

Valley View Primary School

Inspection report

Unique Reference Number	108694
Local Authority	South Tyneside
Inspection number	337124
Inspection dates	13–14 October 2010
Reporting inspector	Kate Pringle

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	256
Appropriate authority	The governing body
Chair	Mr J Watson
Headteacher	Mrs G Jeynes
Date of previous school inspection	21 September 2006
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Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed and eight teachers teaching. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at pupils' books, assessment information, policies and procedures, school development plans and updates of pupils' progress. Views of stakeholders in the school were also considered through questionnaire responses from 132 parents and carers, 13 staff and 104 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- How effectively does provision in the Early Years Foundation Stage impact upon opportunities for children take the initiative to learn
- How effectively all teachers provided challenge for the differing needs of pupils in order to secure consistently good progress across the school, especially in Key Stage 1.
- How well basic skills, including information and communication technology (ICT) support learning across the curriculum.
- How well all leaders identify areas for improvement and successfully address these to improve outcomes for pupils.

Information about the school

Valley View is an average sized primary school. The proportion of pupils known to be eligible for free school meals is well above that found nationally. Most pupils are White British, with very few from minority ethnic backgrounds. Few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is in line with the national average. A new headteacher took up post in September 2010.

The school works collaboratively with the adjacent Primrose Community Association and Primrose Children's Centre which, together with the school, form the Primrose Village complex. Childcare services within the children's centre are not managed by the governing body and are subject to a separate inspection and report. The school holds awards for Activemark, Eco Schools, Creative Partnerships Change and the Financial Management of Systems in School (FMSIS). It has Healthy School status and holds the Football Association Chartermark.

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 school. Parent and carers recognise it as such and praise the good quality of care, guidance and support their children receive from staff whom they find to be 'approachable and friendly'. These good relationships, combined with successful links with a range of other partners, ensure that barriers to learning are addressed effectively and this means that pupils learn well. Overall outcomes for pupils are good because this warm and welcoming school provides a positive climate in which to learn and develop. Pupils feel safe in school and have a well-developed sense of right and wrong which has positive impact upon their good behaviour.

Pupils make good progress overall from starting points that are generally well below those expected nationally. Whilst attainment is rising and is now above average overall by the end of Year 6, progress varies between classes. This is reflected in the mostly good, but sometimes satisfactory, progress observed in lessons. The assessment and tracking of pupils' learning is well-established and teachers have a good understanding of pupils' strengths and weaknesses. However, this information is not used to full effect on a daily basis to challenge all pupils with individually focused activities, or to inform them of their next steps in learning. Pupils display good attitudes to learning because their relationships with teachers and other staff are positive. They are well-motivated and demonstrate interest in the many new experiences provided for them. Provision in the Early Years Foundation Stage provides many opportunities for children to progress well. However, although the quality of indoor provision supports children's learning very well, the outdoor provision is not as accessible. This limits opportunities for children to initiate their own learning using a wider range of resources to explore and investigate the world about them.

The headteacher motivates staff very well and has successfully shared her aspirations with all staff and managers. As a result, they work well together to drive improvement. Through effective planning for changes in leadership, leaders and managers have continued to build upon their past improvement. Self-evaluation is accurate and the identification of what needs to be done to improve outcomes is well addressed through a cycle of highly focused support and monitoring. Rising attainment and attendance, and improved teaching and learning are the result of purposeful and specific professional development. Leaders are very well motivated and effectively implement their individual roles. This is contributing successfully to improved outcomes for pupils, especially with regard to rising standards. Overall, the school has a good capacity to improve.

What does the school need to do to improve further?

- Improve pupils' progress further by increasing the proportion of good teaching by:

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- improving the use of assessment data to plan challenging activities that are well matched to pupils' individual abilities
- using marking to clearly indicate pupils' success against their targets and to provide guidance on what they need to do to improve
- ensuring all lessons engage and motivate pupils through creative and practical activities and proceed at a brisk pace
- Develop the range of outdoor learning activities in the Early Years Foundation Stage in order to accelerate children's progress, by:
 - creating more opportunities for children to initiate their own learning through exploration and investigation of the environment around them.

