

Wingrove Primary School

Inspection report

Unique Reference Number	108487
Local Authority	Newcastle Upon Tyne
Inspection number	356369
Inspection dates	25–26 January 2011
Reporting inspector	Barbara Hudson

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	466
Appropriate authority	The governing body
Chair	Cllr Joyce McCarty
Headteacher	Mrs Denise Harland
Date of previous school inspection	21 May 2008
School address	Hadrian Road Newcastle-upon-Tyne Tyne and Wear NE4 9HN
Telephone number	0191 2735466
Fax number	0191 2735466
Email address	admin@wingrove.newcastle.sch.uk

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Royal Exchange Buildings
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Manchester
M2 7LA

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons taught by 17 teachers. They held meetings with staff, groups of pupils, members of the governing body, parents and carers. They observed the school's work, looked at pupils' books and documentation related to safeguarding, pupils' progress, teachers' assessments and development planning. In total, 120 questionnaires were analysed from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well the leaders and managers are driving improvements in pupils' outcomes.
- The quality of teaching and the curriculum to ascertain if they are good enough to improve pupils' achievement.
- The effectiveness of the school's actions to improve the rate of pupils' attendance.

Information about the school

Wingrove is larger than most other primary schools. Most pupils are from minority-ethnic groups and currently 20 different languages are spoken. Most pupils speak English as an additional language. The number of pupils entering and leaving the school other than at the usual times is much higher than usual. The percentage of pupils known to be eligible for free school meals is above average. The number of pupils with learning difficulties and/or disabilities is above average. The school has been successful in achieving many awards and certificates such as the National Healthy Schools status and School Sports' Partnership.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

This school gives its pupils a satisfactory education. It is improving rapidly and has identifiable strengths. The school is a very harmonious community in which the school's aim that, 'everyone is part of the Wingrove team' is fully achieved. The school is justly proud of its inclusive, cohesive nature and its well-established place in the heart of the community. Despite attainment being low by the end of Year 6, particularly, in writing, there is clear evidence of a rapid improvement in standards. This is because the school has made good improvements in the quality of teaching. Scrutiny of data and lesson observations shows that the quality of pupils' learning and their progress are good. Other improvements include the closer tracking of pupils' progress and the much earlier use of personalised interventions to speed up pupils' development. All of which, contribute well to pupils' rapidly rising attainment. Children in the Early Years Foundation Stage make good progress from very low starting points. By the end of the Reception Year, children's attainment is usually below that typically expected for their ages. Effective provision ensures good progress, although it has not yet fully affected the attainment of older pupils. Pupils learning English as an additional language, those whose circumstances make them more vulnerable and those with special educational needs and/or disabilities, make good progress because the school makes good provision for their individual needs. The curriculum is interesting and enriches pupils learning. The very rigorous training and support staff have received to improve their teaching is paying dividends. Most teaching is good, although a small proportion of satisfactory teaching remains. There is insufficient very high-quality teaching to move pupils' good progress to outstanding. Teachers mark pupils' work regularly, although comments do not always help pupils to improve their work.

Pupils enjoy school. They are keen to learn, although they are not always sure of how to apply their personal targets to improve their work. Staff provide good care and support, which ensures pupils well-being and personal development are well promoted. As a result pupils are very happy, behave well and have a good understanding of how to stay healthy. The school places great emphasis on keeping pupils and staff safe.

Leaders and managers, including the governing body, are vigilant about monitoring and evaluating the school's work. Improvements in teaching, pupils' attainment and progress since the last inspection, especially recently, provide compelling evidence that the school has a good capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Raise pupils' attainment in writing in particular by:
 - increasing the proportion of high-quality teaching across the school, particularly by utilising the talents of teaching assistants in whole-class sessions
 - improving the marking and follow up of pupils' work so that all pupils know what they do well and how to improve
 - helping pupils to understand how to apply their personal targets to improve their work.

