

Ivy Road Primary School

Ivy Road, Forest Hall, Newcastle upon Tyne, NE12 9AP

Assisted Review dates 29 - 30 November 2016

Overall effectiveness	Latest Ofsted grade	Requires improvement	3
	This review grade	Requires improvement	3
Leadership and management		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Quality of teaching, learning and assessment		Requires improvement	3
Outcomes for pupils		Requires improvement	3
Early years provision		Good	2

School leaders and governors are taking effective action to tackle the key priorities from the last inspection and bring about the improvements needed to ensure the school receives a good outcome at its next inspection.

The school has the following strengths

- Leaders and governors are making the improvements needed to secure a good outcome at the next inspection.
- School self evaluation is accurate and the actions being taken by leaders are effectively driving the improvements needed to strengthen teaching and outcomes for pupils.
- Pupils' personal development and welfare is a high priority in the school. Pupils feel safe and are confident in the support they receive from adults.
- Pupils' behaviour around school and attitudes to learning are good. They show great respect and tolerance towards others and are responsible members of the school community.
- Children make good progress in the early years as a result of the high quality learning opportunities that are provided.

The school is not yet good because

- Leaders and governors have not yet secured consistently good outcomes for pupils across the school.
- Governors are not yet systematically challenging school leaders about the impact of their actions and ensuring the quality of education being provided.
- Although achievement is improving weaknesses are still evident in pupils' learning.
- Subject leaders across the curriculum do not regularly evaluate the strengths and weaknesses in pupils' learning.

Information about this review

- The assisted review was carried out by two local authority officers and an external consultant with the agreement of the headteacher. It was undertaken in partnership with school staff and governors. Its purpose was to determine whether governors and school leaders are taking the necessary steps to secure a good outcome at the next inspection.
- The review team visited all classrooms and saw all teachers teach. Some lessons were observed jointly with the headteacher and acting deputy headteacher. Time was also spent observing phonics sessions and additional support lessons that help pupils catch up with their classmates. In addition a curriculum learning walk was undertaken.
- Pupils' work was analysed in order to gather evidence about their current achievement and the quality of teachers' feedback.
- Pupils' behaviour was also observed around the school and during break and lunchtimes.
- Meetings were held with senior and middle leaders, members of the governing body, including the chair and the pupils from the school council. A range of school documentation was reviewed, including safeguarding procedures, information about pupils' achievements and checks that the school arranges on how well it is doing.
- Informal discussions were held with parents at the start and end of the school day and the school's recent survey of parents was reviewed along with the Ofsted Parent View.
- Officers listened to pupils read, they also observed the teaching of reading skills and talked with pupils about the books they have enjoyed, including those that they are currently reading both at home and at school.
- Evidence from the headteacher's records of actions and impact was also taken into consideration.

Review team

Angela James, lead officer

Gill Kemp

Christine Inkster

Chief Adviser

School Improvement Officer

External Consultant

Full report

Information about this school

- Ivy Road is a smaller than average primary school in an area with high levels of deprivation. The proportion of pupils eligible for support from the pupil premium is higher than average.
- Most pupils are of White British heritage. The proportion of pupils for whom English is an additional language is lower than average.
- The proportion of disabled pupils and those with special educational needs is higher than average.
- Pupil mobility is higher than average and the Ofsted inspection judgements have impacted on this.
- Children attend part time in nursery and full time in reception. The school has recently developed a combined early years' unit.
- There have been a number of staffing changes over the last 12 months, including the resignation of the deputy headteacher and one of the joint chairs of the governing body.
- The school runs its own breakfast club and offers a range of after school activities.
- The school is part of the North Tyneside Learning Trust.

What does the school need to do to improve further?

- Continue to strengthen the impact of leadership and management by:
 - increasing the rigour in which governors fulfil their responsibilities and monitor the impact of the school's key priorities for improvement
 - providing training for subject leaders across the wider curriculum to be able to ensure learning in their areas of responsibility is sufficiently strong
 - reviewing the provision for pupils who have a special educational need or disability across the school
 - ensuring tracking systems accurately reflect the rates of progress that pupils are making.
- Maintain the relentless focus on improving pupil outcomes by:
 - ensuring high quality writing opportunities are provided across the curriculum to embed the skills taught in literacy lessons
 - implementing a consistent, whole-school approach to the development of letter formation, orientation and handwriting
 - increasing the focus on the development of basic mathematical skills to enable pupils to apply them when solving problems
 - providing appropriate, research-based interventions for children that are falling behind in mathematics.

