

# Adderlane First School

## Inspection report

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<b>Unique Reference Number</b>	122230
<b>Local authority</b>	Northumberland
<b>Inspection number</b>	340109
<b>Inspection dates</b>	14–15 October 2009
<b>Reporting inspector</b>	Mrs Margaret Armstrong

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community School
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin Costello
<b>Headteacher</b>	Mr John Lambert
<b>Date of previous school inspection</b>	21 November 2006
<b>School address</b>	Broomhill Road Prudhoe Northumberland NE42 5HX
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## Introduction

This inspection was carried out by two additional inspectors. One looked specifically at safeguarding and pupils' welfare. The lead inspector visited seven lessons, and held meetings with staff, groups of pupils and the chair and vice-chair of governors. Inspectors observed the school's work, and looked at the data the school has collected on pupils' progress, the school improvement plan and systems for monitoring the quality of teaching. Fifty parental questionnaires were returned and scrutinised by the inspection team. Staff and pupil questionnaires were also analysed during the inspection.

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

- the effectiveness of the Early Years Foundation Stage
- how well teaching and assessment ensure boys and the most able are challenged, particularly in reading and writing
- the effectiveness of leadership and management at all levels on improving the school.

## Information about the school

This is a small school. The vast majority of pupils are White British. The proportion eligible for free school meals is above average. A smaller than average proportion of pupils has special educational needs and/or disabilities or a statement of special educational needs. There have been several staff changes since the last inspection. The school has received numerous awards including the Healthy School Award, Activemark and the Eco-Silver Award. There is a children's centre and pre-school group on the school site, both managed independently of the school.

**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

This is a good and improving school. Pupils behave well, their attendance is above average and they are keen to learn. Their good understanding of a healthy lifestyle and how to stay safe and their good social skills mean they are well prepared for the next stage in their education. Pupils spoke confidently about the contribution they have made to improve the life of the school. For example, they take their responsibilities as 'Assembly Monitors' and 'Playground Buddies' very seriously. The overwhelming majority of parents are very appreciative of the work of the school and speak highly of the 'very close-knit school community', where, 'staff are approachable and friendly'. Pupils are well cared for and this enables them to develop in a secure environment. Strong links with outside agencies has been an important factor in raising attendance levels and helping to support vulnerable pupils and their families.

The school's positive reputation in the community and the good outcomes for pupils are due to the effective support of all staff and governors who share the headteacher's values and ambitions for the school. Children start in the Early Years Foundation Stage at a level below that typical for their age, particularly in aspects of language development. Good provision in both Nursery and Reception means children rapidly become active learners and achieve well. All pupils, including the boys make good progress throughout the school so that when they leave in Year 4 they attain average standards. This is a result of high expectations and good teaching. Mostly, teachers' assessments are accurate and support learning well. However, teachers occasionally do not make effective use of assessment information to plan sufficient challenge for higher attainers, particularly in writing.

Accurate self-evaluation has meant the school has successfully addressed areas of weakness since the last inspection. For example, senior leaders are now fully involved in monitoring the school's performance and taking steps to improve it. This realistic self-evaluation alongside the school's recent track record of improvements in performance confirms that there is a good capacity for sustained improvement. Governors are supportive of the school but recognise the need to challenge leaders further about aspects of school management and to ensure that school policies are monitored regularly. The school manages its resources well to secure good outcomes for all pupils.

## What does the school need to do to improve further?

- Raise standards in writing by ensuring teachers make better use of assessment data to plan effectively, particularly for higher attaining pupils.
- Ensure procedures for monitoring school policies are rigorous and action is taken to remedy any identified weaknesses.

## Outcomes for individuals and groups of pupils/children

<b>2</b>
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Pupils enjoy their lessons and work hard. They arrive punctually and are ready to learn. They listen and concentrate well, are diligent and take a pride in their work. Attainment is average and the achievement of pupils is good. Standards are broadly average at the end of Key Stage 1, although they fluctuate owing to differences in pupils' abilities from year to year. Pupils make consistently good progress and generally attain average standards by the end of Year 4, but in 2009, they attained standards that were above average in mathematics. Standards in writing are not as high. This is because the most able pupils do not always achieve as well as they could. Pupils with special educational needs and/or disabilities make good progress in lessons and achieve well. Although there is some variation in the attainment of boys and girls, there is no measurable pattern.

Pupils say they feel safe at school, not least because they are friendly towards each other, behave well together and know that bullying will not be tolerated. They enjoy sport and other activities that keep them fit and healthy. Visits to places of worship, links with children in other countries and opportunities for pupils to understand their self-worth promote good spiritual, moral, social and cultural development. In winning the 'Prudhoe Best School Garden Award', pupils show enthusiasm for actively playing a part in their school community and securing the skills that contribute to their future economic well-being, such as teamwork and cooperation.

### *These are the grades for pupils'/children's outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance	2
<b>The extent of pupils spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Senior leaders have worked hard to improve teaching and learning and this has been successful. Teachers set clear expectations for all pupils. They explain to pupils how they will know when objectives are achieved. Good use is made of discussions with learning partners. This provides opportunities for pupils to express their thinking and take account of the ideas of others. For example, in a science lesson pupils discussed and shared their views excitedly on what would happen if humans did not have bones. Information and communication technology is used well to support learning. When resources such as interactive whiteboards and voting pads are used imaginatively, pupils engage particularly well and make brisk progress. However, this is not always the case and occasionally in some writing lessons teachers do not plan sufficiently well to challenge the most able pupils. Teachers are skilled at intervening when pupils need individual support and are quick to pick up any misconceptions in their learning and to provide good guidance to enable pupils to achieve well. Teaching assistants are well trained and confident in their skills; they provide good support for individuals and small groups.

