

# Spring Gardens Primary School

## Inspection report

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<b>Unique Reference Number</b>	108574
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	356383
<b>Inspection dates</b>	16–17 September 2010
<b>Reporting inspector</b>	Ann Wallis

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>	370
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms F Swindell
<b>Headteacher</b>	Mrs Sarah Campbell
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Brightman Road North Shields Tyne and Wear NE29 0HP
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<b>Email address</b>	springgardens.primary@northtyneside.gov.uk

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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 17 lessons and observed 15 teachers. They held meetings with the Chair of the Governing Body, staff and pupils. They observed the school's work, and looked at pupils' books, pupils' progress data and other documentation. They analysed questionnaires from 129 parents and carers and also those from pupils and staff.

- How well all groups of pupils achieve, especially in mathematics.
- How effective all leaders and managers are in bringing about and sustaining improvement.
- How good teaching is and whether it is sufficiently focused on pupils' learning.
- How well the curriculum meets the needs of all pupils.

## Information about the school

This is an above average-sized primary school. An above average proportion of pupils is known to be eligible for free school meals. A below average proportion of pupils is from minority ethnic backgrounds and few speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is above average. The school has gained Activemark, Healthy Schools and the Developing Internationalism awards.

At the time of the inspection the acting headteacher and acting deputy headteacher had been in post for two weeks.

The privately run, on-site provision for childcare, 'Forest Hall Out of School Club', is subject to a separate inspection and will receive its own inspection 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

Spring Gardens Primary is a good school. Pupils and their parents and carers speak highly of the good education it provides. In this calm and welcoming school pupils and staff feel valued and that their opinions are listened to. Hence, morale is high and pupils enjoy learning. The school is well led and managed. The acting headteacher has a clear vision for future school improvement which is shared by the governing body and staff. Current plans, already being successfully implemented, to improve the satisfactory curriculum, are detailed and clearly focused on making lessons more relevant and enjoyable for pupils. School self-evaluation by senior leaders is rigorous and accurate. However, the school recognises a further opportunity to develop the roles of middle leaders and managers through monitoring and evaluating the effectiveness of the new curriculum. The school has a good track record of addressing areas for improvement and in 2010 attainment is rising and progress accelerating. Consequently, the school has good capacity for further improvement.

A strength of the school is the good care, guidance and support it provides for pupils, particularly the most vulnerable. Pupils' behaviour is good, and often very good, both in and out of classrooms. They are kind and polite to each other and pupils as young as in Year 2 were seen to be taking responsibility for helping those even younger than themselves.

Pupils get off to a good start in the Early Years Foundation Stage. They continue to make good progress as they move through the school and achieve well. From below average starting points when they enter the Nursery class they reach broadly average standards when they leave Year 6. Results improved in 2010, but the school is not complacent and recognises that pupils' attainment, especially in mathematics and writing, has fluctuated over the last three years. In most lessons where teaching is good, pupils learn at a brisk pace and are challenged to achieve their best. However, in some lessons, particularly in mathematics and writing, the pace of learning is slower when pupils do not find the work challenging enough. Overall assessment is good. Newly introduced systems to assess the rates of pupils' progress more accurately are used effectively in literacy, but have yet to be extended to mathematics, to become fully embedded in the work of the school or used by all teachers to plan future learning.

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

- Raise attainment and further accelerate pupils' progress, particularly in mathematics and writing, by:
  - ensuring that pupils are fully challenged in all lessons, not just some

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- sharpening teachers' assessment of how much progress pupils are making and using this information to plan future learning in all subjects, not just literacy.
- Improve the curriculum and make it more relevant for pupils, by:
  - fully implementing plans to link subjects together, focusing work on the local area and giving pupils more opportunities to practise their basic skills
  - developing the roles of middle leaders and managers in monitoring and evaluating the effectiveness of curricular improvements.

**Outcomes for individuals and groups of pupils**

**2**

Pupils make good progress in lessons and achieve well. They respond well to the good teaching they receive by working hard and concentrating on the task in hand. Pupils showed real enthusiasm for their work when they discussed a recent visit to a university library and the many 'wow moments' they had experienced. The school's own monitoring data and work in pupils' books confirm the good progress pupils are making and show that they are on track to reach their targets this year. Results in tests and assessments indicate that although there have been fluctuations in attainment in mathematics and writing, pupils have reached broadly average standards overall for the last three years. This represents good progress from their below average starting points when they enter the Nursery class. Pupils with special educational needs and/or disabilities achieve well because they receive good individual support from teachers and teaching assistants.

Pupils are well behaved and treat each other, school staff and visitors with kindness and respect. Most adopt a healthy lifestyle and feel safe. They are very keen to take responsibility and enjoy their roles as buddies, mentors and members of the school council. They have well developed teamwork skills, are punctual, attend school regularly and enjoy taking part in enterprise activities. All of these qualities ensure they are well prepared for future life.

