

Valley View Primary School

Valley View, Jarrow, Tyne and Wear, NE32 5QT

Inspection dates 3–4 July 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Across the school, pupils make outstanding progress in reading, writing and mathematics.
- The majority of children start school with skills and knowledge well below those typical for their age. By the end of Key Stage 2, standards of attainment overall are above average. Pupils are well prepared for the next stage in their education.
- Teaching is tightly focused; well-planned learning is very effective in promoting pupils' achievement. Lessons are interesting for pupils so they are enthusiastic and want to learn.
- Occasionally, pupils' progress in writing slows because the feedback they receive about how to improve their written work does not always focus well enough on improving the quality of their work and adding further challenge.
- Pupils behave exceptionally well. They are polite and courteous and treat each other respectfully. They feel very safe.
- Pupils of all ages have excellent attitudes in lessons and this means they are able to learn very well.
- All school leaders, staff and governors are very ambitious for the school and its pupils. They have shown great determination to improve the school since the last inspection. They have tackled weaknesses relentlessly to bring about the necessary improvements in teaching and pupils' achievement.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively and there are plentiful opportunities for pupils' personal development. Leaders ensure there are many and regular opportunities for pupils to extend their horizons with new experiences.
- The governing body is extremely effective in promoting pupils' high achievement. They know the school very well and work hard to ensure high standards are maintained. They provide challenge to school leaders and hold them to account for the school's performance.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons. All classes were visited at least once.
- Meetings were held with senior and subject leaders, representatives of the governing body, a representative from the local authority and groups of pupils.
- Inspectors reviewed the school's website.
- Inspectors looked at a range of documentation including the school's evaluation of its own performance, the school's own data on pupils' achievement, minutes of the governing body meetings, monitoring records and the records of how the school uses its funding, especially how pupil premium and primary school sports funding is used.
- Inspectors analysed the 34 responses to the online parent questionnaire (Parent View) and took into account these views. They also spoke with a number of parents during the inspection.
- There were six responses to the staff questionnaire and these were taken into account by inspectors.

Inspection team

Jane Salt, Lead inspector	Additional Inspector
Graeme Clarke	Additional Inspector
Timothy Nelson	Additional Inspector

Full report

Information about this school

- The school is slightly larger than the average-sized primary school.
- The proportion of pupils supported by the pupil premium funding is above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Almost all pupils are White British.
- The proportion of disabled pupils or pupils with special educational needs supported at school action has increased slightly and is now above average. The proportion of pupils supported at school action plus or who have a statement of special educational needs is broadly average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school is in a partnership with a local teaching school alliance and the headteacher is a member of the strategic board.

What does the school need to do to improve further?

- Improve pupils' achievement in writing even further so that standards are as high as in reading and mathematics by:
 - refining the feedback given to pupils in teachers' marking to help encourage them to improve the quality of their work and providing additional challenge to extend their learning even further.

Inspection judgements

The achievement of pupils is outstanding

- Children join the Early Years Foundation Stage with knowledge and skills that vary, but for the majority are well below those typical for their age. As a result of outstanding teaching and a curriculum that is particularly well tailored to meet young children's needs and interests, children in the Early Years Foundation Stage make outstanding progress in their learning. By the end of the Reception Year, most are working close to the expected levels of development for their age and are well prepared for learning in Year 1.
- Attainment at the end of Key Stage 1 has improved significantly since the last inspection and is now broadly average in reading and mathematics, and above average in writing.
- Attainment at the end of Key Stage 2 is above average. Pupils' progress has accelerated and is now outstanding. In Year 6 in 2013 for example, all pupils made the expected rate of progress in reading, writing and mathematics and the proportion making more than expected progress in mathematics and reading were well above average. Although the proportion making more than expected progress in writing was also above average, it was not as high as in mathematics and reading and as a result, attainment is not as high.
- Achievement in reading is outstanding. The excellent teaching of letters and the sounds they make, known as phonics, is helping pupils to improve their basic skills in reading, and in writing, at a rapid rate. Sessions which enable pupils to read in small groups with adults ensure that the most able pupils access difficult texts; pupils say this 'takes the pressure off' and helps them to respond to the additional challenge. The most able pupils in Years 2 and 6 read confidently and with excellent understanding. All pupils, regardless of ability, have good decoding skills and use a range of strategies to work out the meanings of difficult words. Pupils read a range of texts and enjoy choosing their own books, for example, a Year 6 child said she looked for books that are 'intriguing'.
- Pupils make excellent progress in mathematics. Pupils, particularly in upper Key Stage 2, regularly tackle very challenging work in mathematics; they are confident in their abilities. The proportion of pupils reaching the higher Level 5 in mathematics by the end of Year 6 is well above average.
- Although pupils make strong progress in writing it is not as rapid as in reading and mathematics because feedback and guidance is not as precise as it could be and pupils do not always have the opportunities to consider revisions and improvements in the quality of their work in depth.
- The school promotes equality of opportunity very well; school leaders ensure all pupils are given support so they have an equal chance to succeed. All groups of pupils, as a result, make equally outstanding progress. There is, for example, little or no difference in the standards achieved by pupils supported by the pupil premium and others across the school. In Year 6 in 2013, the attainment of pupils known to be eligible for free school meals in reading, writing and mathematics overall was similar to other pupils in the school and much higher than similar pupils nationally. Eligible pupils are monitored carefully so they can be helped if they are finding their work difficult. A range of additional support programmes, tailored very carefully to pupils' particular needs help them make rapid progress and catch up quickly if they start to fall behind.
- Disabled pupils and those who have special educational needs make similar progress to that of their peers, from their individual starting points. Skilled teachers and teaching assistants support them very effectively and teaching assistants to make sure they can access their learning well. Similarly, the most able pupils achieve extremely well because their work is well matched to their needs and offers continual challenge, especially in reading and mathematics.

