

Hedworthfield Primary School

Linkway, Hedworth Estate, Jarrow, Tyne and Wear, NE32 4QF

Inspection dates 10–11 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- From starting points that are below those typical for their age, children in the early years make expected progress. However, progress is not rapid enough to ensure that the majority are ready for learning in Year 1.
- Pupils do not make good progress across Key Stage 1. Standards at the end of Year 2 in reading, writing and mathematics are below average.
- The achievement of disadvantaged pupils, particularly by the end of Year 2, requires improvement. The wide gaps that exist between the attainment of disadvantaged pupils and other pupils in the school are yet to be closed.
- The achievement of the most able pupils in all key stages is hampered because the work they are given sometimes lacks challenge. Too few pupils reach the higher levels of attainment at the end of Years 2 and 6.
- Teaching does not lead to pupils making consistently good progress. Expectations of what pupils can achieve are not always high.
- The quality of marking is variable. Not all pupils understand how well they have done and what they need to do to improve. Pupils are not always given the time they need to consider, and respond to, teachers' comments.
- Arrangements to track and review pupils' attainment and progress require improvement. Senior, middle leaders and governors' skills in understanding and analysing the data showing how well pupils are progressing are not fully developed. Actions to improve teaching and achievement are, therefore, not always well informed.
- Leaders are yet to establish a clear whole-school strategy for the development of teaching so that staff are fully equipped to raise standards in their classrooms. Best teaching practices evident in the school are not shared widely enough among staff.

The school has the following strengths

- In Key Stage 2, pupils make good progress to reach standards that are broadly average by the end of Year 6.
- Pupils attending the speech and language unit achieve well. They are taught well and very effectively supported. Teaching is carefully targeted to meet their specific needs. They thrive in a highly positive learning environment.
- Pupils are friendly and polite and their behaviour is good. They feel very safe in the school and they are keen to learn.
- Governors are proactive, supportive and committed. They take difficult decisions to ensure the school is financially sound. They effectively support school improvement in key areas, such as the developing provision for learning outdoors in the early years.

Information about this inspection

- Inspectors observed 18 lessons including two that were observed jointly with the headteacher and deputy headteacher.
- They listened to pupils read from both Key Stages 1 and 2 and discussed with them the books they had read.
- Inspectors talked with groups of pupils during playtimes, in lessons and over lunchtime.
- Pupils' work from across the whole curriculum was closely analysed, in order to ascertain pupils' achievement over time and the impact of teachers' marking on their progress.
- Meetings were held with the headteacher, deputy headteacher, middle leaders, members of the governing body including the vice-chair of the governing body and a local authority representative.
- Inspectors took account of the views of parents using the school's own analyses and also through talking to parents as they arrived at various times during the day. There were six responses on the Ofsted Parent View portal.
- A range of documents were analysed including minutes of meetings, school self-evaluation documents, development plans, assessment information, safeguarding documents and case studies, attendance and behaviour records.

Inspection team

Janice Gorch, Lead inspector

Additional Inspector

Gordon Potter

Additional Inspector

Janette Corlett

Additional Inspector

Frank Cain

Additional Inspector

Full report

Information about this school

- Hedworthfield is an average-sized primary school, which includes a 24-place unit for pupils with speech, language and communication difficulties, serving primary schools in the local authority.
- The proportion of disabled pupils and those with special educational needs is much higher than the national average.
- The proportion of disadvantaged pupils, those whose learning is supported by the pupil premium, is very high, more than double the national average. The pupil premium is additional funding for pupils in local authority care and those known to be eligible for free school meals.
- Most pupils are from White British backgrounds.
- Children attend the nursery for three hours per day moving to full-time attendance when they start Reception. Not all children who attend the Nursery class transfer to the school's Reception class.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Key Stage 2 in reading, writing and mathematics.
- Since the last inspection, there have been a number of changes in the roles and responsibilities of senior and middle leaders. Many middle leaders are newly appointed to their current roles. The deputy headteacher was appointed in January 2014.

What does the school need to do to improve further?

