



Lemington Riverside Primary School

Inspection Report

Unique Reference Number 108456
LEA Newcastle upon Tyne
Inspection number 277976
Inspection dates 2 February 2006 to 3 February 2006
Reporting inspector Mr Andrew Scott

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

Type of school	First	School address	Rokeby Street
School category	Community		Lemington
Age range of pupils	3 to 11		Newcastle upon Tyne, Tyne and Wear
Gender of pupils	Mixed	Telephone number	0191 2674315
Number on roll	174	Fax number	0191 2648161
Appropriate authority	The governing body	Chair of governors	Mrs Angela Currie
Date of previous inspection	1 June 2000	Headteacher	Mrs Susan Hall

Age group 3 to 11	Inspection dates 2 February 2006 - 3 February 2006	Inspection number 277976
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

This is an average sized urban school, serving an area of considerable social and economic disadvantage. Nearly all pupils are from white British families, but a few pupils who are not English speakers have recently started at the school. Almost a third of pupils have learning difficulties and/or disabilities, which is higher than average. The school has just completed its change from first school to primary school. Attainment on entry to the school is well below average, especially in language and mathematics.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's provision for its pupils is satisfactory. They achieve well in the nursery and reception classes because of good teaching. Despite good progress, they attain standards below those expected nationally. From Year 1 to Year 6 pupils make satisfactory progress, although standards are still below average in Year 6. Teaching is satisfactory overall. Teachers are well organised and present new learning clearly. However, they do not consistently match work to the abilities of all pupils, especially the more able. In addition, not all lessons are stimulating enough to motivate pupils fully and to help them become more independent learners.

Pupils' personal development is satisfactory as are care, guidance and support. Pupils enjoy lessons and mostly get on well together. In the playground, however, their play can be too boisterous and sometimes aggressive. Staff do not have a consistently effective way of overcoming this, although they do have the best interests of the pupils at heart. The school has worked hard with parents to improve pupils' attendance, and is disappointed that it is still below average.

Leadership and management are satisfactory. Inspectors broadly agree with the school's view of itself. As a result of regular analysis, many areas of concern are rightly highlighted for improvement. Actions to improve the school are appropriate but not sharply focused enough to ensure improvement within a reasonable timescale. Governance is inadequate because there are too few governors and they play too little part in the development of the school. The school's improvement since the last inspection is satisfactory and it is securely placed to improve further. As a result, it provides satisfactory value for money.

What the school should do to improve further

- Raise standards by the end of Years 2 and 6, by ensuring that all pupils are consistently challenged in their work, especially more able pupils.
- Increase pupils' enthusiasm in lessons and give them more scope for independent learning.
- Ensure that all levels of management are rigorous in evaluating the work of the school and carrying out action plans.
- Ensure that behaviour outside lessons is free from aggression.

Achievement and standards

Grade: 3

Overall, achievement is satisfactory. Pupils enter school with low attainment, especially in language and mathematics. In the nursery and reception classes, despite good progress, children attain below nationally expected standards.

Standards at end of Year 2 have risen year on year. This year, standards are below average in reading and mathematics, although they are average in writing. This is because significantly more pupils than usual have learning difficulties and will not

attain as highly as pupils in past years. By the end of Year 6, standards in English, mathematics and science are below average. Standards have improved markedly from last year, when they were very low, because the school has begun to address weaknesses in literacy and numeracy. Overall, the school sets targets for its pupils that are realistic and achievable. They are on course to attaining these targets.

Pupils with learning difficulties achieve as well as other pupils. The few pupils whose first language is not English have only just arrived at the school, and so it is too soon to judge their progress.

Personal development and well-being

Grade: 3

Pupils enjoy school. They develop satisfactorily as individuals, learning to show respect and consideration for others. Pupils rightly feel valued and well supported because of encouragement from all staff and special activities that develop their social and emotional skills. Pupils like their lessons but their concentration and pace of work fluctuate at times. Attendance is lower than average and this undermines the progress of a minority of pupils.