Review judgements

Leadership and management requires improvement

- Leadership and management require improvement because senior leaders and governors have not yet secured consistently good outcomes for pupils across the school.
- Leaders and governors are ambitious for the school and are appropriately focussed on making the improvements needed to secure a good outcome at the next inspection. The staff are a cohesive team, have approached the challenges they have faced with resilience and are fully committed to improving outcomes for the pupils in their care.
- School self evaluation is accurate and the post-Ofsted action plan is correctly focussed on the improvements that are needed to strengthen leadership, teaching and outcomes for pupils. The local authority Raising Achievement Group helps leaders and governors to monitor the impact of the plan, refine actions and identify the support needed.
- Performance management processes are rigorous and are holding teachers to account for the outcomes their pupils make. Professional development in teaching is appropriately linked to the school's key priorities for improvement. The literacy and mathematics leader have been provided with significant support from local authority officers and Learning Trust advisers to help them fulfil their monitoring responsibilities and this support has been appreciated and has had a clear impact.
- Governors and senior leaders have eradicated weaknesses in teaching using formal processes where appropriate. As a result a number of staff have left the school and the quality of teaching has improved.
- A strong focus has been appropriately placed on improving outcomes in literacy, especially writing. The literacy leader has worked extremely well with the mathematics leader to ensure agreed strategies are consistently implemented in lessons and in pupils' work. A very high level of consistency can be seen across the school for example in the target setting approach and in the written feedback to pupils about their work.
- There is a need to check the quality of learning opportunities that are provided across the wider curriculum where books would indicate that it may not be as strong as in literacy. Professional development and coaching should be provided to enhance the skills of subject leaders in order to ensure they can confidently evaluate whether the quality of learning in their curriculum areas is sufficiently strong. Attainment, for example in science, across the school is weak and the monitoring learning walk that was undertaken focussed on provision, rather than its impact on outcomes for pupils.
- The curriculum is broad and balanced and mainly planned carefully to ensure that pupils develop the skills they need. There is a clear focus on developing pupils' skills in reading, writing and mathematics but there is not always sufficient opportunity for pupils to practise these skills across the wider curriculum.
- There is a good focus on developing pupils' personal and social skills through a range of programmes and health education is promoted well through physical education, sports clubs and healthy eating. The Primary PE and Sport Premium is being used effectively to enrich the curriculum for pupils. Expert coaches have been

provided for example from the Eagles Basketball Club and the Falcons Rugby Club and children enjoy a range of after school activities and competitive opportunities. Activities are well attended, enjoyed by pupils and as a result pupils understand, among other things, the importance of exercise on their health and well-being.

- The creative arts is also given priority and children enjoy a range of musical opportunities such as learning to play the key board and participating in a music day at their local secondary school. Pupils act as Eco Warriors, recycling materials and some are involved in conservation work such as looking after local wild life and creating bird houses. Pupils benefit from a range of visits such as Arbeia Roman Fort to learn about life in Roman times and from visitors into school. Parents are invited to events such as the healthy fun day and phonics and spelling day where they are encouraged to join in with their children and understand how to support their learning.
- British values and pupils' spiritual, moral, social and cultural development are very well promoted within assemblies and through the personal, social and health education curriculum. Pupils are able to talk confidently about respecting others regardless of their differences and an example of this is the poster developed by the school council that is displayed around school conveying the message 'We see people with abilities not disabilities.'
- The children are safe and say they feel safe. The school's single central record is kept in a rigorous and vigilant manner with all the required checks being carried out. Safer recruitment practices are strong and meet current requirements. Appropriate training is provided for staff and governors, including child protection, safer recruitment and first aid. There are clear policies and procedures in place but the child protection policy does not yet fully meet requirements and this should be urgently addressed. The curriculum helps children to know how to keep themselves safe and this includes when using the internet or social media. The children have produced their own anti-bullying policy and are proud that they feel it is implemented well. The school works effectively with other agencies to maintain pupils' safety.
- Parents are overwhelmingly supportive of the work of the school and those spoken to during the review felt their children were well cared for, behaviour was well managed, the school was free from bullying and communication with home was good. The school's recent survey of parents confirms these views. This is an improvement on the Ofsted's Parent View responses last year which were more mixed.
- The school's website is clear and easy to navigate but is not yet fully compliant with statutory requirements. School leaders are working to update it.