- Improve the quality of teaching and so raise pupils' achievement in reading, writing and mathematics, particularly in the early years and Key Stage 1, by:
 - developing a culture of high aspiration and expectation across the whole school
 - ensuring that the most able pupils experience a high level of challenge in their learning, so that a greater proportion reach the higher levels of attainment by the end of each key stage
 - improving the quality of additional teaching and support for pupils who are disadvantaged so the gap between the standards they reach compared to other pupils in the school and nationally closes
 - ensuring that teachers' marking consistently helps pupils to make good improvements to their work and they have time to consider and respond to teachers' comments.
- Strengthening the impact of leadership and management by:
 - developing the skills of senior and new middle leaders, and governors, in the understanding and analysis of data showing how well pupils and groups of pupils are progressing, so that they take well-informed actions to improve achievement further
 - developing a very clear whole-school strategy for the development of teaching so that all staff are fully equipped with the skills to raise standards in their classrooms
 - making sure that there is a strong focus on the development of teaching in both performance management targets and the school's development plan
 - making sure that the best practice in teaching is shared more widely among staff in the school.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management **require improvement**

- Leaders and managers are committed to raising the achievement of all pupils and have created a learning environment where pupils behave well and feel safe. However, leadership and management require improvement because they have been unable to secure good achievement for pupils in the early years and Key Stage 1 and for the most able pupils across the school.
- Leaders are yet to ensure the pupil premium is used to good effect. The school's focus for directing support and additional funds has been to improve the achievement of those pupils with special educational needs. While this has had a positive impact on the achievement of this group, too little focus has been placed on supporting the achievement of disadvantaged pupils. Leaders are now beginning to take steps to remedy this so that any pupils that have fallen behind start to catch up. Even so, the wide gaps that exist in the attainment of disadvantaged pupils compared to that of others in the school and nationally are not closing quickly enough, particularly at the end of Year 2.
- Arrangements to track and review pupils' attainment and progress require improvement. Leaders' skills in analysing how much progress pupils are making, particularly in the early years and Key Stage 1, are not fully developed. As a result, their own evaluations of pupils' performance and the quality of teaching are overgenerous. This also hinders their ability to identify the actions needed to improve the school's effectiveness.
- The leadership of teaching requires improvement. Leaders are yet to establish a clear whole-school strategy for the development of teaching so that staff are fully equipped to raise standards in their classrooms. Best teaching practices evident in the school are not yet shared among staff. There is not a clear focus on the development of teaching in both performance management targets and the school's development plan.
- The new deputy headteacher, along with new middle leaders, is bringing fresh ideas for school improvement. New approaches to improve the quality of additional teaching are now being trialed. The quality of provision in the Nursery class, especially outdoors, has already strengthened. Leaders' understanding of how to appropriately identify pupils with special educational needs has also strengthened. New leaders' understanding and analysis of data showing how well pupils and groups of pupils are progressing are not yet fully developed.
- The local authority provides support to the school. It has encouraged links with other schools, recently brokering the support of a National Leader of Education to develop the skills of middle leaders, although it is too early for the impact of this work to be felt. Effective support has been provided to improve governance.
- The school is committed to equality of opportunity for all pupils. It is proactive in tackling discrimination and is seeking to raise aspirations, for example by breaking down stereotypical views relating to different genders. However, pupils do not achieve equally well across the key stages.
- The curriculum is broad, balanced and carefully planned. It contributes well to pupils' spiritual, moral, social and cultural development. It is firmly rooted in the development of fundamental British values. Pupils have taken part in elections for the school council, visited a town hall and met with a mayor and local councillors to deepen their understanding of the democratic process. The religious education curriculum is broadly Christian and also teaches pupils about other faiths. Pupils have written about the Sikh religion and met families from the Sikh tradition, who shared their faith and culture with them.
- Pupils' participation in music, including performances at a North East landmark music venue, is strong. Pupils say they value the many opportunities they have to make music in the school.
- The primary sport premium funding is used very effectively to increase participation in sports. Pupils greatly value and enjoy the range of sports they have been able to play.
- Arrangements for safeguarding pupils meet statutory requirements.
- **The governance of the school:**
 - Governors are proactive, supportive and committed to improving the quality of education and the outcomes of pupils in the school. They work very hard to assess for themselves the quality of teaching, such as working alongside staff, visiting lessons and looking at the quality of work in pupils' books. They have accurately identified areas for development, such as the outdoor provision in the early years.
 - Governors understand performance management systems and how to tackle underperformance. They ensure that performance targets are detailed and rigorous but are yet to make sure that there is a strong emphasis on the quality of teaching needed to secure good progress.
 - Governors have a good understanding of the summary results regarding standards reached by pupils. However, their efforts to hold the school to account in this respect have been hampered because the

views presented by leaders, particularly relating to progress in the early years and Key Stage 1, have been overgenerous.

