

# Hotspur Primary School

## Inspection report

---

<b>Unique Reference Number</b>	108491
<b>Local Authority</b>	Newcastle upon Tyne
<b>Inspection number</b>	324780
<b>Inspection dates</b>	19–20 March 2009
<b>Reporting inspector</b>	Joan Elton

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.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	353
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Prof Patrick Easen
<b>Headteacher</b>	Mr Miles Wallis-Clarke
<b>Date of previous school inspection</b>	8 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Mowbray Street Newcastle upon Tyne Tyne and Wear NE6 5PA
<b>Telephone number</b>	0191 2762762
<b>Fax number</b>	0191 2242476

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	19–20 March 2009
<b>Inspection number</b>	324780

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://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 three Additional Inspectors.

## Description of the school

Although most pupils are of White British origin, the school serves a socially diverse community of mixed cultures in an inner city environment, where a small percentage have English as an additional language. Most pupils come from areas where there is economic and social hardship and nearly twice the national average are eligible for free school meals. There is greater mobility than the national average in the school's population with 30% of pupils joining the school other than at the beginning of Nursery. The school has an Early Years Foundation Stage, which comprises of a Nursery and two Reception classes.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It has some outstanding features. Pupils' personal development is excellent; it provides high quality care both in the Early Years Foundation Stage and the main school; its curriculum is exciting; it works exceptionally well in partnership with others to promote well-being and it makes an excellent contribution to community cohesion. Parents rate the school very highly and the overwhelming majority are highly positive about its work. They appreciate the quality of teaching and school management. They praise its ethos and the work of the school in enhancing respect for diversity. Parents also appreciate the weekly newsletters, the creative as well as academic progress their children make and the emphasis on the arts, especially music. As one parent explains, 'This is a wonderful school, which makes the most of the community around it. Everyone is welcome.'

Children enter Nursery with skills that are below those typical for their age. They get off to a good start and enter Year 1 with broadly average standards. Progress is good in Years 1 to 6. By the end of Year 2, pupils reach broadly average standards in reading, writing and mathematics. Good teaching in Key Stage 2 accelerates learning and many pupils are currently on track to reach above average standards in English, mathematics and science by the end of Year 6. This represents good achievement from their starting points.

In their time in school, pupils acquire the necessary knowledge, skills and attitudes to make them effective citizens of the future. Their behaviour is excellent. Pupils have a thorough understanding of the features of a healthy and safe lifestyle. They enjoy responsibility and community involvement, such as their work with Age Concern, and experience plenty of teamworking, problem solving and communication. The school's 'No Outsiders Week' is just one example of the pupils' appreciation of diversity and exemplifies how the school encourages community cohesion amongst its own socially diverse neighbourhood. This has involved visits to the local Hindu Temple, participating in local festivals, encouraging adult education, working with adults with learning difficulties and forming a partnership with a school in India.

Teaching and learning are good. Lessons are well prepared and a variety of activities effectively extend previous learning. In the outstanding lessons, the pace is brisk and inspirational teaching sustains pupils' interest throughout the lesson. At times however, this challenge and excitement is missing, pupils' enthusiasm wanes and learning declines. Pupils with learning difficulties and/or disabilities are identified early and are well supported. The school works extremely well with outside agencies to secure additional resources as well as providing high quality one to one sessions, when appropriate. The school's good curriculum develops basic skills in an imaginative way. Many projects provide not only the necessary depth for pupils to learn but also add variety and excitement which motivates pupils. Music is a particular strength of the school and the excellent quality of singing has received national recognition. Everything is done to secure pupils' welfare and to develop them personally, socially and emotionally. Pupils receive excellent academic guidance and support so that they know what they have achieved and how to develop.

