



21 March 2007

Mrs Susan Hall
Headteacher
Lemington Riverside Primary School
Rokeby Street
Lemington
Newcastle upon Tyne
Tyne and Wear
NE15 8RR

Dear Mrs Hall

OFSTED MONITORING OF GRADE 3 SCHOOLS

Thank you for the help which you and your staff gave me when I inspected your school on 20 March 2007, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please pass on my thanks to the pupils, staff and Chair of Governors for being so cooperative and helpful.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in February 2006, the school was asked to:

- Raise standards by the end of Years 2 and 6, especially for 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.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement.

Achievement improved significantly in 2006. Results in national tests at the end of Year 6 rose significantly from being well below average in 2005 to being close to average in 2006. Given their below average starting points, these results demonstrate that pupils' achievement is now good. Improvements in teaching, much better use of assessment to identify underachievement and a more flexible approach to the teaching of literacy and numeracy have resulted in better challenge for the more able pupils. As a

result, their achievement has improved. In 2006 an above average percentage of pupils exceeded national expectations in English and mathematics. In science, although standards improved and some good progress is occurring, pupils could still do better. In Key Stage 1, standards were broadly average with a particular strength in mathematics. In writing and mathematics, a greater percentage of pupils gained results that were above expectations for Year 2 pupils.

A review of the curriculum in Key Stages 1 and 2 in recent months has been instrumental in making learning more relevant to the pupils' lives. Imaginative use of educational visits and visitors not only extends standard lessons in school, but also inspires and motivates pupils to learn. Within lessons, an increased emphasis on practical, problem solving activities, underpinned by very clear learning objectives is now capturing the interest of pupils. The delight in the eyes of the budding chefs in Year 2 as they made their pizzas and the excitement of Year 6 pupils as they "discovered" which materials were good electrical conductors, demonstrated the good progress that the school is making in improving pupils' enthusiasm for learning.

Good levels of care and support by staff, together with improvements in the school's behaviour policy have contributed to good progress in reducing incidents of aggressive behaviour outside lessons. Pupils say that they feel safe, and talk enthusiastically about the introduction of games and seating in the playground and the positive impact this has had on behaviour.

A significant factor in the improvements in the school is the better contribution being made by senior managers and the governing body. The demands made of the expansion from a First to a Primary school have now been successfully met. An effective school improvement planning model is established which is based on rigorous evaluations of how well the school is performing. Its central aim is now much more focused on raising standards. A strong and skilled chair of governors, appointed since the last inspection, is bringing about significant improvement in governance. The number of governors has increased despite difficulties in recruiting volunteers. Governors are establishing a longer term, more strategic analysis of the school's development. A programme of governor training is being implemented and individual strengths of governors are being developed.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Dave Byrne
Additional Inspector