- The financial resources of the school are efficiently managed and governors have had to take difficult decisions in the last year to ensure future financial stability.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are friendly and polite.
- The majority of pupils are eager and enthusiastic about learning and enjoy their work. Their positive attitudes help their progress in lessons, where they settle quickly and are keen to answer questions and offer ideas. In most lessons, they enjoy working together.
- Pupils behave well around the school. Pupils from Years 5 and 6 are encouraged to take on responsibilities. Some help with younger ones in their play in the infant yard at break times, as 'Buddies', and others take on responsibilities for helping younger pupils in the dining hall. Outdoor play in the junior yard is at times a little rough. There are few activities on which pupils might focus their energies.
- On occasions, a few pupils need to be reminded how to manage their own behaviour. When this occurs, staff handle it skilfully and sensitively.
- Pupils talk enthusiastically about Finns Club, an after-school sports club where they have opportunities to develop skills across a wide variety of sports.

Safety

- The school's work to keep pupils safe and secure is good.
- Procedures to safeguard pupils are carefully implemented and the school is proactive in its work with outside agencies in keeping pupils safe.
- Pupils are aware of different forms of bullying, including cyber-bullying and homophobic bullying. They say that bullying does sometimes occur and they have great confidence in teachers to deal effectively with any problems they cannot resolve themselves.
- Pupils have a good understanding of road safety and how to keep themselves safe in a variety of situations, such as when using the internet.

The quality of teaching requires improvement

- Teaching does not lead to pupils making consistently good progress in reading, writing and mathematics over time in the early years and Key Stage 1, and, as a result, it requires improvement.
- Learning is usually planned carefully and enables most pupils to make at least the expected rate of progress. Expectations of what pupils can achieve, however, are inconsistent across the school. In particular, expectations for disadvantaged pupils and the most able pupils in the early years and Key Stage 1 are not high enough to enable them to make consistently good progress. In Key Stage 2, although expectations are generally higher, work for the most able pupils sometimes lacks challenge and, as a result, does not always enable them to reach their full potential by the end of Year 6.
- Teachers skilfully capture pupils' interest at the start of lessons, which are often strong. However, learning does not always build well on this as lessons progress. Teachers do not always check that pupils understand how they are to proceed when completing activities and so valuable learning time is lost. Activities do not always enable pupils to deepen their understanding of important mathematical concepts or to develop and extend their vocabulary and writing skills.
- The teaching of disadvantaged pupils requires improvement. Too little focus has been given to making sure that the pupil premium funding is used to effectively support those for whom it is intended. As a result, the gap between the standards they reach compared to others in the school remains too wide.
- Teachers and teaching assistants create a positive learning environment for their pupils. Teaching assistants working with pupils with special educational needs are adept in assisting pupils to access similar learning to their peers.
- Marking does not yet have a consistently good impact on improving pupils' work over time because it is variable in quality. Teachers do mark pupils' work diligently. Some pupils' work is marked in a way that enables pupils to understand how well they have done and what they need to do to improve. However, this is not always the case. Sometimes, marking requires pupils to complete more work with no additional challenge or purpose. Furthermore, pupils are not always given the time they need to consider and

respond to teachers' comments and advice.

- Reading is well promoted across the school through a range of strategies, including book bags for younger pupils. However, progress in reading for younger pupils requires improvement because while pupils are able to decode words, they sometimes struggle to read with understanding. The teaching of writing and mathematical skills, while often good in Key Stage 2, fails to capitalize on valuable opportunities for pupils to work towards the higher levels of attainment.
- Pupils in the speech and language unit are taught in very small groups and are very effectively supported. They thrive in a positive and constructive learning environment. Teaching is carefully targeted to meet their specific needs and, as a result, they make good progress over time. They learn at a good pace and are given time to respond to the helpful feedback from their teachers.

