

Denbigh Community Primary School

Denbigh Avenue, Howden, Wallsend, Tyne and Wear

Inspection dates 10–11 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The school has improved at a very rapid rate since the previous inspection. It provides all pupils with a very high quality education, which they really enjoy.
- Pupils achieve very well, making rapid progress from low, and often very low, starting points, to reach standards of attainment that are now above average, especially in reading and mathematics. Standards in writing, while above average, are not as high.
- The quality of teaching is often outstanding and never less than good. Teachers plan interesting tasks which make pupils eager to learn and which help them to progress quickly. However, pupils do not have enough first-hand experiences to write about and do not always know what successful writing looks like.
- Pupils' behaviour is exemplary. They are always very polite and welcoming and are very proud of their school.
- Pupils say that bullying is now very rare and that they feel very safe in school. Parents agree with this view. Pupils are very well cared for throughout the school.
- Leaders and managers, including the governing body, are extremely effective. They have improved the achievement, quality of teaching and the behaviour and safety of the pupils so that all are now outstanding.
- Leaders at all levels show a very clear commitment and determination to continue to improve teaching and pupils' achievement.

Information about this inspection

- Inspectors observed 17 lessons, three of which were joint observations with the headteacher and deputy headteacher.
- Meetings were held with two groups of pupils: one from Year 6 and one from the school council. They also held meetings with the Chair of the Governing Body, other governors, school staff with leadership responsibilities and a representative from the local authority.
- Inspectors took account of 12 responses to the on-line questionnaire (Parent View), 15 responses to the staff questionnaire, and letters written by parents to the inspectors.
- Inspectors observed the school at work and looked at a range of documents, including internal and external information relating to pupils' progress, their workbooks and folders, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to the management of teachers' performance, safeguarding and child-protection documents.

Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Julia Bayes

Additional Inspector

Barbara Waugh

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium is much larger than average and makes up almost half the pupils in the school. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since the previous inspection, the school has been through a period of significant change, including at senior level and other staffing changes. The school was supported for four terms by a national leader of education before the current headteacher took up post.

What does the school need to do to improve further?

- Further raise pupils' attainment in writing by:
 - providing pupils with a greater range of exciting first-hand experiences to write about
 - making sure that pupils are always clear about what successful writing looks like.

Inspection judgements

The achievement of pupils

is outstanding

- Children join the school in the Early Years Foundation Stage with skills and knowledge that are below and, for a significant proportion, often well below those typical for children of their age. They make rapid progress in their knowledge, understanding and skills so that by the end of Key Stage 2, they reach standards in English and mathematics that are above average.
- Children in the Early Years Foundation Stage get off to an excellent start, as a result of the caring environment, very good teaching and the detailed knowledge all the adults have of individual children's needs. As a result, they make very good progress from their below and often well below starting points.
- Programmes to develop pupils' reading help younger ones make a very rapid start to learning to read. Year 2 pupils read accurately and can decode new and difficult words with confidence. This very good start is built on as they move through the school so that by the end of Year 6 pupils read very well.
- Pupils' mathematical skills and understanding are outstanding. By Years 5 and 6, pupils choose and use appropriate strategies to solve complex problems.
- Pupils write with imagination and use their developing skills in their topic work and can adapt their writing style to suit a range of audiences and purposes. Nevertheless, pupils are provided with few first-hand experiences to write about and do not always show a clear understanding of what successful writing looks like.
- The school's own data show that, in 2013, pupils throughout the school had made excellent progress and that pupils in Year 6 attained standards that were above average in reading and mathematics. Their performance in writing, while also above average, was not as strong.
- The progress of disabled pupils and those with special educational needs is very closely checked and regularly reviewed. Carefully planned support, which closely matches individual pupil's needs, makes sure that these pupils make progress that is similar to that of other pupils.
- The progress and attainment of pupils who are eligible for free school meals and supported by pupil premium funding achieve very well. School data shows that there are no gaps in attainment in English and in mathematics between these pupils and others in the school. This is because of the excellent quality of the extra help provided for them, such as learning in smaller groups.
- The most-able pupils make similar excellent progress to reach standards that are above average, with standards in reading and in mathematics being higher than the standard reached in writing.
- Equality of opportunity is central to the school's work and the school is very successful in removing any barriers to learning so that there are no differences in the achievement of different groups of pupils in the school.

The quality of teaching

is outstanding

- The quality of teaching is never less than good and is often outstanding in the impact it has on pupils' attainment and progress over time. The school's own records and other evidence gathered during the inspection shows that consistently high quality teaching is the norm.
- Teachers plan very interesting and stimulating lessons, which give pupils opportunities to make very rapid progress. In a Year 5 lesson, pupils enthusiastically used a range of nautical artefacts as they explored ways to create impact in fiction writing.
- Adults and pupils have very positive relationships and the well-established classroom routines mean that lessons proceed without interruption and no time is lost for learning. As one pupil said, 'teachers make it fun to learn'.
- Teaching assistants play a very important role in helping some pupils to learn. They have a very detailed knowledge of what individual pupils need in order to learn. They use this information

extremely well and intervene very effectively to help pupils overcome any difficulties which might slow their learning.

