

The Drive Community Primary School

The Drive, Felling, Gateshead, Tyne and Wear, NE10 0PY

Inspection dates 28–29 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Pupils make good progress. From low starting points their attainment is average in English and mathematics by the end of Year 6.
- Pupils made exceptionally good progress in English in 2012 as did those who were eligible for pupil premium funding.
- Teaching is good overall. Teachers have good knowledge and engage pupils' interest, which motivates them to learn.
- Adult support for pupils in lessons is well placed to ensure pupils make the best progress to achieve well. This includes pupils supported by pupil premium funding.
- Pupils behave well in lessons and in and around school. They show positive attitudes to learning and work well together because of the good relationships that exist. They feel safe in school and show respect towards each other.
- Leadership and management are focused on continual improvement. Teachers' professional development supports school development well such as the improvements seen in English.
- The curriculum offers many stimulating activities for pupils, allowing them to enjoy a wide range of experiences and develop their basic skills.

It is not yet an outstanding school because

- Although teaching is good, no outstanding teaching was seen.
- Teachers do not always mark pupils' work well enough. They do not always provide opportunities for pupils to respond to feedback or ensure they understand how to improve further.
- Leaders are not yet fully accountable in using the wide range of data available in checking how well pupils are doing as a result of their actions taken.
- Although most parents feel well informed about the work of the school and the progress their children make, some parents do not share the same view.

Information about this inspection

- Inspectors observed 11 lessons of which three were joint observations with the headteacher and assistant headteacher.
- In addition, the inspection team made a number of short visits to lessons and heard groups of pupils read and looked at their work with them in class.
- They held meetings with senior leaders, groups of pupils and spoke to some parents at the start of the day. Meetings were also held with members of the governing body and a representative of the local authority.
- Inspectors observed the school's work and looked closely at a range of documents, including the school improvement plan, the school's data on pupils' current progress, records from the observations of lessons, records relating to behaviour and attendance, and documents relating to safeguarding.
- Inspectors took account of 14 responses from parents to the online questionnaire (Parent View) and responses from the staff questionnaire.

Inspection team

Irene Cochrane, Lead inspector

Additional Inspector

Barbara Waugh

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (which is provided to support the learning of pupils who are entitled to free school meals or in the care of the local authority) is well above the national average.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils supported at school action is above average. The proportion of pupils supported by school action or with a statement of special educational needs is average.
- In 2011, the school met the government's floor standards, which is the minimum expected for pupils' attainment and progress.
- Since the previous inspection there have been many staff changes.
- The school has achieved a number of nationally recognised accreditations including the Basic Skills and International Awards.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring a consistent approach in marking across the school so that pupils respond to teachers' feedback and understand the next steps in their learning
 - promote pupils' independence through opportunities to work things out for themselves and evaluating the progress they make to achieve the next steps
 - ensuring the most effective practice in the school is used by all teachers.
- Further improve the effectiveness of all leaders so that they contribute to overall school improvement by:
 - developing their role in checking how well pupils are doing
 - further improving communication with parents.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well by Year 6. In 2012, pupils' attainment was just above average in English and broadly average in mathematics and pupils made good progress from their starting points. Attainment over time has often been slightly above average in English and mathematics representing sustained progress. An increasing proportion of pupils reached the higher Level 5 in writing at the end of Year 6 to attain well-above national outcomes.
- At the end of Year 2 attainment is average and has shown improvement in all subjects in 2012. Action taken by leaders to introduce daily letters and sounds sessions has resulted in improved outcomes in reading and writing.
- Children make good progress in the Early Years Foundation Stage, particularly in their personal and social development and communication skills. Most children generally start school with skills that are below and often well below those typically expected for their age. They settle in quickly and respond readily to the well-planned opportunities to become enthusiastic learners. Pupils' skills when they start Year 1 are generally broadly average over time.
- Those pupils who access additional support through pupil premium funding make exceptional progress overall and particularly so in English.
- Disabled pupils and those with special educational needs make good progress overall and achieve well, especially in English. The pupils who are supported at school action make good progress in English and particularly so in mathematics. Their needs are accurately identified and staff are appropriately deployed to support them in their lessons.

