

Harlow Green Community Primary School

Inspection report

Unique Reference Number	131077
Local Authority	Gateshead
Inspection number	360202
Inspection dates	9–10 September 2010
Reporting inspector	Ann Wallis

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	355
Appropriate authority	The governing body
Chair	Mr Keith Wood
Headteacher	Mrs Alison Stephenson
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and saw 14 teachers teach. They held meetings with members of the governing body, the School Improvement Partner, staff, parents and carers, and groups of pupils. They observed the school's work, and looked at pupils' books, data on pupils' progress and other documentation. They analysed questionnaires from 116 parents and carers and also those from pupils and staff.

- the progress of groups of pupils, particularly those at Key Stage 1 and in mathematics
- whether leadership and management at all levels is effective in bringing about and sustaining the school's improvement
- the quality of teaching across the school and its effectiveness in raising attainment and accelerating pupils' progress.

Information about the school

This is a larger than average primary school which serves the southern part of the Low Fell area of Gateshead. An above average proportion of pupils are known to be eligible for free school meals. A below average proportion of pupils are from minority ethnic backgrounds and few speak English as an additional language. A well below average proportion of pupils have special educational needs and/or disabilities. The school has gained the Healthy Schools, Artsmark and Activemark awards.

For the last two terms, during the absence of the headteacher and other senior staff, the school has been led by the acting deputy headteacher. During this time the school has been supported by an experienced headteacher from a local school.

The on-site provision for childcare, Lamesley Childcare, 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?

3

The school's capacity for sustained improvement

3

Main findings

Harlow Green is a satisfactory and improving school. Since the last inspection it has experienced a period of considerable staffing turbulence when pupils' attainment fell and rates of progress slowed. However, this trend is now being reversed and staff new to the school, those returning and those with newly defined leadership and management responsibilities are beginning to settle well into their roles. Consequently, leadership and management are satisfactory, the school's self-evaluation is effective and the school has a satisfactory capacity to improve. Systems to measure and track pupils' progress have been refined and improved and are beginning to have an impact on raising attainment. However, the use of these systems has yet to become fully embedded in the work of the school. While assessment data is carefully analysed, this information is not always used to plan future learning. Comprehensive action plans are in place which are firmly focused on raising pupils' attainment further, particularly in English and mathematics. The school recognises the need for governors, and leaders and managers at all levels to implement these plans swiftly and monitor their effectiveness rigorously.

The school has strengths in the good start it gives children in the Early Years Foundation Stage and the good care, guidance and support it provides as pupils move through the school. Pupils feel safe and have a good understanding of how to stay healthy. They behave well, respect each other and have a clear understanding of right and wrong. They benefit from the good partnerships the school forges with parents and carers and the equal opportunities it provides for everyone. For example, all pupils who enjoy sport, regardless of how talented they are, are able to join teams and take part in tournaments.

Pupils make satisfactory progress to reach broadly average standards when they leave Year 6. The school's data indicate that overall test results improved slightly in 2010, particularly in mathematics. Pupils' achievement is satisfactory because teaching is never less than satisfactory and in some lessons it is good. Pupils enjoy learning and make the best progress in those lessons which are fast paced and challenging. In some lessons the pace is slower and work is not as well matched to the needs of the pupils so their rate of learning slows. In lessons where teachers talk for too long pupils do not have sufficient opportunities to do things for themselves and to learn independently.

What does the school need to do to improve further?

- Raise attainment and accelerate rates of progress by:
 - ensuring that the use of recently introduced systems to assess pupils' work and measure progress become embedded in the work of the school and that this

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information is used to plan future learning.

- Increase the proportion of teaching that is good by:
 - ensuring that the pace of learning is quick enough in all lessons
 - matching work more accurately to pupils' needs so all are suitably challenged
 - allowing pupils more time to learn independently and do things for themselves.
- Ensure that governors, and leaders and managers at all levels develop their roles effectively by implementing current action plans swiftly and monitoring and evaluating the plans' effectiveness rigorously.
- About 40% of the schools whose overall effectiveness is judged to be satisfactory will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils respond well to the teaching they receive and were seen to be making satisfactory progress in lessons. Most enjoy learning, work hard and, consequently, their achievement is satisfactory. Pupils were seen to be thoroughly absorbed in their work in a fascinating science lesson about different types of forces. Work seen in pupils' books and the school's own monitoring data confirm the satisfactory and improving progress that all groups of pupils are making, particularly those at Key Stage 1 and in mathematics. Attainment in Year 2 is rising. From average starting points when they enter the school in Year 1 pupils reach broadly average standards when they leave in Year 6. Results in tests and assessments show that pupils in the current Year 6 are reaching average standards and that most are on track to reach their targets this year. Pupils with special educational needs and/or disabilities make the same satisfactory and improving progress as their peers because they receive constructive individual help from teachers and teaching assistants.

Pupils are polite and welcoming to visitors. They have a good understanding of social and moral issues. They enjoy taking responsibility, for example by becoming members of the school council. Most pupils attend school regularly. They have satisfactory basic skills in literacy, numeracy, and information and communication technology and a good understanding of how to work as part of a team. Hence, they have a sound preparation for later life.

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	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
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?