The effectiveness of governance

- Governance has been strengthened by the appointment of new governors with skills and experience in education and finance.
- Governors are now better organised to fulfil their responsibilities. The committee structure has been reviewed and a plan is in place to enable governors to hold leaders to account more effectively. It is too early to evaluate the impact of this work as the plan is not yet fully embedded into the work of the governing body.
- Monitoring activities by governors are in the early stages of development and are not yet sufficiently focussed or rigorous. The curriculum and standards committee is addressing this as a priority and with the support of a National Leader of Governance (NLG) and the local authority clerking service, is being provided with the appropriate guidance to ensure activities are more sharply focussed on the school's priorities for

improvement. For example, the literacy leader has not yet met with governors to discuss the impact of the actions that have been taken to address writing standards. Governors recognise this is a priority and are taking the appropriate actions to become more effective in fulfilling their responsibilities.

- The information being provided by school leaders to governors has improved and this is enabling governors to understand more clearly the challenges the school faces. With the support of the NLG, local authority officers and the governors with expertise in education there is now greater confidence among governors to ask probing questions of school leaders. This is evident in the more recent governing body minutes and is also being addressed through the new induction and training programme.
- The school's finances are appropriately managed and governors talk confidently about the support the school is providing to pupils eligible for pupil premium funding. Governors are confident that the impact of this spending is now being effectively monitored.
- Governors recognise that a seismic change has taken place and that they are beginning to be more effective at discharging their responsibilities but these improvements need to be strengthened further. They are yet to consistently and systematically fulfil all their responsibilities for example; the safeguarding governor is new to the role and has not yet evaluated the school's work in this area.

The personal development, behaviour and welfare of pupils are good

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident, happy and settled in school. They take a pride in their school, particularly in the care with which they look after their classrooms and the school environment.
- Children are able to talk knowledgeably about changes in the school recently. They feel lessons are now more fun and that they are making better progress in their learning.
- Pupils show great respect and tolerance towards others and welcome those from faiths and backgrounds different to their own. They also show respect towards the environment for example through their conservation work.
- Pupils fulfil a range of responsibilities such as school councillor, eco-warrior and play leader. They enjoy helping others and take their responsibilities seriously.
- There is a positive ethos within school and pupils have a philosophical approach to their learning through the 'growth mindset' initiative. They know it is alright to make mistakes and correct them, as they understand this is how they learn.
- The school has effective strategies in place to promote good behaviour. Systems are clearly understood by staff and pupils and are consistently well managed. As a result, pupils behave well in lessons and around the school and there are good relationships between adults and pupils and between pupils themselves. Pupils are polite and courteous, opening doors and greeting visitors in a pleasant manner.
- Pupils have positive attitudes to learning, are keen to do their best and show respect for others' ideas and views. Within more effective lessons observed, this impacted on the progress pupils made; for example in maths lesson on algebra, pupils supported one other to understand the strategies that could be deployed to solve the problem set.

- Pupils describe feeling safe and believe there is no bullying in school. They are confident if any issues arise they will be dealt with swiftly by staff.
- Pupils are punctual and well-prepared for lessons. They bring the right equipment and are ready to learn.
- Attendance has declined over a 3 year period and last academic year was low compared to other schools nationally. The school is using a range of approaches to tackle persistent absentees including first day response, careful tracking and sending letters home. Holidays in term time are not authorised but this remains an issue. It is recommended the school apply their range of statutory powers when needed. Good attendance is successfully promoted through a range of rewards which are valued by pupils and by regular communication with parents. The strong focus that has been placed on improving pupils' attendance has been successful and this term attendance is nearer to national average.