Behaviour is satisfactory and most pupils feel safe at school. However, there is some aggressive behaviour in the playground that makes a few pupils anxious. Parents acknowledge that much is being done by the school to address the problem. Pupils understand the importance of staying healthy through physical education and wise eating. Periodic visits and visitors, and participation in events, help pupils understand their own local culture and the wider world. Their achievement in literacy and numeracy means that they are suitably prepared for their next school. Overall, pupils' spiritual, moral, social and cultural development is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with good features. Throughout the school, lessons are well focused on basic skills and teachers are good at explaining new learning. As a result, pupils are usually able to understand new ideas. Teachers manage pupils well so that lessons are mostly calm and orderly, allowing pupils to concentrate on their work. Teaching assistants work sensitively with pupils, especially those with learning difficulties, offering helpful guidance and emotional support where necessary.

Some pupils do not learn as well as they might because teachers do not consistently expect enough from them, especially more able pupils. Sometimes teaching is not dynamic enough to galvanise pupils and so their pace of work is too slow.

Teaching in the reception and nursery classes is good. In these classes, teachers structure learning well and make it exciting so that children are eager to learn and

steadily acquire important skills. Children are encouraged to enjoy learning by finding things out for themselves.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. There is a suitable framework for each subject with appropriate emphasis on literacy, numeracy and information and communication technology (ICT), although the school recognises that it does not yet do enough to develop these subjects across the curriculum. The school has, however, increased opportunities in music and physical education. The provision for pupils with learning difficulties is satisfactory. Their individual learning plans are good, but their targets are not swiftly updated when achieved.

A safe and healthy lifestyle is satisfactorily promoted through work in lessons, as well as sport after school. Teachers provide extra activities and visits to make learning more interesting. Pupils feel that visits to ancient sites 'bring history to life'. A local traffic census opened the eyes of pupils in Year 5 about what kind of vehicles use their locality. Such activities promote pupils' achievement but more should be provided in some subjects.

Care, guidance and support

Grade: 3

Inspectors do not agree with the school that care, guidance and support of pupils are good. These are judged to be satisfactory overall. Health and safety routines and risk assessments are firmly in place. There are established procedures for child protection and pupils are aware of how to keep themselves safe. There are good links with outside agencies to help pupils with particular needs, including those with learning difficulties. Parents are mostly pleased with the support given to their children. However, the school has not wholly succeeded in eradicating the poor behaviour of a few pupils in the playground.

Teachers keep a good record of pupils' progress in their work. Staff know which pupils need extra help and which key skills in literacy and numeracy need to be improved. However, teachers do not use this information skilfully enough in planning their lessons, and pupils do not always understand how they can improve.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The headteacher has worked tirelessly to bring about the necessary changes from being a first school to a primary school. This has been managed successfully but it has taken quite a long time. Recent improvements include better teaching in Years 3 to 6, smarter accommodation and good staff morale. The open style of leadership by the headteacher has given staff a greater sense of purpose.

The headteacher and senior staff have good priorities, especially the raising of pupils' achievement. They know their school reasonably well and rightly highlight areas of concern, such as literacy skills. However, their self analysis is not sufficiently rigorous or urgent. For example, the headteacher identified a year ago that more able pupils were not achieving well enough. One year later this remains an issue.

The school has difficulty recruiting governors, and there are several vacancies at present. The chair of governors is good at supporting and, occasionally, challenging the headteacher. However, governance overall is inadequate because governors are not involved enough in the school's development. Parents think well of the school, although a few have concerns about the aggressive behaviour of some pupils. The school responds sensibly to such concerns and works hard to encourage parents to support their children's learning fully.

The school's improvement since the last inspection has been satisfactory, and not good, as the school believes. Some aspects, like standards and teaching, are much the same, accommodation has improved, but issues of behaviour and governance have not been fully addressed. However, the strengths of the school, and the new found confidence in its full primary status, mean that the school is suitably placed to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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6 February 2006

Dear Children

I thoroughly enjoyed my visit to your school and meeting you and your teachers. Thank you very much for your help during the inspection. I believe that your school gives you a satisfactory education because:

you have a good start to school in the nursery and reception classes

you mostly get on well together and enjoy your lessons

your teachers explain new work clearly so that you understand what you have to learn

there are interesting activities and visits that help your learning

the adults in the school care for you and make sure you are healthy and safe

your headteacher and staff have worked hard to change the school into a full primary school.

However, I have suggested some ways in which your school could be better:

you could do better in your work, if teachers make sure that you always work as hard as you can

lessons could be more exciting and give you more chance to learn by yourselves

plans to improve the school are good and should be carried out without delay

I would like some of you to behave better in the playground.

I wish you every success for the future.

Yours faithfully

Andrew Scott

Additional Inspector