The curriculum has been developed well to enhance pupils' motivation to learn. There is a consistent approach to teaching and applying literacy, mathematics and other key skills across the curriculum. A wide range of activities are available to all pupils during the school day. These include opportunities to participate in exciting projects for dance, ecology and music. Many extra opportunities are provided for all pupils to work with individuals from other schools and to learn about other countries. As a result, pupils have a good awareness of cultural and ethnic diversity in the United Kingdom and global communities. The well-targeted care and support for pupils enable them to develop in a secure environment. The clear guidance which is given on internet safety, for example, is appreciated by all pupils. All adults share a good understanding of the needs of individuals and provide an inclusive environment where pupils confidently learn, including those with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Senior leaders have complementary skills and use these to good effect: they work well together as a team. Staff are enthused by how school leaders support the development of their teaching skills and the way this impacts very positively on pupils' learning. While the school has some remaining work to complete to raise the challenge for higher attainers, it promotes equality of opportunity well. The headteacher has a clear vision, which is successfully shared with staff, governors, pupils and parents. A good example of this is the high priority given to working with the community and engaging parents and carers in their children's learning. The

school has built these relationships through regular consultation, extended school services and a wide range of social activities. Consequently, the school promotes community cohesion well. The governing body has undergone some change in recent years and a new chair and vice-chair have been appointed. Governors support the school well but have not challenged senior leaders sufficiently to explain the quality of all aspects of their work. School policies are not monitored regularly enough to ensure they are kept fully up to date. The school's safeguarding arrangements meet current requirements. As a result, pupils understand how to keep themselves safe.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children get off to a good start because the provision is good. From below average starting points children make good progress. By the end of the Reception Year most are working within the expected levels. Parents are pleased with the start their children make. The good level of care given to children helps them settle quickly so they learn to work and play happily together in a safe and supportive learning environment. Teaching and learning in the Nursery and Reception class are good. Adults make regular observations and assessments to plan the next steps of learning for each individual. As a result, there is a good balance between adult-led activities and those from which children can choose. Activities, both indoors and outside, are interesting and motivate children, helping them to enjoy their learning. For example, children in the Nursery were observed singing their favourite songs and rhymes enthusiastically while those in the Reception class took their responsibilities as 'Massage Partners' seriously, resulting in a calmer environment where children worked very effectively together. Personal and social skills are well promoted in everything the children do. As a result, behaviour is good. Leadership and management are good and there are detailed plans in place to improve outdoor provision further. Arrangements to ensure the health, safety and welfare of the children meet requirements.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
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 in the Early Years Foundation Stage	2
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## Views of parents and carers

Parents and carers have overwhelmingly positive views of the school, remarking, in particular, how well their children settle into the Nursery and Reception classes. Parents and carers are happy that their children are safe and well cared for throughout the school. They comment that their children enjoy school, are well motivated and that the staff work hard to help all children to achieve as well as they should. Inspectors fully endorse these views. A very small minority of parents and carers raised concerns about the robustness of supervision at the end of the school day. Inspectors found that the school has implemented effective procedures for ensuring pupils are safe as they leave the school premises. Inspectors agree that the school keeps parents and carers well informed about necessary changes and inspection findings confirm that pupils achieve well in all classes.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adderlane First 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 inspector received 50 completed questionnaires by the end of the on-site inspection. In total, there are 102 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	80	10	20	0	0	0	0
The school keeps my child safe	37	74	13	26	0	0	0	0
The school informs me about my child's progress	28	56	18	36	2	4	1	2
My child is making enough progress at this school	34	68	15	30	1	2	0	0
The teaching is good at this school	36	72	14	28	0	0	0	0
The school helps me to support my child's learning	34	68	14	28	2	4	0	0
The school helps my child to have a healthy lifestyle	33	66	15	30	0	0	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)	33	66	16	32	0	0	0	0
The school meets my child's particular needs	35	70	14	28	0	0	0	0
The school deals effectively with unacceptable behaviour	30	60	17	34	0	0	0	0
The school takes account of my suggestions and concerns	28	56	19	38	2	4	0	0
The school is led and managed effectively	29	58	21	42	0	0	0	0
Overall, I am happy with my child's experience at this school	39	78	11	22	0	0	0	0

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 all 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

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>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.



16 October 2009

Dear Pupils

### **Inspection of Adderlane First School, Prudhoe, NE42 5HX**

Thank you for your friendly welcome when I visited your school recently. I really enjoyed meeting you and seeing how you work in your lessons. I was impressed with your behaviour and the thoughtful way in which you look after each other. I would like to say a special thank you to the children who spent time talking with me. I took your views into account when I wrote my report. Your school gives you a good education. Your teachers know you well and find lots of different ways to help you learn and develop. I saw this in your lessons and in the different programmes the school sets up for you. As a result, you attain average standards in reading and mathematics, although some of you could do a little better in writing. I was particularly impressed with how your school works so successfully to help children and adults come together as a community. Your teachers and parents work well together so you develop good personal skills and know how to keep yourselves safe. You clearly enjoy your learning and your attendance is good. You know how to keep fit and healthy and you have a good understanding of how to help others, both in your school community and through fund-raising for international projects. I know how proud you are of the work achieved by the school council and the eco team.

To improve your education even further, I have asked your school to:

- make sure teachers plan more challenging work for faster learners, particularly in writing
- ensure all school policies are updated regularly.

Thank you for welcoming me to your school. I wish you every success in the future.

Yours faithfully

Margaret Armstrong  
Lead inspector

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