The quality of teaching, learning and assessment requires improvement

- The quality of teaching is improving and a greater proportion of teaching is now good and leading to good progress being made by pupils. However it still requires further improvement to ensure it is consistently effective in enabling pupils who have fallen behind in their work to catch up and to ensure the progress pupils make in all subjects is equally strong.
- Teaching has been strengthened this term and is now more effective in helping pupils to learn well because teachers apply agreed strategies consistently. This was evident in the lessons observed during the review and in the work in pupils' books. There are still significant gaps in knowledge and skills for some pupils, especially in years 2 and 3 and in writing across the school. The consistent approach to the delivery of the Talk for Writing initiative can be clearly seen but it is still too early to measure fully the impact on pupil outcomes in writing.
- Teachers consistently and regularly give pupils feedback in line with the school's assessment policy. Pupils are given time to respond effectively to their personalised next steps in literacy and mathematics across the school, which allows them to consolidate their learning.
- Where teaching is strong the learning is part of a carefully planned sequence and pupils' prior knowledge and skills are built on incrementally. Very effective modelling by teachers demonstrates their secure subject knowledge and good use is made of precise, technical vocabulary. Questioning is probing and deepens the understanding of pupils. Misconceptions are identified quickly and addressed. Tasks and resources are carefully matched to the learners needs so that those who need extra support are given the scaffold to help them learn whilst the more able are extended in their thinking. Lessons are appropriately chunked to ensure learning is consolidated and time is used very effectively. It is recommended that the best practitioners in the school should be observed by other teachers so that effective strategies to promote pupils' learning are shared.
- Where teaching is weaker, for example in some mathematics lessons, pupils were not given sufficient time to consolidate their learning and additional concepts were introduced before they had fully understood the skill being taught and could apply it. Some pupils have limited basic skills to apply to problem solving. Further strengthening these skills remains a priority for the school, especially in years 2 and 3.

- Questioning is used effectively and consistently in most lessons to reflect, reframe and explain thinking. Strategies to avoid reliance on pupils putting their hands up and ensuring that all pupils have an opportunity to answer are now embedded across school. Appropriate time is provided in most lessons for pupils to reflect and respond and good use is made of a range of strategies to engage the learner, including talk partners. There are still times however when further opportunities could be provided to probe for deeper understanding.
- Assessment for learning strategies were a strong feature of lessons and enabled teachers to be clear about children's individual starting points and their level of understanding throughout the lesson. Teachers are usually quick to address misconceptions as they occur in order to move the learning forward.
- Teachers are now consistently challenging more able pupils through the quality of tasks set, feedback about their learning and through the recently introduced challenge activities. In one class, pupils were supported to consolidate their learning through five different levels of task. This approach could now be further adapted by sometimes giving pupils more choice about the level of task they do in order to raise their aspirations.
- Teaching assistants were effectively deployed in lessons to support lower attaining pupils. They used probing questions to further develop pupils' skills and understanding. Effective interventions for literacy and phonics sessions are also led by skilled teaching assistants. They know pupils' strengths and areas for development well and successfully move learning forward.
- Teachers set homework, in accordance with the school's policy and appropriate to their age and stage of learning. Information about homework activities is shared with parents on a termly basis. Activities consolidate their learning and include reading, spelling and number work.
- The positive impact of the growth mindset initiative can be seen across school, with pupils showing resilience and teachers effectively modelling methods of learning from mistakes. In all phases, pupils work well collaboratively and use well-chosen resources independently to apply to their learning.
- Different approaches to support pupils from different individual starting points access learning are becoming increasingly well-developed, especially in literacy. The coordinator for pupils with special educational needs, who took up post recently, has increased the number and quality of referrals to a variety of outside agencies, such as the local authority's dyslexia team. She is ensuring the guidance received on teaching and learning strategies is being followed.
- There is a positive attitude to learning in all classrooms and most pupils are engaged, motivated and excited by the learning activities on offer. Behaviour is good because expectations are clear to pupils and behaviour is managed well by all staff. Pupils are considerate to each other in lessons and encourage each other to learn. They enjoy practical investigations, outdoor tasks and role play and during these activities remain focussed on their learning. As a result of staff training there is an increased use of appropriate strategies to engage boys more actively in learning, such as timed shorter learning steps. Therefore pupils who previously had difficulties in concentrating are now making better progress.
- The teaching of phonics is effective in the early years and key stage 1. This enables children to confidently tackle unfamiliar words and they are encouraged to do so at every opportunity. Year 1 pupils showed a good level of phonic knowledge and use a variety of strategies effectively. In an effective year 1 lesson the pupils helped the

