

Emmaville Primary School

Inspection report

Unique Reference Number	108339
Local Authority	Gateshead
Inspection number	337055
Inspection dates	19–20 January 2010
Reporting inspector	Ann Wallis

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	276
Appropriate authority	The governing body
Chair	Mr Bill Purvis
Headteacher	Miss Avril Armstrong
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent 80 % of time looking at learning, visited 19 lessons, and saw 14 teachers. They spoke with the Chair of the Governing Body, the School Improvement Partner, and met with staff and groups of pupils. They observed the school's work and looked at the school improvement plan, pupils' books, pupils' progress data and other documentation. They analysed 99 parental, 21 staff and 101 pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rates of progress of all pupils, particularly those in Key Stage 1
- the quality of assessment and how effective it is in helping pupils to improve their work
- the quality of systems to track pupils' progress and to identify those who need extra help
- the effectiveness of leaders and managers at all levels in bringing about school improvement.

Information about the school

This is an above average sized primary school. It increased in size in September 2007 when pupils transferred to Emmaville from a neighbouring school which closed. The proportion of pupils eligible for free school meals is average. A below average proportion of pupils come from minority ethnic groups and none speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is below average. Provision for the Early Years Foundation Stage is in one Nursery and one Reception class. The school has gained the Healthy Schools and Artsmark Gold awards.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Emmaville Primary is a good school with outstanding features. It is a school where pupils really enjoy learning, parents are highly appreciative of the school's work and staff morale is high. The outstanding care, guidance and support pupils receive, the school's engagement with parents, and the way in which pupils contribute to the community are all strengths of the school. Under the excellent leadership of the headteacher, all staff and governors work as a seamless team. Following the closure of a neighbouring school, new pupils have been extremely well integrated into Emmaville Primary. It is a great credit to all concerned that this was managed so smoothly and is a fine example of the school's outstanding contribution to community cohesion.

Since the last inspection, during a period of disruption due to the amalgamation of the two schools and the associated building work, the school has continued to improve. For example, pupils' work is now assessed in a very helpful, consistent way so that they are clear about how to improve. New systems to track pupils' progress are increasingly effective in helping staff to identify pupils who need extra help, but these have yet to be refined and extended across the whole school. Senior leaders monitor the school's work carefully and know its strengths and weaknesses well. Priorities for improvement are very clear and hence the school has a good capacity to improve further.

Pupils achieve well. From average starting points when they enter the Nursery, they make good progress to reach above average standards when they leave Year 6.

Progress is particularly good in the Early Years Foundation Stage; it slows slightly in Key Stage 1 and accelerates again in Key Stage 2. In most lessons, activities are varied and interesting, teaching is lively and engaging and the pace is brisk. In some lessons, teachers' expectations are not as high, work is less challenging and consequently the rate of progress is slower.

What does the school need to do to improve further?

- Increase further the rate of pupils' progress in lessons, particularly at Key Stage 1, by:
 - ensuring work challenges pupils of all abilities, particularly those who are higher attainers
 - increasing the pace of lessons and ensuring teachers' expectations are consistently high.
 - sharing good practice to increase the proportion of lessons where teaching is good or better.

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- Embed, refine and extend across all key stages systems for tracking pupils' progress and identifying those who need extra help.

Outcomes for individuals and groups of pupils

2

Pupils were observed to be making good progress in lessons, behaving very well and working hard. Work in their books and the school's own tracking data confirmed that current pupils are on course to meet their targets. Pupils enter Year 1 with broadly average skills. All pupils make at least satisfactory progress and some make good progress as they move through Key Stage 1. Progress accelerates in Key Stage 2 and in 2009, Year 6 pupils reached above average standards in national tests in English, mathematics and science. Challenging school targets were exceeded. Pupils with special educational needs and/or disabilities made the same good progress as their peers because they receive very good support from teachers and teaching assistants.

Pupils are very polite and look after each other and visitors very well. They know how to stay safe and healthy and say that they feel very safe in school. Many walk or cycle to school, enjoy participating in sport and grow some of their own food. They attend school regularly, develop good basic skills in literacy and numeracy and work well together in pairs and teams. Pupils are really keen to take responsibility and make a very strong contribution to their own school and the local community. They are even involved in the design and planning of the new school building and have fed their ideas back to the wider community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is never less than satisfactory and in most lessons it is good. Teachers make good use of information and communication technology (ICT) to display a range of attractive resources, which interest pupils and add to their enjoyment of learning. In a few lessons, where the pace of learning is slower, work is not always sufficiently challenging for the higher-attaining pupils. However, the majority of lessons are well planned, teachers' explanations are clear and work is well matched to pupils' needs. Currently, there is insufficient sharing of good practice to increase the proportion of lessons where teaching is good or better. Teachers assess pupils' work well. They use a consistent approach to marking, so that pupils are clear about what they need to do to improve.