Outcomes for individuals and groups of pupils**2**

Pupils' speak highly of the school and enjoy the many opportunities it offers them. Their positive attitudes and good behaviour assure their effective engagement in tasks set by their teachers. In lessons where pupils are involved practically and creatively in investigation and problem solving, they participate particularly well and progress at a faster rate. However, sometimes when teachers talk too much in lessons and activities are less challenging, learning slows because pupils quietly disengage. A declining trend in attainment at Key Stage 1 has been reversed and pupils now attain standards in line with national averages by the end of Year 2, reflecting the good progress overall in this key stage. At the end of Year 6, the improving trend of recent years has been maintained and attainment is above average. The accelerated progress pupils make in Year 6 contributes greatly to the standards they attain when they leave the school. Progress for all groups of pupils, including those with special educational needs and/or disabilities, is good overall.

Pupils speak positively about relationships in school where they feel there is no bullying or racism. They are very polite and demonstrate respect for each other and for adults. They acknowledge their increasing responsibility for their own safety and talk knowledgeably about, for example, internet safety and cycling to school. Pupils have many opportunities to keep fit and most understand about sensible choices in their diet. Although pupils enjoy school, attendance is average due to the number of families who take their children on holiday during term-time. Pupils contribute positively to the school and to the wider community through active participation in community events and through their roles as school councillors and monitors. They understand that everyone has rights and act responsibly towards others, including those who come from different backgrounds and cultures.

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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	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Pupils want to please their teachers and they are eager to engage in tasks and do their very best. The majority of teaching and learning is good and in these lessons there are high expectations of what pupils should achieve. Teachers are knowledgeable and make effective use of pupils' literacy and numeracy skills to support learning across the curriculum. Teachers provide pupils with time to reflect, consider, investigate and practise tasks. They make accurate and rigorous assessment of pupils' learning. However, not all teachers use this information effectively on a daily basis to set tasks accurately matched to individual abilities. This means in some satisfactory lessons the pace of learning and pupils' motivation to learn is reduced. This is because there are fewer opportunities for pupils to explore and solve problems. This hinders some pupils' progress. The recent improvement in the marking system has increased the quality of feedback to pupils. However, this system is fairly new and its use by teachers is inconsistent. This means that pupils are not always aware of what their next steps in learning are.

The curriculum has been developed to include greater creativity and to provide pupils with experiences which enhance their skills, knowledge and understanding. There are good opportunities for literacy, numeracy and information and communication technology (ICT) skills to support learning in other areas of the curriculum. These contribute successfully to the rise in attainment. A strength in the curriculum is personal, social and health education, which supports pupils' personal development particularly well. A range of good

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quality enrichment activities provide additional opportunities for pupils to extend their skills through sporting, and creative activities. Pupils' knowledge and understanding of the wider world are successfully addressed through well-focused visits.

Parents and carers agree wholeheartedly that pupils are very well cared for and looked after. Staff know pupils very well. Vulnerable pupils, and those from challenging circumstances, are welcomed. Their needs are quickly targeted through the use of a range of outside agencies. As a result, they make the same good progress as their classmates. The school works effectively to promote the values and benefits of good attendance. However, it has yet to succeed in persuading a small number of families not to take holidays during term-time. Good guidance for pupils ensures their good personal development as they are encouraged to make independent decisions.

Positive partnerships with specialist agencies, and other partners, support the quality of provision by the school. This ensures that induction and transition are strong and the experience of starting school and that of transferring to the next stage of education are positive.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders and managers have a very clear vision for further improvement, which is communicated well to staff, pupils and parents and carers. Morale is high and there is a strong sense within the staff that their contributions and opinions are valued. Leaders understand their roles and together work towards further improvement. Rigorous assessment and tracking are well embedded and have led to improving standards. Teaching and learning are successfully monitored, with strengths and weaknesses identified and, where appropriate, support provided to assure improved progress. Well-directed professional development and the sharing of good practice are contributing to a concerted push to use the analysis of data more effectively in the classroom to secure pupils' consistent progress.