teacher to read b-ir-th-d-ay and were enthused about being able to read longer words. The children also read the word 'innovate' by segmenting and blending, using their knowledge of the split digraph. Early years teachers should consider revisiting the wider phase 1 phonics opportunities and ensure that nursery pupils have more practical activities, songs and actions to embed letter recognition, only writing more formally when they are ready.

- Reading Recovery teaching is being delivered effectively to pupils, including those who are disadvantaged or who use English as an additional language. The impact of this initiative can be clearly seen in the rapid progress these children are now making in developing their reading skills. It is recommended that low ability pupils who are having Reading Recovery have books that appropriately consolidate their learning beyond their individual session.
- In upper key stage 2, middle ability readers should be encouraged to broaden their personal reading range through a better choice of appropriate books.
- Teaching is now more focussed on narrowing gaps for all pupils including the disadvantaged, pupils with special educational needs and those that have fallen behind in their learning. The actions the school have taken are beginning to impact on the progress that these pupils make. The implementation of research based interventions in reading and writing are supporting individual pupils to catch up. It is recommended that school leaders now consider the range of research based interventions for mathematics that are available. The school should also follow up the recommendation made in the recent review of pupil premium funding to consider how nurture and social interventions, such as 'Time to Talk' could bring additional progress gains. The teaching of writing is improving through the implementation of the Talk for Writing initiative and the impact of this can be seen in the written work in pupils' literacy books. The quality of the written tasks set in other curriculum areas is not yet sufficiently strong and there is an over-reliance on worksheets on occasions. Opportunities are being missed for pupils to practise the skills taught in literacy through the provision of high quality writing activities in other subjects.
- The teaching of handwriting is inconsistent across the school. An agreed approach is needed with staff training to ensure consistency in the teaching of correct letter formation, size, orientation and joining of letters.

Outcomes for pupils

require improvement

- Outcomes for pupils are improving and this is confirmed by recent school assessment information and work in pupils' books. However, the improvements are inconsistent and the progress pupils are making is not yet sufficiently strong to enable those who have fallen behind to catch up quickly. Pupils typically enter the school with skills and abilities that are below those expected for their age. By the time they left year 6 in 2016 their attainment was above average in reading and mathematics but well below average in writing.
- Outcomes in writing across the school are weak. The school is taking effective action to address this. The introduction of the Talk for Writing Primary Writing Project, the use of research based intervention strategies and the consistent approach to target setting and feedback for pupils are helping pupils to catch up. A greater proportion of more able pupils now reach greater depth in their written work.