The quality of teaching is outstanding

- Expectations of what all pupils are capable of achieving are very high and pupils of all abilities are challenged to work hard. Teaching and learning is tightly focused, and very well planned in order to improve pupils' achievement over time at a rapid rate.
- Work and activities are always interesting for pupils so they are enthusiastic and want to learn. For example, in a literacy session, pupils were particularly excited to find out what was in the teacher's bag that would help them with ideas for their writing.
- The teaching of basic skills in literacy and mathematics is systematic and thorough. Pupils' skills and knowledge are assessed regularly. Pupils know at which levels they are working. They are asked probing questions in order to establish how well they understand what they are learning, whether they are keeping up and so that any misunderstandings are quickly addressed. By discussing their learning with one other and working together, pupils are able to confidently tackle more difficult work.
- Work in pupils' books is neat and well presented. All books are marked regularly, giving pupils helpful feedback on how well they are doing. Pupils are given the time they need to respond to teachers' comments and to act on the advice given and to correct any errors, such as spelling. Although this contributes well to pupils' achievement, opportunities to push learning forward at an even faster rate are occasionally overlooked because comments do not always focus well enough on improving the quality of work and adding further challenge.
- Teaching assistants and other adults work closely with teachers to give excellent support to disabled pupils and those with special educational needs. They understand the individual needs of pupils very well and provide highly effective support; this makes sure all pupils have the best possible opportunities to make excellent progress.
- Teaching in the Early Years Foundation Stage promotes all aspects of learning very effectively. All adults make an excellent contribution to the team; interacting constantly with children and taking every opportunity to develop children's language and other basic skills. There is a good balance of activities available both indoors and outside; including activities children choose for themselves as well as opportunities to work in small groups with adults. Every opportunity is taken to extend learning, for example, the teacher developed a child's understanding of 'teen numbers' when one of the workmen installing wooden posts in the outdoor area provided an opportunity for a child to count tree rings to find out the age of the wood.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They are extremely polite and courteous and treat each other respectfully. Pupils of all ages have excellent attitudes in lessons and this means they are able to learn without any disruption.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe at school. Pupils understanding of bullying and the different forms it can take, including cyber-bullying is clear. Pupils are confident that school staff would deal quickly and effectively with any bullying should it arise.
- Attendance has improved and is now broadly average. School leaders, including governors and the inclusion manager, have worked hard to promote and encourage good attendance and to reduce the number of pupils who are absent often. There are excellent systems in place to monitor and follow up any absences.
- Pupils enjoy opportunities to play with others and they use the increasing amount of outdoor play equipment sensibly both before school starts and during break times. Regular opportunities for pupils of different ages to work and play together, for example at circle time on Friday afternoons, ensure that relationships between pupils are excellent.

The leadership and management are outstanding

- The headteacher and all staff share high ambitions for pupils. There is a very clear culture of improvement and high expectations are evident. All areas for improvement identified at the last inspection have been tackled with great determination and success. Standards of attainment have risen as a result and the school continues to improve.
- Senior and middle leaders check the quality of teaching rigorously so that teaching and pupils' achievement continually improve. Teachers receive detailed feedback about their teaching which focuses clearly on making further improvements. All staff have targets for improvement which link closely to how well pupils achieve. There are many opportunities for professional development, including working with other schools.
- Senior and middle leaders collect detailed information about pupils' progress. They use this information extremely well to quickly identify any pupils, or groups of pupils, who are at risk of falling behind. They make sure pupils receive extra help if they need it. As a result of middle leaders' rigorous analysis, improvement priorities are swiftly and precisely pinpointed.
- The curriculum is broad and includes range of varied and appealing opportunities for enrichment. Pupils are able to take part in a wide range of learning activities both in and beyond school and many pupils are able to enjoy new and exciting experiences.
- The school is making particularly good use of the primary school sports funding to extend the range of sports on offer and to develop the expertise of staff in teaching sport.
- All pupils are able to play a full part in school life and benefit from what it offers. The pupil premium funding is used thoughtfully to ensure that eligible pupils are supported to achieve as well as their classmates and make outstanding progress.
- The school has made good use of the effective support from the local authority in providing training and in brokering links with other schools. The school now provides support to other schools locally and is a partner in the local teaching school alliance.
- Parental support is very strong, as reflected in the conversations some parents had with inspectors on the playground. They were particularly pleased with the care and support the school provides for their children.
- **The governance of the school:**
 - The governing body is well organised and very effective in promoting pupils' outstanding achievement. They use school performance data very well and know how the school's performance compares to other schools nationally. They fully understand how teachers' pay is determined and how this relates to pupils' achievement.
 - Governors can give examples of how they have challenged school leaders and shaped the school's direction to provide the very best for the pupils. Governors are actively involved in monitoring the school's work and are regular visitors, talking to staff and children to gather information about its effectiveness.
 - Governors take opportunities to extend their knowledge and skills through regular training. They have successfully raised the profile of the roles of governors, particularly among parents, in order to ensure a good level of interest should a vacancy on the governing body arise.
 - Governors are fully aware of their statutory duties regarding safeguarding and have made sure the school's arrangements meet statutory requirements. They have been particularly supportive of the work to improve pupils' attendance.

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	108694
Local authority	South Tyneside
Inspection number	443201

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	284
Appropriate authority	The governing body
Chair	John Watson
Headteacher	Gemma Jeynes
Date of previous school inspection	13 October 2010
Telephone number	0191 4249977
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