

New Penshaw Primary School

Inspection report

Unique Reference Number	108821
Local Authority	Sunderland
Inspection number	324840
Inspection dates	3–4 March 2009
Reporting inspector	Paul Lowery

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	203
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Allan Spencer
Headteacher	Mrs Romaine Laverick
Date of previous school inspection	21 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Langdale Road New Penshaw Houghton le Spring Tyne and Wear DH4 7HY
Telephone number	0191 3823076
Fax number	0191 382 3078

Age group	3–11
Inspection dates	3–4 March 2009
Inspection number	324840

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

New Penshaw Primary is a smaller than average sized school which draws the majority of its pupils from the surrounding local village. Most pupils who attend its additional language provision come from other parts of the local authority. A high percentage of pupils are entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement for special educational need, is well above the national average. The school population is principally of White British heritage. The school has been awarded the Healthy Schools Award and Activemark for sport.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

New Penshaw provides a satisfactory standard of education for its pupils. It is an inclusive school which promotes a safe and caring environment for all pupils.

Children join the school with standards that are below average. Some pupils enter the school well below the level expected for their age. Language development skills are significantly below those expected and as a result this limits the progress that many pupils make during Key Stage 1. By Year 6, standards are broadly average. The school has identified some underperformance amongst younger pupils and boys, thus it is putting in place additional small group teaching support. New systems to track and monitor progress have been established in order to improve attainment. Pupils' overall achievement is satisfactory because teaching is satisfactory, although frequently good in Key Stage 2. All staff are committed to helping pupils to succeed, although more emphasis is placed on care and support than academic rigour. Guidance systems are overall satisfactory, although younger pupils are not always sufficiently clear about the next steps in their learning.

Pupils' personal development and well-being are good. Behaviour is good and attendance satisfactory. Parents report their children are happy in school and enjoy their work. Pupils are keen to take on responsibilities and provide good support for each other; in particular, the encouragement they provide to those with speech and language difficulties is outstanding. Social development is promoted well through a wide range of lunchtime and after school clubs and through special nurture groups for more vulnerable pupils. The curriculum is satisfactory and the school rightly places considerable emphasis on the development of basis skills, which is improving the levels of literacy. However, the needs of the most able pupils are not always met as in some classes the curriculum and teaching are not sufficiently tailored to meet their individual needs.

Leadership and management are satisfactory. The headteacher has created a culture where all staff and governors work well together. Leadership is increasingly shared throughout the school. A newly formed management team has clear plans for further improvements, although innovative new systems for monitoring and review have yet to raise standards. Strong partnerships have been developed with the local community and the school works hard to involve parents in their children's education. Leaders speak with commitment about securing the best possible education for their pupils. The school has a satisfactory capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision in the Early Years Foundation Stage is satisfactory. Children enter with skills below those expected for their age. Their overall personal and social development and well-being are satisfactory; with the strongest feature being how staff take good care of them, teach them how to share, take turns, respect each other's feelings and learn familiar routines. They make satisfactory progress in communication, language and literacy, problem solving, reasoning and numeracy, creative development and knowledge and understanding of the world. Even so, by the time they leave Reception, their skills are still below age expectations in literacy and numeracy and in understanding more about the world they live in. There is a satisfactory balance between activities that adults lead and those that children choose, but staff do not always check that all children are taking part or sustaining concentration on their chosen tasks. Pupils

make satisfactory progress in their physical development, with weekly physical education sessions and through climbing, sliding and riding bicycles outdoors. However, opportunities to explore, investigate and take part in large scale creative activities outdoors are less well developed limiting children's progress in these areas of learning. Teaching is satisfactory. Teaching assistants and students together help provide a good ratio of adults to children, but opportunities to extend children's language and vocabulary are underdeveloped. Whilst leadership is satisfactory, it recognises the need to continue to develop staff knowledge of the new Early Years Foundation Stage guidance.

What the school should do to improve further

- Raise standards at both key stages, and promote the development of language skills in the Early Years Foundation Stage more strongly.
- Embed the new tracking systems in order to ensure that information on pupils' progress is used to tailor lessons more closely to the needs of all pupils.
- Monitor and evaluate more rigorously the impact of provision on pupils' performance.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards reached at the end of Key Stage 1 are below average and in 2008 were broadly average at the end of Key Stage 2. There is occasional variation in standards reached across the school. A year ago, for instance, pupils entitled to free school meals and boys did not reach the standards achieved by other pupils. A significant proportion of pupils at Key Stage 1 have poor communication skills, in particular in writing. The school recognises that it needs to place increased emphasis on raising standards in both key stages.

Achievement is satisfactory. Analysis by the school indicates that in 2008 there was improved progress at the end of Key Stage 2. Boys are making stronger progress in English and science than in mathematics. The prior attainment of pupils in the current Year 6 was well below average and the school and local authority are putting in considerable additional staffing support to help them reach higher standards; these pupils are currently making satisfactory progress. Overall, the progress made by pupils with learning difficulties and/or disabilities is satisfactory.