The good curriculum is reviewed regularly and meets the needs of pupils well. The introduction of play-based learning for pupils in Key Stage 1 and full days when pupils are allowed to study a topic in depth are examples of innovative and effective practice which are adding to pupils' enjoyment of learning.

Vulnerable pupils and their families are extremely well supported by the school and a wide range of outside agencies. Parents have very high regard for the care their children receive and are very confident about the advice the school gives them. Staff know their pupils very well indeed and consequently, give them highly appropriate individual support and guidance.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has a crystal clear vision for the school and communicates this effectively to all staff. The roles of newly appointed senior leaders are developing well. They are becoming increasingly involved in monitoring the school's work, as well as leading innovative curriculum developments linked to the very effective faculty system.

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The tracking system for monitoring pupils' progress is working well, but has yet to be extended to the Early Years Foundation Stage and become fully embedded in the work of the school.

Governors are experienced and very knowledgeable about the strengths and weaknesses of the school. They monitor its work well and their contribution to school improvement is highly valued by staff and parents. The school has excellent communications with parents through, for example, a very detailed newsletter and ensures they are fully involved in their children's learning. The promotion of community cohesion is outstanding. In addition, to the very significant contribution the school makes to cohesion in the local community, it ensures pupils have a strong understanding of communities further afield. Residential visits to France and Belgium, strong links with people of different faiths and with pupils from different schools, all enhance this understanding. Safeguarding procedures are robust and meet requirements. The school promotes equal opportunities well. All groups of pupils achieve well and the gap between pupils' progress in different Key Stages is now narrowing. Resources are managed well and the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly into the Nursery because of the good induction programme that staff organise for parents and children. Children's skills on entry are broadly in line with those typical for their age, although lower in some areas such as writing and calculations. Children make good progress because the knowledgeable and committed

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staff team plan activities that meet their needs well. Most children enter Year 1 with skills in line with national expectations and some exceed these. Staff plan carefully to overcome the limitations to children's experiences because of the current outdoor space. These will be resolved when the new building is opened. The welcoming and well resourced indoor classroom provides opportunities for children to investigate, discover and play in an imaginative way. Children enjoy their work and develop positive and imaginative attitudes to learning. One child, sitting in a cardboard box, told the inspector that she was in a plane flying to Africa and was going to see a giraffe! Children interact well with each other, share and take turns. Staff listen carefully to children and converse with them well in order to extend children's vocabulary and thinking. The provision is well led and self-evaluation is accurate, with appropriate actions planned for further improvement.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all parents are overwhelmingly supportive of the school. Many wrote extensively about the high quality of care, guidance and support their children receive and the high quality leadership of the headteacher. Inspectors agree entirely with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Emmaville Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 99 completed questionnaires by the end of the on-site inspection. In total, there are 276 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	59	41	41	0	0	0	0
The school keeps my child safe	64	65	32	32	2	2	0	0
The school informs me about my child's progress	46	46	48	48	2	2	1	1
My child is making enough progress at this school	45	45	46	46	5	5	1	1
The teaching is good at this school	52	53	44	44	1	1	0	0
The school helps me to support my child's learning	45	45	51	52	1	1	1	1
The school helps my child to have a healthy lifestyle	50	51	45	45	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	46	46	43	43	1	1	0	0
The school meets my child's particular needs	47	47	46	46	2	2	1	1
The school deals effectively with unacceptable behaviour	38	38	56	57	3	3	1	1
The school takes account of my suggestions and concerns	43	43	50	51	2	2	1	1
The school is led and managed effectively	62	63	34	34	1	1	0	0
Overall, I am happy with my child's experience at this school	59	60	36	36	3	3	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 January 2010

Dear Pupils

Inspection of Emmaville Primary School, Ryton, NE40 4ND

Thank you so much for making the inspection team welcome when we visited your school last week. A particular thank you to those of you who took time to talk with us and who told us about all the good things happening at your school.

These are some of the things we have said about your school in our report:

- yours is a good school where you make good progress and reach above average standards
- you behave well in school and attend regularly
- the care, guidance and support you are given is outstanding
- the teaching you receive, the curriculum you follow and the way your school is led and managed are all good
- children in the Nursery and Reception classes make a good start to their time in school.

This is what we have asked your school to do now:

- ensure all of you make even faster progress as you move through the school, by giving you work that is challenging, particularly for those of you who work at a faster pace
- keep making sure that you are on track to reach your targets and identify those of you who need extra help.

You can help your school to do even better by continuing to behave well and working with your teachers to achieve the very best you can.

Yours sincerely,

Mrs Ann Wallis

Lead Inspector

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