

CfBT Inspection Services T 0300 1231231
Suite 22 enquiries@ofsted.gov.uk
West Lancs Investment Centre www.ofsted.gov.uk
Maple View
Skelmersdale
WN8 9TG

Direct T 01695 566934
Direct F 01695 729320
gtunncliffe@cfbt.com
www.cfbt-inspections.com



28 January 2011

Mrs M Tarn
Headteacher
Walbottle Village Primary School
The Green
Walbottle Village
Newcastle-upon-Tyne
Tyne and Wear
NE15 8JL

Dear Mrs Tarn

Special measures: monitoring inspection of Walbottle Village Primary School

Following my visit to your school on 26 and 27 Jan 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place on 3 and 4 March 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – good

Progress since the previous monitoring inspection – good

Newly Qualified Teachers may be appointed providing that the mentoring arrangements are the responsibility of the partner school and the local authority regularly checks the support for, and development of, any Newly Qualified Teachers that may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website.

I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Newcastle-upon-Tyne.

Yours sincerely

Mr Paul Hancock
Her Majesty's Inspector

January 2011



INVESTOR IN PEOPLE

Annex

The areas for improvement identified during the inspection which took place on 3 and 4 March 2010

- Raise attainment and hasten the rates of learning and progress in English and mathematics lessons by ensuring:
 - the school's regular assessment information is always used to inform planning so that work is consistently matched to pupils' needs
 - all teaching interests and challenges pupils to achieve their best
 - marking is always informative and enables pupils to know how well they are doing and what they need to do to improve.

- Raise attainment and ensure pupils make progressive gains in their learning in science by:
 - developing teachers' knowledge and skills, and the resources to teach the subject well.

- Improve leadership and management by:
 - ensuring staff work together cohesively to support improvement by involving them more systematically in the evaluation of the school's work and in improvement planning
 - holding the staff to account for their pupils' progress
 - tackling staff absence rates
 - developing the role of coordinators and staff in monitoring their areas of responsibility by observing lessons, reviewing planning and pupils' work
 - ensuring the governing body holds the school's leaders to account for tackling weaknesses
 - ensuring the school improvement plan outlines key actions, measurable outcomes and precisely how success will be evaluated.

Special measures: monitoring of Walbottle Village Primary School

Report from the second monitoring inspection from 26 to 27 Jan 2011

Evidence

The inspector observed the school's work, scrutinised documents and met with the headteacher and deputy headteacher, the executive headteacher, groups of pupils, the chair of the interim executive board, teachers and teaching assistants and a representative of the local authority.

Context

Since the previous monitoring inspection, the time allocated for the executive headteacher to work with the substantive headteacher has reduced to two days a week, with the deputy headteacher of Beech Hill Primary School providing support for a further day. The Early Years Foundation Stage teacher has resigned and a newly qualified early years teacher started in January 2011. A teacher seconded from Beech Hill continues to teach the Year 5 and 6 class.

Pupils' achievement and the extent to which they enjoy their learning

Pupils are achieving more highly and say they enjoy challenging lessons. They are making better progress and attainment continues to rise. A good range of support is ensuring pupils are on track to reach their targets in English, mathematics and science this year and recent progress is more consistent across the year groups.

More challenging targets are being met and exceeded, for example more pupils are achieving average and above results in reading, writing, mathematics and science at Key Stage 1. Pupils at Key Stage 2 are making better progress, many from lower starting points than normally found. The journey to secure attainment which is in line with the national picture at Key Stage 2 continues with an upward trend and the school knows there is more to be done. Attainment in English and mathematics in Year 6 is more secure because the quality of teaching and leadership has improved. The progress of pupils with special educational needs and/or disabilities has improved and there is a much sharper focus on the development of their reading, writing and number work. Assessment information is better used to plan new learning which matches pupils' needs and interests well.

Pupils continue to achieve more highly in science. Attainment was in line with the national picture at the time of the previous inspection and many pupils are on track to exceed the national average in 2011 at both key stages. The quality of teaching in science has improved and is more consistent. Professional development training has increased teachers' subject knowledge and the sharing of good practice has made a significant impact on attainment.

Progress since the last monitoring inspection on the areas for improvement:

- Raise attainment and hasten the rates of learning and progress in English, mathematics lessons – good
- Raise attainment and ensure pupils make progressive gains in their learning in science – good

Other relevant pupil outcomes

Behaviour has improved since the last visit and is good. Attendance remains average and the school meets current safeguarding and child protection requirements. The inspection did not focus closely on other outcomes, but there was evidence that pupils adopt healthy lifestyles, feel safe in the school and make a good contribution to the community.

The effectiveness of provision

There have been further improvements in the quality of teaching. The proportion of good and better teaching is higher as a result of the support the school has received and rigorous monitoring by school leaders. Improvements in planning and a more effective curriculum are providing greater consistency in the quality of learning, for example in science.

A carefully targeted intervention programme is securing better progress and includes individual tuition and after-school classes. Pupils continue to make the most rapid progress when tasks are tailored to their individual needs and abilities, particularly pupils with special educational needs and/or disabilities who receive good guidance and support. The pace of learning slows when work is insufficiently challenging to stretch every pupil in the mixed-age and ability classes. The quality of marking is improving and assessment practice to support learning is more consistently applied. Any underachievement is challenged by senior leaders every half term and a detailed action plan to support individual learning is produced.

Progress since the last monitoring inspection on the areas for improvement:

- Ensure the school's regular assessment information is always used to inform planning, all teaching interests and challenges pupils to achieve their best, marking is always informative and enables pupils to know how well they are doing and what they need to do to improve, and developing teachers' science knowledge and skills, and the resources to teach the subject well – good

The effectiveness of leadership and management

Capacity to sustain improvement in the long term is less fragile because the temporary support has resulted in gains in leadership and management at all levels. Teachers have benefitted from training and support and morale is high. The partnership with Beech Hill Primary School is central to these improvements and, as a result, the leadership of teaching

and learning is much improved. The partnership ensures the monitoring and evaluation of the work of the school, and the areas for improvement is now rigorous and accurate. The interim executive board has provided significant improvements in governance. Members are fully involved in monitoring the work of the school and have a very clear picture of the extent of performance and improvement. Leaders and governors are securing the future of the school more effectively. They know there is still work to be done before the school demonstrates its own capacity to sustain better outcomes and provision in the long term.

Progress since the last monitoring inspection on the area for improvement:

- Improve leadership and management – good

External support

Support from the local authority remains good and the tasks identified in the statement of action continue to make a good impact, for example on achievement and progress. The interim executive board and executive headteacher who is a National Leader of Education are successfully improving the overall effectiveness of the school and holding it to account. The school improvement partner is helping the school to sharpen its analysis of achievement, progress and results.