Teaching is at least satisfactory. In some lessons it is good and occasionally outstanding. In the best lessons teachers have secure subject knowledge, activities are varied and interesting and work is fast paced and challenging. In other lessons teachers do not give pupils enough time to work on their own and do things for themselves and the pace of learning is slower. Pupils' work is marked thoroughly and most pupils are clear about how to improve their work. The way in which work is assessed has improved since the last inspection although the results of assessments are not always used to provide a starting point for future lessons.

The curriculum is satisfactorily matched to the needs of pupils. It is reviewed regularly and is currently being developed further to make it more interesting and relevant for all pupils. Pupils enjoy the range of visits, visitors to the school and extra-curricular activities, all of which enrich the curriculum. They spoke enthusiastically about their participation in sport, in music and drama and about visits to museums and a farm.

The good care, guidance and support which pupils receive is a strength of the school. Parents and carers spoke highly of very good induction arrangements which allow the youngest children to settle well into school. Pupils whose circumstances make them vulnerable are very well cared for and good use is made of outside agencies to give all pupils the expert help they need. A visually impaired pupil was seen making very good progress because of the specialist resources provided and excellent individual help she received.

These are the grades for the quality of provision

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

How effective are leadership and management?

During the recent period of staff turbulence the school has benefited from the very capable leadership of the acting deputy headteacher who has been extremely well supported by an experienced headteacher from another school. Teaching and learning have been carefully monitored, data analysed rigorously and new systems put in place to improve the assessment and monitoring of pupils' work. The school now has a newly restructured leadership team and its members have a very clear vision for the future which is firmly focused on raising attainment. However, their roles have yet to be fully developed and new systems have yet to become fully embedded in the school's work. The school has good partnerships with parents and carers who are very supportive of the school. It has also forged good links with other schools and organisations which both enhance the curriculum and ensure a smooth transition for pupils when they change schools. All pupils are given equally good opportunities to reach their potential and discrimination of any sort is not tolerated. Systems to safeguard pupils are all in place and meet requirements. Staff are fully trained and clearly understand child protection and risk assessment procedures. The members of the governing body are supportive of the school and knowledgeable about its strengths and weaknesses. All have yet to become fully involved in monitoring and evaluating the school's work in order to accelerate the present trend of improvement.

The school promotes community cohesion satisfactorily. It has good links with the local community and with a contrasting school in Birmingham but has yet fully to develop links further afield and overseas.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
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

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	
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter Nursery with skills that that are broadly typical for their age though there is wide variation within this. They make good progress throughout their time in Nursery and Reception, particularly in their personal development and motor skills. Considerable success has been achieved in ensuring that boys, in particular, develop the motor skills to hold a pencil properly and improve their writing. Attainment as children enter Year 1 varies with the ability of the cohort but is broadly average and in some areas of learning above average. The outdoor facilities are good and the learning environment is stimulating with children encouraged to show initiative. Expectations of children's learning and development are high and teaching and learning are good. Strong leadership from the leader of this stage has brought about clear improvement in the year since she has been in charge. Involvement of parents and carers is good and partnerships are used continually to develop what is on offer.

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

Most parents and carers are very pleased with the education the school provides. They speak highly of the school's welcoming atmosphere and the good care, guidance and support their children receive. Inspectors entirely endorse these views. A few parents and carers expressed concerns about how the school deals with unacceptable behaviour. Inspectors judged behaviour to be good and observed teachers dealing with minor incidents of poor behaviour very effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harlow Green 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 147 completed questionnaires by the end of the on-site inspection. In total, there are 355 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	69	44	30	1	1	0	0
The school keeps my child safe	104	71	43	29	0	0	0	0
The school informs me about my child's progress	69	47	76	52	0	0	0	0
My child is making enough progress at this school	81	55	62	42	3	2	0	0
The teaching is good at this school	85	58	60	41	0	0	0	0
The school helps me to support my child's learning	74	50	70	48	2	1	0	0
The school helps my child to have a healthy lifestyle	71	48	71	48	1	1	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)	70	48	66	45	4	3	1	1
The school meets my child's particular needs	78	53	67	46	0	0	0	0
The school deals effectively with unacceptable behaviour	56	38	71	48	9	6	1	1
The school takes account of my suggestions and concerns	56	38	76	52	6	4	0	0
The school is led and managed effectively	73	50	62	42	6	4	1	1
Overall, I am happy with my child's experience at this school	90	61	55	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). 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"> ■ 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.



Dear Pupils

Thank you for the warm welcome you gave us when we came to inspect your school last week. A particular thank you to those of you who took time to talk with us and tell us all about your school.

These are some of the things we have said about your school in our report.

- Yours is a satisfactory school where you make satisfactory progress and reach average standards.
- Your school gives you good care, guidance and support and has good links with your parents and carers.
- Children in the Nursery and Reception classes get a good start to their education.
- You behave well in school, feel safe and know how to stay healthy.
- The teaching you receive and the way your school is led and managed are both satisfactory.

This is what we have asked your headteacher, staff and governors to do now:

- help you to make faster progress by assessing your work and monitoring your progress even more carefully
- make lessons even better by:
- ensuring that you work at a fast enough pace
- making sure that the work is not too hard or too easy for you
- giving you more chances to work on your own and do things for yourselves
- make sure that all of the adults who lead your school play their part in helping it to improve.

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

Yours sincerely

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