The quality of teaching is good

- Teachers make learning fun and plan interesting activities that engage pupils well. As a result, pupils show interest in their lessons and have positive attitudes to their learning. They particularly enjoy practical activities which provide them with first-hand experiences for learning.
- In the best lessons teachers use information from assessments and tests to plan appropriate opportunities for all pupils, including the more-able pupils, and expectations are high. Teachers enthusiastically involve pupils in demonstrations and explanations so that they also learn from each other. As a result, pupils are keen to take part, share their ideas and are not fearful of making mistakes. In these lessons, they are clear about the next steps they need to take to get to the next level in their learning; however, this is not yet consistent across the school.
- In less successful lessons, teachers spend too much time recapping on previous learning and pupils are too reliant on the teacher to tell them what to do next. As a result, the pace of learning slows and prevents pupils from developing the skills they need to become successful learners who can work independently of adult instructions. Although work is regularly marked, not all teachers provide pupils with specific guidance points for improvement or ensure that time is given to refer back to previous work and make corrections.
- The teaching of reading has been strengthened through a structured approach to the teaching of sounds and letters. This is accelerating progress because pupils have the skills they need to tackle new words and are transferring them to assist in their writing.
- Relationships are strong and additional support in classrooms ensures all pupils are fully included in lessons. They make a significant contribution to the progress of those being supported.
- Teaching in the Early Years Foundation Stage is good. Staff liaise well between the Nursery and Reception classes where teaching skills and support staff are shared. Relationships are a key strength and as a result, children are settled well and keen to take part in the interesting activities around them. This was observed in the Reception class when children enthusiastically took part in identifying sounds and letters to write their own sentences by themselves.
- Interactive technology is used well to enliven pupils learning.

The behaviour and safety of pupils is good

- Pupils show positive attitudes to their learning in lessons and are keen to follow instructions and get on with their work. They work well together and show respect for each other and an awareness of the feelings of others. They are interested, polite and well-mannered as they talk enthusiastically about their school, their friendships, school routines and their learning.
- Pupils enjoy school. They say that behaviour is good and that any incidents of inappropriate behaviour are dealt with. Scrutiny of behavioural records shows that behaviour is good over time too. The school environment is well cared for and pupils appreciate the opportunities they have to play in the new multi-purpose games area and pagoda on site.
- Pupils feel safe in school. They have confidence in the adults in school to help them if they need it. They understand different dangers such as cyber-bullying and how to keep safe and healthy. Most parents support the view that the school takes good care of their children and that they feel safe at school.
- Attendance has improved because of the additional support from the school's liaison officer and a determination from leaders. Attendance is now average and the number of pupils who are regularly absent from school has reduced.
- The school has strong partnerships in place to support pupils and their families who are known to be vulnerable through their personal circumstances.

The leadership and management is good

- Under effective leadership, the school has maintained standards over a period of time. The headteacher has the confidence of staff and has been instrumental in bringing about improvements since the previous inspection. The recently reformed senior leadership team is united in building upon the school's many strengths.
- Leaders and managers at all levels are aware of their contribution in raising attainment and increasingly skilled at identifying and planning initiatives, for example in the successful development of pupils' reading. However, some leaders are less proficient in evaluating and monitoring the success of these interventions on pupils' progress overall. The school has a wide range of pupil progress data available for analysis, but these are not always fully utilised to full effect. Consequently, there are some missed opportunities to extend pupils' learning at a quicker pace across the school.
- Staff have welcomed the support and training provided for their professional development and there is a strong team approach to securing further improvement. Staff performance management is closely aligned to the progress made by pupils and training priorities and directly relates to the experience and responsibility awarded to individual members of staff.
- The curriculum is well matched to the needs of all pupils and there is a key focus on improving basic skills. Interesting activities enliven lessons and give first-hand opportunities to extend pupils' learning. Good quality opportunities are provided for pupils to develop their spiritual, moral, social and cultural awareness with a high priority given to promoting pupils' social and moral skills and international links.
- Pupil premium funding is being used well to ensure that disadvantaged pupils benefit from rich opportunities for learning in and beyond the classroom. Enhanced staffing is resulting in smaller teaching groups and targeted interventions to ensure the significantly increased number of eligible pupils receive support that is well matched to their needs. As a result, the progress of disadvantaged pupils is well above that of other schools nationally, particularly in English. Consequently, the gap in attainment (average point score) with other pupils is reducing in English, although less rapidly in mathematics.
- The school is clear about what it has to do to improve further. Actions taken have resulted in improved outcomes in reading and writing and the school has recently reviewed support in

mathematics and introduced a new system to track how well pupils are doing which has the potential to boost progress further.

■ Although the majority of parents feel that they are kept well informed about the progress their children make, some parents would reasonably like more information about their children's progress at school and be kept more readily informed of school events.

■ The local authority provides a light touch of support for this good school.

■ **The governance of the school:**

– Governors have a good understanding of the work of the school through regular visits. In discussions, they demonstrate a good grasp of school strengths and areas for improvement, including those supported by pupil premium. They hold staff accountable for the work that they do by asking challenging questions about the standards pupils reach. They are fully aware of the needs of its pupils and their families and support the school well to increase pupils' achievements. They hold the school to account well.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108361
Local authority	Gateshead
Inspection number	403061

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	172
Appropriate authority	The governing body
Chair	David Napier
Headteacher	Heather Gofton
Date of previous school inspection	28 November 2007
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