The school is well led and managed by a motivational headteacher and a team of highly competent staff and governors, who are committed to raising achievement. Self-evaluation of the school's work is good and actions implemented tackle any identified concerns. As a result, secure systems are now in place to track pupils' progress and standards are improving. This demonstrates good capacity to improve. The previous inspection identified the school as 'a

shining oasis of creativity'. This continues to be the case. The school now also has the necessary rigour to identify, develop and implement strategies for continuous improvement.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision in the Nursery and Reception class is well managed, providing excellent standards of care. Children enter Nursery with skills, lower than typical for their age, particularly in communication, language and literacy and problem solving, reasoning and numeracy. During Nursery, they achieve well and make good progress in a happy, safe and well-resourced environment. Children continue to make good progress through Reception and by the time they enter Year 1, standards are broadly average. They are often above average in personal, social and emotional development because this is given a strong emphasis, particularly for the children who experience difficulties. Teaching is good. Staff have high expectations, provide clear routines and enable children to build strong positive relationships. Communication, language and literacy skills are generally promoted well, although opportunities to develop children's language can be missed when they are participating in independent activities. Indoor and outdoor areas are well organised to promote learning across the curriculum and the school has plans for further enhancement of the outdoor classroom. There is a good range of opportunities to promote independence and a good balance of child-initiated and teacher-led activities. Assessment is ongoing and well managed so that staff understand the developing needs of the children. Parents are welcomed into the Early Years Foundation Stage and very effective relationships are established. The innovative approach of sharing activities with parents at the beginning of the day helps children settle quickly and enables parents to check on their child's welfare and progress.

### **What the school should do to improve further**

- Ensure all lessons include sufficient challenge and excitement to sustain pupils' enthusiasm for learning.
- Exploit opportunities during independent activities in the Early Years Foundation Stage to fully develop children's language.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Children enter Nursery with skills that are below those typical for their age. Progress between Years 1 to Year 6 is good. Teacher assessments and inspection evidence show standards at the end of Key Stage 1 are broadly average in reading, writing and mathematics. National test results at the end of Key Stage 2 were below average in 2007. Unvalidated data for 2008 indicates an improvement with broadly average standards in reading, mathematics and science but with a relative weakness in writing. The current Year 6 show that standards are rising, especially in writing and they are on course to reach above average standards overall in 2009. More pupils are now exceeding the level expected for their age. This rising trend has been brought about by more rigorous assessment systems, better targeted support for individuals and higher expectations across the school. Due to the school's highly successful inclusion policies, pupils with learning difficulties and/or disabilities make comparable progress to their peers, as do pupils with English as an additional language.

## Personal development and well-being

### Grade: 1

Pupils' personal development and well-being are outstanding, as is their spiritual, moral, social and cultural development. From an early age pupils begin to understand the difference between right and wrong and take turns and get along with others. The behaviour of the vast majority of pupils is excellent and their respect for the uniqueness of individuals and for other cultures is very strong. Pupils have a good awareness and tolerance of those who are different to themselves. Pupils grow in confidence through experiencing success in their learning. They thoroughly enjoy school. This is evident in their cooperation with others and in their highly positive attitudes to learning. Attendance is improving and is now average. Pupils understand the need for rules and responsibilities and feel happy and safe. They know that rest, diet and exercise are important features of a healthy lifestyle and make sensible choices in their eating and in the way they exercise. In one assembly, pupils successfully made links between the values of ancient civilisations and the school's core values. Pupils appreciate the qualities necessary for active citizenship, and acquire experience of decision making in class and school councils. Pupils leave school extremely well prepared for the future. Their excellent levels of personal development, coupled with their secure academic skills prepare the pupils very well for their next stage of education.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching and learning are good and some outstanding teaching was seen. Well organised classroom routines and behavioural management strategies promote very effective relationships between pupils and staff. In outstanding lessons, staff inspire their pupils and use their knowledge of how pupils learn effectively to match work to individual needs. These lessons are delivered at a brisk pace that keeps pupils on their toes and eager to learn. Occasionally, this vigour in teaching is less evident and lessons lack the challenge in activities and pace to sustain interest resulting in slower learning. Throughout the school, staff use a wide range of resources to motivate pupils. Displays celebrate pupils' work and also celebrate achievement and enrich learning. Assessment information is effectively used to plan lessons, to identify individual needs and provide appropriate resources. Pupils know their targets and the steps needed to reach them. Imaginative questioning is used to extend thinking and to assess learning. Highly skilled teaching assistants provide effective support for pupils who find learning difficult. As a result, most pupils become absorbed in their work and the majority make good progress. Overall, teachers' marking is constructive and often informs pupils how to improve although pupils' responses to these comments are not always followed up.