*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>

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

### How effective is the provision?

Teaching is never less than satisfactory and in most lessons it is good. Teachers use a range of interesting resources and varied activities to engage pupils' interest. Most lessons are conducted at a brisk pace. Teachers are knowledgeable, enabling them to give pupils clear explanations that help to develop their skills and understanding well. In a few lessons, particularly in mathematics and writing, the pace of learning is slower because pupils are not always fully challenged to achieve their best. Teachers mark pupils' work regularly, but new systems to assess their progress even more accurately are not yet fully embedded in the work of the school. Nor are they used fully effectively to plan the next steps in pupils' learning.

The curriculum is satisfactorily matched to pupils' needs. However, plans now being implemented to improve it further by linking subjects together. These were already seen to be adding to pupils' understanding and enjoyment of lessons. Work on topics, such as that connected with cholera, is relevant to the history of the local area and hence meaningful to pupils. Lessons connected to the topic 'The Titanic' allowed pupils to develop their basic skills across a range of subjects. Middle leaders and managers have yet to fully evaluate the effectiveness of the current curricular changes. A good range of extra-curricular activities, visits and visitors to the school all serve to enrich the curriculum. Some pupils spoke enthusiastically about a recent visit to an outdoor centre whilst others were eagerly awaiting a visit to France next week.

The good care, guidance and support pupils receive make a strong contribution to pupils' good academic progress and personal well-being. The school works closely with outside agencies to make sure that all pupils, particularly the most vulnerable, receive the help and support they need. Good arrangements ensure that the youngest children settle well into school and older pupils are well prepared for their move to the next school.

*These are the grades for the quality of provision*

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

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<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The acting headteacher has a very clear vision for improving the school further, which is shared by members of the governing body, staff and parents and carers. Improvements to the curriculum and to systems for assessing pupils' progress are already beginning to raise attainment. The governing body knows the strengths and weaknesses of the school well and is closely involved in determining its future.

The school has close relationships with parents and carers and is very much at the heart of the community it serves. It has developing links with schools and communities that are further afield, and has evaluated the impact of this good work to promote community cohesion. All groups of pupils achieve well and the school ensures all are given equal opportunities to succeed. No form of discrimination is tolerated. Systems and procedures for safeguarding and for ensuring the security of the school site, have been updated recently and meet requirements. Staff are adequately trained in child protection procedures.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Many children join the Nursery class with skills that are below those typical for their age,

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particularly in communication. They make good progress and their attainment is closer to average when they enter Year 1. Children enjoy being at school, play happily with their friends and form positive relationships with adults. Their progress is assessed accurately and their specific needs are met well by teachers and teaching assistants. The learning environment is well organised and children feel safe, so they become confident learners. The outdoor learning facilities were being improved and were temporarily out of use during the inspection. Observations of the setting, of children's work, teachers' planning and photographs, all confirm that children have good learning opportunities, in both in and outside classrooms. Teachers have high expectations of the children and, consequently, teaching and learning are good. The Early Years Foundation Stage is well led and staff work well together to plan children's learning effectively.

*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 are very satisfied with the education the school provides. They are particularly appreciative of the good care, guidance and support their children receive and the good progress they make. Inspectors entirely endorse these views. A very few parents and carers had concerns about the way in which the school communicated with them and listened to their views. Inspectors found the school's partnership and communication with parents and carers to be good.



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

Ofsted invited all the registered parents and carers of pupils registered at Spring Gardens 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 129 completed questionnaires by the end of the on-site inspection. In total, there are 370 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	86	67	41	32	2	2	0	0
The school keeps my child safe	83	64	46	36	0	0	0	0
The school informs me about my child's progress	58	45	69	53	2	2	0	0
My child is making enough progress at this school	65	50	59	46	3	2	0	0
The teaching is good at this school	77	60	51	40	0	0	0	0
The school helps me to support my child's learning	57	44	66	51	4	3	0	0
The school helps my child to have a healthy lifestyle	49	38	74	57	4	3	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)	56	43	63	49	4	3	0	0
The school meets my child's particular needs	65	50	62	48	1	1	0	0
The school deals effectively with unacceptable behaviour	43	33	66	51	8	6	0	0
The school takes account of my suggestions and concerns	42	33	77	60	5	4	0	0
The school is led and managed effectively	60	47	65	50	1	1	0	0
Overall, I am happy with my child's experience at this school	80	62	48	37	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> <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.**



Dear Pupils

Thank you for making us so welcome when we came to inspect your school. We were particularly grateful to those of you who took time to talk with us and tell us about all the good things happening in your school. Please thank your parents and carers for filling in our questionnaire.

These are some of the main things we have said in our report.

- Yours is a good school where you make good progress, achieve well and reach average standards.
- You know how to stay safe and healthy, behave well and attend school regularly.
- You are taught well and your school is well led and managed.
- You receive good care, guidance and support from all the staff at your school.
- The curriculum you follow is satisfactory.

This is what we have asked your school to do now.

Help you to make even faster progress, particularly in mathematics and writing, by:

- making sure that work in all lessons challenges you to achieve your best
- assessing your progress even more carefully in order to set work that is at the right level for you.

Improve the curriculum, by:

- making it more interesting and relevant for you, and allowing you to develop your skills better
- making sure teachers check how much it is improving and how well it is helping you to learn.

You can help your school improve further by continuing to behave well and working with your teachers to achieve the very best you can.

Yours sincerely

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