

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



19 May 2011

Mrs N Nelson-Taylor
Headteacher
Walbottle Village Primary School
The Green
Walbottle Village
Newcastle-upon-Tyne
Tyne and Wear
NE15 8JL

Dear Mrs Nelson-Taylor,

Special measures: monitoring inspection of Walbottle Village Primary School

Following my visit on 17 and 18 May 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 third monitoring inspection since the school became subject to special measures following the inspection which took place on 3 March 2010. The full list of the areas for improvement which were identified during that inspection are 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 previous monitoring inspection – good

Newly Qualified Teachers may be appointed subject to the following qualifications:

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 who 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 Interim Executive Board and the Director of Children's Services for Newcastle Upon Tyne.

Yours sincerely

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 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 third monitoring inspection from 17 to 18 May 2011

Evidence

The inspector observed the school's work, scrutinised documents and met with the headteacher, groups of pupils, the Chair of the Interim Executive Board, the School Improvement Partner, teachers and teaching assistants, and the local authority.

Context

The partnership with Beech Hill School has been strengthened. The Headteacher of Wallbottle has retired and the executive head of Beech Hill is to become the substantive headteacher with an acting head of school appointed to run daily routines. One teacher has left and staff from Beech Hill continue to work in the school.

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

Further gains in attainment and achievement have been made since the previous monitoring inspection as a result of improvements in the quality of teaching, leadership and management. The gap between the school's standards and national expectations has significantly improved and current attainment in English and mathematics at both key stages is above average overall. Pupils are making much better progress at Key Stage 1 including in the development of writing skills which was not as rapid at the time of the last visit. Achievement has improved at Key Stage 2 and attainment in English and mathematics is at least in line with the national picture in Year 6. The percentage of pupils making two or more levels of progress is above average. Progress developing writing skills is slower than reading and number work but there is a secure trend of improvement since the start of this academic year and challenging targets have been met and exceeded.

Work is better matched to needs and pupils say they continue to enjoy being challenged in lessons. The sharper focus on the development of key skills has improved the progress of pupils with special educational needs and/or disabilities. The use of assessment information to plan new learning is good as a result of better quality tracking of pupils' progress. Attainment and achievement in science are significantly higher, for example, in Year 6 45% of pupils gained Level 4+ in September 2010 compared with 100% in May 2011. Increases in teachers' subject knowledge in science and the sharing of best practice have made a good impact at both key stages.

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

Safeguarding and child protection arrangements meet current requirements. Behaviour continues to be good and attendance has improved. 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 positive contribution to the community.

The effectiveness of provision

Inspection evidence confirms the school has met the target to make at least 80% of the teaching good and better by the summer term 2011. Good teaching and learning can be seen more consistently across the school and pupil progress is more rapid as a result. Pupils are learning quickly because tasks are tailored to their individual needs and abilities. Work is more challenging in the mixed-age classes including for those with special educational needs/and or disabilities who are making better progress as a result of the good guidance and support they receive. The quality of assessment practice has improved and information is well used to support individual learning. Marking helps pupils to know how well they are doing and what they need to do to improve.

Teachers' subject knowledge in science has significantly improved. Standards and provision in science are regularly monitored and resources are improving as a result of a recent audit. The climate for learning has been enhanced by pupils' longer concentration spans and a more effective curriculum. The intervention programme which provides individual tuition and after-school classes has raised the quality of learning.

The effectiveness of leadership and management

Highly effective leadership by the executive headteacher, the Interim Executive Board, and staff from the partner school is firmly embedding ambition and is driving improvement at a faster pace. It has made a significant impact, for example, in raising the quality of leadership and management of teaching and learning. Leaders and governors are securing the future of the school and the school's capacity is being strengthened. The impact of more-rigorous improvement planning can be seen in better outcomes, such as higher attainment and achievement. Priorities for improvement identified in the first monitoring visit have been addressed by all staff working closely as a team to support improvement. For example, they are fully involved in the evaluation of the school's work and in improvement planning.

Leadership capacity to sustain and drive forward further improvement is more secure because of recent changes in the senior leadership structure and staff morale is high. The development of the partnership with Beech Hill ensures the monitoring and evaluation of the work of the school and the areas for improvement continue to be rigorous and accurate.

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

- Improve leadership and management – good

External support

Support from the local authority continues to be good and it has taken important steps to secure the future of the school. The executive headteacher, who is a National Leader of Education, works closely with the Interim Executive Board and they are successfully improving the school's overall effectiveness at a brisk pace. The School Improvement Partner is helping the school sharpen the evaluation of performance and demonstrate its improving capacity to sustain better outcomes and provision.