The achievement of pupils

requires improvement

- From their starting points on entry to Year 1, pupils do not make good progress in reading, writing and mathematics across Key Stage 1. While most of them make steady progress, few of them do better than this. The proportion of pupils reaching the standards expected for their age in reading, writing and mathematics at the end of Year 2 is below average. Only a very small minority of pupils achieve standards that are better than this.
- Between Years 3 and 6, overall, pupils make good progress from their previous starting points in reading, writing and mathematics to reach standards that are broadly average by the end of Year 6. In Year 6 in 2014, the proportion of pupils attaining the expected Level 4 in reading, writing and mathematics was slightly above average. The proportion of pupils making the expected rate of progress in each subject, as well as the proportion doing better than this, compared favourably with the proportion that do so nationally.
- The achievement of disadvantaged pupils requires improvement. Over time, the gap between the standards reached by disadvantaged pupils and other pupils in both the school and nationally has widened significantly at the end of Key Stage 1 and standards are substantially lower. In Year 6 in 2014, the attainment of disadvantaged pupils in writing was similar to other pupils' in the school and nationally. In reading, however, their attainment was almost three terms behind that of other pupils in the school and two terms behind that of other pupils nationally. In mathematics, the attainment of disadvantaged pupils was around one term behind other pupils' in the school and two terms behind that of other pupils nationally. The pupil premium funding is not used effectively to ensure that disadvantaged pupils make consistently good progress, especially in Key Stage 1.
- The achievement of the most able pupils requires improvement. At the end of Key Stage 1 in 2014, the proportion of pupils reaching the higher Level 3 was below average, particularly in reading and mathematics. At the end of Key Stage 2 in 2014, the proportion reaching the higher Level 5 in these subjects was also below average and significantly so in reading. Across the school, the work provided for the most able pupils lacks challenge. They are not given enough opportunities to develop their knowledge and skills in English and mathematics to enable them to reach the highest levels of attainment.
- Pupils attending the speech and language unit make good progress. In Year 6 in 2014, they attained standards in line with national averages in writing and mathematics and above-average standards in reading. The unit is very well resourced and teaching is closely matched to their needs. Other pupils with special educational needs, including some who are disadvantaged, often make good progress in reading, writing and mathematics as a result of effective targeted support.
- For the past two years, the proportion of pupils reaching the expected standard in the Year 1 phonics screening check has been close to average. However, standards in reading overall by the end of Year 2 indicate that this has not been built upon at a good rate. While some pupils do well in reading in Key Stage 1, such as disabled pupils and those with special educational needs, the attainment of disadvantaged pupils in reading is too low. Pupils' progress in reading in Key Stage 2 is good. Older pupils are keen to talk about books they have read, reading confidently and with good understanding.

The early years provision

requires improvement

- Most children begin Nursery with skills, knowledge and understanding that are below those typical for their age and a significant minority have poor speech and language skills. The children make good progress in the Nursery so that by the end of the year, many have attained the skills, knowledge and understanding typical for their age and a few have exceeded this.
- Of the children that transfer to the Reception class, not all are working securely at typical levels for their

age, so attainment at this point remains below typical overall. During the Reception Year, most children make steady progress. However, progress is not rapid enough to enable them to catch up quickly. Consequently, by the end of the year the proportion of children who reach a good level of development is below average. Only a minority are ready for learning in Year 1. As a result, the early years requires improvement.

- The school's leaders and managers are making a strong impact on improving provision in the early years. The quality of teaching and learning is now improving. Parents are enjoying new opportunities to be involved with their children's learning and the school is developing a range of activities in order to engage with families.
- Although teaching is improving, over time, it has not enabled children to make consistently good progress because expectations of what children can achieve from their starting points are not always high enough. Expectations are now higher, particularly in the Nursery Year. However, the activities for Reception children, including the most able, still sometimes lack challenge.
- Children's language development is well promoted through singing. Christmas themes are used to good effect to capture children's imagination and enthusiasm. Activities to develop children's literacy and numeracy skills in the Nursery Year, such as those seen linked to a Santa Soup recipe, are helping to speed up children's progress and to develop their sense of sound, touch and smell. Children were entranced and, as a result, keen to learn.
- The outdoor area for the Nursery has recently improved and there is now a good range of activities for children to learn through exploring the environment. However, the outdoor area accessed by children in the Reception Year still requires improvement.
- Children generally play well together, sharing toys and equipment. Behaviour is mostly good. Expectations of good behaviour are high. Firm, sensitive and very effective action is taken when children's behaviour falls below expectations or when children's relationships with one another are less harmonious. Good systems are in place to make sure that children are looked after well and are kept safe and secure.

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	108699
Local authority	South Tyneside
Inspection number	448356

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	224
Appropriate authority	The governing body
Chair	Jackie Peterson
Headteacher	Jill Lockwood
Date of previous school inspection	21 April 2010
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