## Curriculum and other activities

### Grade: 1

The curriculum is excellent and highly creative. It successfully motivates all pupils to learn and very effectively secures their personal development. It is cohesive and underpinned by the development of basic skills and core values. These create a rich and stimulating programme, with strong cross-curricular links to make projects meaningful to all. The school uses its own attractive environment very effectively to extend learning, such as through vegetable growing. It adds variety by visits, visitors and a range of special experiences like Bollywood dancing and

Indian cooking to raise funds for an Indian school. Pupils also acquire excellent computer skills and help shape the direction of projects. The school offers a wide range of extra-curricular activities, many of which enhance pupils' understanding of health and care issues. The 'Hottyfair', where pupils sell Fairtrade products, most effectively raises awareness of global interdependence.

## **Care, guidance and support**

### **Grade: 1**

The school meets all statutory requirements and does everything possible to ensure its pupils' welfare. Excellent links with external agents ensure advice and support is readily available. Risk assessments are regularly updated and all staff receive appropriate training in child protection, safeguarding, health and safety. The school works very effectively with children and their families to improve attendance and behaviour. Pupils' personal development is given successful priority from entry and pupils learn to cooperate with different personalities and to celebrate difference. They are also encouraged to discuss their feelings and to appreciate different points of view. Academic care, guidance and support are excellent. Staff use an accurate progress tracking system efficiently to inform their planning, identify pupil needs and develop strategies to raise achievement. Pupils are kept very well informed. They know where they are successful and understand the necessary steps they must take to achieve targets. This, along with a highly motivational incentive system, is accelerating all pupils' progress.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school have been effective in raising standards over the last few years. The headteacher has been decisive, setting a clear direction for improvement and employing very successful strategies to ensure secure systems are in place. As a result, standards have risen and are set to continue to improve. All staff effectively monitor pupils' progress and are fully committed to continuous improvement. They have benefited from appropriate training and work well as a team, reviewing their practice to enhance its effectiveness. Self-evaluation is accurate because there has been a successful review of all aspects of school life and this has energised the school and motivated its pupils. Teaching is regularly monitored and teaching has improved although some inconsistencies remain. Governance is good. Governors are very well informed about the school and constructively challenge information and judgements to ensure effectiveness. They have clearly defined roles, help in classrooms and at events and have developed effective systems of monitoring alongside staff learning teams. The leadership team of governors, headteacher and staff have successfully made the necessary improvements since the last inspection and provide high quality care, a vibrant curriculum and good teaching and learning. This school values diversity and through careful thought about the curriculum and the development of links locally and further afield makes an excellent contribution to community cohesion. The school has good capacity for further progress and provides good 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](http://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?	2
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?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

<sup>1</sup>Grade 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

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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**

23 March 2009

Dear Pupils

Inspection of Hotspur Primary School, Newcastle upon Tyne, NE6 5PA

Thank you for the welcome you gave me and the other inspectors during the recent inspection of your school. I was most impressed with your behaviour and with the beautiful displays around the school. Your parents and carers made some interesting comments about your school and I found them particularly helpful. Please thank them on my behalf.

Your school is a good one. It is well led and managed and has some excellent features. The staff take excellent care of you. You study some exciting projects and use your grounds exceptionally well to develop your learning. We visited all your classrooms and looked at your books. Most of you are making good progress because the teaching you receive is good. We were delighted to see a number of outstanding lessons. These were challenging for all the pupils. You are also developing very well as future citizens. You have the necessary knowledge and skills, while your attitudes are very positive, considerate and tolerant. You are very keen to make progress and understand how you can reach your targets and improve your work. Your school has made some excellent partnerships with other schools and organisations so that you have more opportunities and resources. Whatever your interest, there is something for you! I have asked your school to make two improvements.

- To make sure all lessons are exciting and challenging. The inspectors did see excellent examples of this but it still needs to be consistent in every lesson.
- To check that in the Nursery and Reception opportunities are provided to extend children's language when they are learning independently.

I have every confidence that your school will succeed. Your headteacher, staff and governors want you to do your best and have been very successful at raising your achievement so far. Please continue to enjoy your learning and to care about each other and the environment.

My very best wishes to you and your families.

Yours sincerely

Joan Elton

Lead inspector