- Whilst attainment in reading at key stage 2 was above average in 2016 the progress pupils made was broadly average, this includes those who are disadvantaged. Pupils display positive attitudes to reading and most older children read confidently and with expression. It is recommended however that the status of reading is promoted further and tools that assess the impact of strategies are deployed.
- In key stage 2, the proportion of pupils that reached the expected standard in grammar, punctuation and spelling was above the national average overall and for all pupils, except those who are disadvantaged.
- Progress in mathematics was broadly average at key stage 2 in 2016. Attainment was above average for middle and high ability pupils including high ability disadvantaged pupils. Less consistency was observed during the review in the teaching of mathematics than literacy and some pupils, especially in years 2 and 3, did not have the basic skills they needed to tackle the work being set. There has been an appropriate whole-school focus on improving pupils' writing skills and less emphasis has been placed on accelerating progress in mathematics. School leaders agree that this should be a focus for development in the spring term.
- Attainment in key stage 1 in 2016 was weak. The school has put additional support arrangements in place in year 3 to help the children to catch up, but the need to continue to monitor the progress of these pupils is crucial.
- The current year 2 pupils have been impacted by weaker teaching in year 1. The quality of teaching they are receiving is now stronger and interventions are focussed to help individuals catch up. Work is now being effectively matched to pupils needs so that the most able are being appropriately challenged and the least able well supported to help them achieve well.
- The proportion of pupils reaching the expected standard in the year 1 phonics screener has declined over time. The quality of the phonics teaching seen during the review suggests that teaching is now consistently good and leaders are confident that the decline has been arrested and outcomes in phonics will be much higher in 2017.
- The proportion of special educational needs (SEN) pupils that reached the expected level in reading and mathematics at key stage 2 in 2016 was average, but their achievement in writing was weaker. The provision for SEN pupils is strengthening. The learning of these pupils in lessons is increasingly well supported by skilled teaching assistants. Extra teaching, using research based strategies in small groups or on a one-one basis is helping to improve their attainment. The new special educational needs coordinator (SENCO) is reviewing provision and tracking individual pupils' progress. She has the support of a local authority lead SENCO.
- The specific needs of individual pupils to help them to catch up are being increasingly well planned for and teaching is becoming more focussed on narrowing gaps for disadvantaged pupils.
- Progress information and work in books indicates that attainment in science is weak at both key stage 1 and 2. Leaders should now review curriculum content and teaching quality and ensure there are clear expectations about recorded work.

The effectiveness of the early years provision is good

- Children enter nursery with skills and abilities which are below those typical for children of their age. They leave the early years well prepared for year 1. There has been a rising trend in the proportion of children reaching a good level of development and in 2016 a higher than average proportion achieved this level, the highest in 3 years.
- The quality of teaching, learning and assessment have improved. A great deal of work has been undertaken to establish an early years unit. Staff now work closely as a team to cater for the needs of individuals and groups of children. The early years leader tracks children's progress carefully and staff quickly identify any differences in children's understanding and knowledge. They take successful steps to address these and support children to move on in their learning. As a result, rates of progress are improving.
- Children are keen and motivated to learn and a range of interesting, stimulating activities are provided for them both indoors and outside. Activities are planned carefully sometimes around a theme such as 'Jack and the Beanstalk'. Children enjoyed hunting for numbers on the golden eggs, creating beanstalks and ordering leaves with numbers on from 1 to 20. They also enjoyed going on a 'giant hunt' and this did much to promote their speaking and listening skills and stimulated their imaginations. There are a wide range of activities to promote children's understanding of phonics (letters and the sounds they represent). Children are able to use their phonic knowledge to help them read simple words and they also apply this knowledge to their early writing.
- There are good opportunities for children to develop their fine motor skills which subsequently assists them in developing a good pencil grip. Children are learning to form their letters and numbers but not always correctly. Adults ask children appropriate questions to ascertain their understanding. However questions are not always incisive or probing enough and adults do not always pose problems that enable children to think more deeply.
- Children are keen to learn and participate in activities provided, with enthusiasm. They listen carefully to adults and their peers. They know the classroom routines and enjoy taking responsibility, such as at tidy up time. Children are able to work independently but also co-operate well with their classmates, sharing equipment and taking turns. Most children behave well and are sensible, but very occasionally a few children run around indoors and can be boisterous.
- The leadership of the early years is effective. The leader has completely reorganised the setting as an early years unit. The environment is organised and areas of learning are well resourced. Staff work effectively as a team to ensure consistency of approach for children.
- The early years leader has a good knowledge of how well children are progressing and takes action promptly to address any areas of underachievement. As a result rates of progress are increasing and more now attain the levels expected for their age.

- Parents are welcomed into the school when children start nursery. They are given opportunities to become involved in their child's learning, for example, in supporting their reading at home. Parents spoken to during the review held positive views of the school.
- The early years is covered by whole school safeguarding policies and procedures and staff are vigilant in ensuring children's safety. Regular risk assessments are carried out both indoors and outdoors to ensure the environment is safe for children.

What review judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate.
Grade 4	Inadequate	A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better.

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