Personal development and well-being

Grade: 2

Pupils are happy to come to school and enjoy their lessons. Attendance is now satisfactory and improving as a result of initiatives taken by the school. Pupils say they feel safe and appreciate the close supervision by adults. They know that staff look after them well and that if they need to talk about concerns or worries there is always a friendly adult who will listen and act on their behalf. Moral and social development is good; pupils work well together, are polite, respect each other's views and behave well in lessons. Pupils' spiritual and cultural development is satisfactory. The school council is proud of its work, including its participation in the local anti-bullying forum and working as playground buddies and monitors. Pupils are keen to contribute to the local community through charity work and public musical performances. They have a good understanding of how to stay healthy and keep fit; they appreciate the opportunities

to exercise in the fresh air. The development of basic skills in preparation for pupil's future economic well-being is satisfactory, but as yet pupils do not have sufficient understanding of the diverse society in Britain today.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory; in Key Stage 2, they are frequently good. Lessons are generally calm and well ordered because staff manage behaviour well and make good use of positive praise. There are good relationships between staff and pupils. In the more effective lessons, planning is rigorous and the activities closely match pupils' needs, including those with learning difficulties and/or disabilities and the most able. Pupils particularly welcome opportunities for practical learning. Where teaching is less effective, teachers talk for too long, questions do not allow enough for the different abilities of pupils and work is insufficiently matched to the needs of pupils. In some classes, teaching assistants are not given sufficient guidance on how to effectively support pupils' learning. Pupils' work is regularly marked but younger pupils do not receive consistent feedback from teachers to enable them to understand how to improve their work.

Curriculum and other activities

Grade: 3

The school provides a satisfactory curriculum for its pupils. There is a good range of extra-curricular activities and many visitors make a significant contribution to pupils' learning. During the inspection, pupils were being encouraged with their reading through the visit of a local author. Music and sporting opportunities are strengths within the school. A significant number of pupils learn a musical instrument and some take part in singing out of school, including at The Sage. The school is placing considerable emphasis on the development of basic skills. This is enabling older pupils to access a more ambitious and exciting curriculum; for example in history, pupils were using the Internet to research and then prepare a pamphlet on Shakespeare. The personal and social curriculum is contributing well to pupils' personal development, with a strong focus on enhancing their social and emotional skills. Pupils with statements of special educational need for speech and language difficulties receive effective tailored support to enable them to access the broad curriculum. There is, however, insufficient opportunity in the curriculum to challenge and meet the needs of more able pupils. This slows their progress.

Care, guidance and support

Grade: 3

Pupils receive good pastoral care. The school is committed to supporting its pupils and all staff work hard to provide a safe and caring environment. Child protection and systems to safeguard pupils are secure. Parents appreciate that their children are well looked after. The school makes good provision for supporting pupils' social and emotional development; in particular, small nurture groups provide pupils at risk with the skills to grow into confident and positive young people. The culture of the school is one where adults place a high priority on caring for pupils and one where pupils routinely seek to care for each other. Academic guidance is satisfactory. A new tracking procedure to enable teachers to monitor and support pupils' progress is being

introduced, but as yet has not impacted on standards. Whilst older pupils are generally clear about their targets, younger pupils receive insufficient guidance on the standards they should be seeking to reach.

Leadership and management

Grade: 3

The headteacher works hard to ensure pupils are happy, well cared for and supported. Parents and staff welcome the open and honest approach of the school's leadership. Senior staff regularly share and discuss the school's strengths and weaknesses with the rest of the staff but more formal systems to review the impact of school improvement initiatives are underdeveloped. Governors and senior staff demonstrate a real commitment to an open and inclusive school, and place a special emphasis on ensuring there is good provision for pupils with learning difficulties and/or disabilities. In particular, pupils with acute speech and language difficulties receive extensive and effective levels of support to enable them to access the curriculum. Systems to monitor the effectiveness of teaching are inconsistent and thus the quality of learning is variable. However, the headteacher places considerable emphasis on training; two new members of the leadership team are being supported to undertake the national leadership training course. As a result, the management of the school is being strengthened. Considerable emphasis on developing good local partnerships enhances the quality of education provided. Effective work with external agencies supports pupils and their families, strengthening the local community. The school's contribution to community cohesion is satisfactory. Pupils contribute to community activities, including the Sunderland Youth Parliament. However, the school recognises it needs to develop pupils' understanding of their place in the wider world. The school is effectively managed on a day-to-day basis and provides satisfactory value for money.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	3
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B

Text from letter to pupils explaining the findings of the inspection

5 March 2009

Dear Pupils

Inspection of New Penshaw Primary School, Sunderland, DH4 7HY

Thank you for welcoming us to your school and talking to us about your work.

These are the things we found out about your school:

- This is a satisfactory school and the headteacher and governors want to make it even better.
- You enjoy coming to school, feel safe and welcome the support you get from all your staff.
- Your staff take good care of you.
- You particularly enjoy practical lessons and the extra activities put on at lunch time and after school.
- Your behaviour is good and you are willing to help others, particularly those who may have problems with their speech or hearing.
- Your teachers support you to make satisfactory progress; you are doing better in your studies as you move up the school.
- Some of you need further guidance on how you can improve your work particularly your writing and numeracy skills.

In order to help you we have asked the school to:

- Raise standards, in particular language skills in the Early Years Foundation Stage.
- Monitor how you do in class in order to ensure lessons are planned more closely to meet your needs.
- Check carefully that everything the school does helps pupils to improve their performance.

Good luck in your future studies.

Yours faithfully

Paul Lowery

Lead inspector