Governance is good. The governing body knows the school well and has high aspirations for its future. It plays a full part in monitoring the work of the school and effectively influences its day-to-day work and direction. Governors ensure that systems, including training in child protection and risk assessments, to safeguard pupils are of good quality. Discrimination of any kind is not tolerated and all groups of pupils are equally encouraged and supported to achieve their best. The school promotes community cohesion well. It has forged outstanding links within the Primrose Valley Village and the local community and this is a real strength. It has effective plans in place to promote engagement with groups

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beyond the school and local community which are helping to further develop pupils' appreciation of different backgrounds and cultural diversity. Links with parents and carers and with other partners are good and contribute considerably to the rapid and effective support for pupils and their families. Overall outcomes for pupils are good 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	2
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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Most children enter nursery with skills well below those typical for their age. Their skills in speech, language, calculating and creativity are particularly weak. Generally, children make good progress with most working towards the goals expected of them by the time they enter Year 1. Children, including those identified with special educational needs and/or disabilities settle quickly and confidently within the setting, which actively promotes the development of early independence. They learn to share and take turns and this means they play and learn together happily. Staff are caring. They look after children well and good relationships contribute greatly to this secure setting in which welfare practice exceeds what is required. There is a clear focus upon developing early independence. Provision has been systematically improved both indoors and outdoors. Engaging indoor activities motivate children's interest, for example, they learn their letters and sounds through stirring up some 'silly soup'. However, the outdoor area only provides satisfactory opportunity for children to initiate their own learning through exploration and investigation.

The recently appointed leader has rapidly forged a strong sense of purpose amongst staff to ensure all children can succeed as well as they can. She exhibits purposeful energy and drive to secure continuous improvement. Already there is a shared vision for the future and recently introduced learning journals celebrate achievements and encourage parents

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and carers to contribute to their children's development. Regular observation and assessment of children's development is increasingly secure as systems develop greater rigour and accuracy.

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

The vast majority of parents and carers who responded to the questionnaire were highly positive about the school. They greatly appreciate the care given to their children and are confident that their children are happy and safe and that teachers meet their children's needs well. A small minority of parents and carers disagree that the school informs them about their children's progress. When investigated, leaders and managers were found to be aware that they need to do more and plans are already underway to provide better information to parents and carers. There was no obvious pattern to the small number of other concerns raised by parents and carers. All were fully investigated by the inspection team and form part of the evidence base used to arrive at the inspection judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Valley View 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 256 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	85	64	43	33	2	2	0	0
The school keeps my child safe	83	63	48	36	1	1	0	0
My school informs me about my child's progress	48	36	64	48	15	11	0	0
My child is making enough progress at this school	55	42	70	53	1	1	0	0
The teaching is good at this school	70	53	61	46	0	0	0	0
The school helps me to support my child's learning	54	41	61	46	7	5	0	0
The school helps my child to have a healthy lifestyle	66	50	59	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)	61	46	57	43	0	0	0	0
The school meets my child's particular needs	70	53	57	43	0	0	0	0
The school deals effectively with unacceptable behaviour	52	39	61	46	5	4	0	0
The school takes account of my suggestions and concerns	55	42	68	52	1	1	0	0
The school is led and managed effectively	75	57	53	40	0	0	0	0
Overall, I am happy with my child's experience at this school	80	61	49	37	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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 pupils' 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.



15 October 2010

Dear Pupils

Inspection of Valley View Primary School, Jarrow, NE32 5QT

Thank you so much for the warm welcome you gave to the inspectors when we visited your school recently. It was lovely to talk to so many of you and thank you to those of you who filled in the questionnaires. They helped us to understand how you feel about your school and the people who work in it. We think that your school gives you a good education. You attain well because you make good progress in your learning. Adults look after you well and because of this you feel safe and confident. We know that you enjoy many opportunities to experience new things. You are happy at school and you behave well. We know that your parents believe this too.

To help your school become even better we have asked your headteacher, your teachers and governors to improve a few things which we believe will help you to achieve even higher. We want them to do the following things:

- Make sure that teaching is always good so that you make good progress in every class. We want teachers to:
 - use their knowledge of what you do well to give each of you challenging activities well matched to what you need to learn
 - use marking to share with you when you succeed in meeting your individual targets and to tell you what you need to learn next
 - always teach with good pace so that you do not lose interest and make sure that tasks are creative and practical.
- Develop the outdoor learning activities in the Early Years Foundation Stage. We would like children in the Early Years Foundation Stage to be able to decide what and where they learn by to exploring and investigating outside of the classroom.

You can help by continuing to work hard and this will help your teachers to achieve these.

With best wishes

Yours sincerely

Mrs Kate Pringle

Lead inspector

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