- The teaching of mathematics is consistently strong. In a Year 6 lesson, for example, pupils eagerly rose to the challenge of solving very complex problems as they helped Simon Cowell open his safe.
- Pupils read widely and often and say that they enjoy reading; both in school and at home. The provision of information and communication technology to help to support learning has had a significant impact on how often pupils read.
- Teachers mark pupils' work very consistently and always provide pupils with suggestions how to make improvements to their work. Pupils consistently respond to these suggestions and this helps them to avoid making similar mistakes in the future.
- Teachers have very high expectations of what pupils are capable of and pupils are challenged to achieve as well as they can.
- Pupils write for a range of audiences and purposes. However, they do not always have enough exciting, first-hand experiences to write about and do not always have a clear picture of what successful writing looks like.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is exemplary both in and out of class and also when on visits. They are unfailingly courteous and polite and welcome visitors warmly. They are proud of their school and eager to talk about it.
- Pupils are enthusiastic learners and make an exceptional contribution to their own learning. They listen carefully to their teachers, participate fully in lessons and show a genuine enthusiasm for learning. As a result, lessons proceed without any interruptions and the school is always calm and orderly.
- Staff have extremely high expectations of behaviour. All adults set excellent examples for pupils to follow. Older pupils provide first class role models for younger pupils.
- Pupils are enthusiastic about contributing to all aspects of school life. Pupils take on roles of responsibility such as being prefects or acting as buddies to help younger pupils. They take these responsibilities very seriously and are conscientious in carrying out their duties.
- Pupils feel very safe in school. They say that bullying is very rare and they know about different forms of bullying. They know how to keep themselves safe, especially when using the internet.
- Attendance is above average and has improved as a result of the school's thorough systems for checking on, and following up, any absences. Pupils are eager to come to school even when not feeling their best.
- Pupils have a wide range of after-school and lunchtime clubs and activities which they appreciate. The school is using some of its Primary School Sport funding to make the teaching of physical education more effective and this, together with the popular sports activities, is having a positive impact on pupils' physical well-being. Pupils enjoy their physical education lessons and participation in sport out of lessons is high.

The leadership and management are outstanding

- The inspirational headteacher, supported by leaders at all levels, has skilfully guided the school through a very unsettled period of staffing turbulence with great determination. Senior leaders know the school well and provide excellent leadership and management. They, together with the governing body, and with the full support of all the staff, demonstrate a passion and commitment for further improvement with a determination to continue to improve teaching and pupils' achievement still further. They are not complacent and continue to strive for excellence.
- The recent improvements in checking pupils' progress throughout the school are highly effective. Pupils who are at risk of falling behind are very quickly identified and given extra help

individually or in small groups in order to help them to catch up.

- Rigorous, regular systems and procedures for checking on the quality of teaching and learning provide accurate information about teachers' performance to make sure that teaching continues to improve. This information is used exceptionally well to identify and share best practice across all areas, and to advise the governing body about teachers' pay awards.
- The curriculum has been successfully developed to make sure that it meets the needs of all the pupils. Boys in particular enjoy the All at Sea and the Rotten Romans topics.
- The development of pupils' spiritual, moral, social and cultural development is important to the school and, as a result, pupils' personal development is highly effective. Pupils develop into confident, very independent, inquisitive and eager learners who, by the time they leave Year 6 are more than ready for the next stage in their education.
- Safeguarding and child-protection policies and practice meet current requirements.
- The local authority has provided much appreciated support in the past but feels that it can now significantly reduce the level of support it provides.
- **The governance of the school:**
 - The school benefits from a highly effective and very determined governing body that knows the school very well. Governors bring a great deal of experience and a wide range of skills which they use to great effect. However, where there are gaps in their skills they make sure that they receive training to help them carry out their roles. Governors monitor the school's performance rigorously and systematically and ask challenging questions to promote further development. Governors are highly ambitious for the achievement and welfare of the pupils and make sure that they are well-informed about all aspects of school life, in particular about the quality of teaching and information about pupils' achievement. Governors are familiar with Teachers' Standards and use them to help manage teachers' performance. They oversee the spending of pupil premium funding and are aware of the very positive impact this is having on pupils' achievement. They are also involved in planning the spending of the Primary School Sport funding and how its impact will be measured.

What inspection 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. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>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. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108608
Local authority	North Tyneside
Inspection number	425785

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	364
Appropriate authority	The governing body
Chair	Mrs Carli Davison
Headteacher	Dr Louise Guthrie
Date of previous school inspection	27 September 2011
Telephone number	0191 2622509
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