	38	35	0	0	1	1
The school meets my child's particular needs	69	63	37	34	1	1	0	0
The school deals effectively with unacceptable behaviour	66	61	35	32	6	6	0	0
The school takes account of my suggestions and concerns	58	53	44	40	1	1	0	0
The school is led and managed effectively	71	65	38	35	0	0	0	0
Overall, I am happy with my child's experience at this school	77	71	29	27	2	2	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.



01 July 2010

Dear Pupils

Inspection of South Bank Community Primary School, Middlesbrough, TS6 6SY

On behalf of colleagues and myself, I thank you for your most warm welcome when we inspected your school recently. I am sure you will be delighted to know that we judge your school to be good. This means that it has lots of good features, some are excellent and there are some things which need improving.

The best things about your school are:

- that you enjoy being in school to learn
- how well you and your parents and carers are looked after and supported
- the good teaching that allows you to do very well with your work
- the way in which the school teaches you to keep safe and healthy
- the way in which it helps you all to get along together so well.

The things I want the school to do in order to improve are:

- provide more challenging work for those pupils who find mathematics easy
- ask teachers to mark the work you do in your creative curriculum and mathematics books like they do in your literacy books
- simplify the systems that the school uses to evaluate its work and clearly explain what all of the leaders need to do to help in this respect.

Thank you again for helping with the inspection. I wish you every success in the future.

Yours sincerely

Mrs Barbara Hudson

Lead Inspector

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