Outcomes for individuals and groups of pupils

3

Pupils are keen and motivated to learn. They are conscientious and take pride in their work. They listen carefully to instructions, work very cooperatively and persevere when activities are challenging. These very positive aspects underpin the good progress that they make. Over the last two years, pupils' attainment and achievement has rapidly improved. It continues to be much lower than average, but is far closer to the nationally expected levels than it has been. Pupils' attainment in mathematics has risen at faster rate than in English, because although attainment in reading is improving well, those in writing is slower. Where pupils do not always fully understand, use and apply their personal targets, rapid improvement in their work is less evident.

Pupils say that they 'love school' and feel very much part of the Wingrove team'. They feel very safe and are keenly aware of the benefits of eating sensibly and taking regular exercise. They enjoy having responsibilities and know their opinions and suggestions are valued. They are proud of the good contributions they make to the organisation of the school and to the well-being of other pupils. They are involved in a wide range of community activities, including discussions with the local council. Pupils are satisfactorily prepared for the next steps in life because their basic skills are improving and they have good attitudes to work. The school has very effective procedures to ensure that pupils attend school regularly and are punctual. Even so overall attendance figures are adversely affected by a few pupils taking extended leave.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The overall quality of teaching is good. It has improved over the last two years owing to focused professional development. As a result, standards are rising quickly and pupils are making good progress. The excellent relationship between the staff and pupils ensures good behaviour and this enables teachers to focus on what pupils are learning.

Questioning and the activities that pupils are required to do in lessons, are usually well matched to the needs of the different ability groups. Teachers and teaching assistants work well together to help pupils improve their work. However, opportunities to utilise the talents of the teaching assistants are sometimes missed, in particular in whole-class sessions. The main difference between the satisfactory and good or better lessons is the pace of learning. In good lessons, the pace is brisk because teachers provide succinct well-focused introductions and instructions and pupils are quickly engaged in their work. In lessons that are no better than satisfactory, teachers provide introductions that are too long and pupils spend too much time listening rather than working individually or collaboratively. Although pupils' work is regularly marked, there is an inconsistency in the quality of the advice and guidance provided to help them improve their work and in ensuring that pupils respond to the advice given.

The school enhances the good-quality curriculum with visits, visitors and interesting resources. This has a positive impact in engaging pupils' interest and motivation to learn. Pupils very much appreciate and enjoy the opportunity to engage in a wide range of

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sporting, musical and artistic activities, which enhance their physical and aesthetic development. Cross-curricular links are developing and information and communication technology is well used to help pupils practise their basic skills in a range of subjects. Assemblies make a positive contribution to developing pupils' respect and empathy.

Significant features of the good quality care, guidance and support are the very welcoming environment, the strong links with a very wide range of agencies to support pupils and their families, and the way in which the procedures for keeping pupils and staff safe are embedded in the culture of the school. The procedures to ensure pupils attend school regularly and are punctual are robust, and there is an effective programme to help pupils catch up when they have had a long period of absence. Parents and carers are full of praise for the time and effort staff put in to ensure that pupils are nurtured, reassured and encouraged to become confident young people.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders and managers are good at promoting a shared ambition and determination that all pupils will have maximum benefit from their education. Over the last two years in particular, marked improvements have taken place in pupils' attainment, progress and in the quality of teaching and learning. This is because of the very rigorous systems introduced to hold staff to account for the progress pupils make in their classes. As a result staff have become adept at analysing and using data about how well the pupils in their class are doing. They use this information well to adapt their teaching or initiate targeted support to help pupils overcome difficulties or to accelerate their progress. Very rigorous checks on the quality of teaching have led to considerable improvements in classroom practice and in pupils' learning and progress.

The governing body provide strong support and challenge to the school's performance. Governors are prudent financial managers. Parents and carers are highly supportive of the school and feel included in their child's education. Extensive partnerships with a very wide range of external providers and organisations all contribute significantly to the well-being and experiences of all pupils. Good safeguarding procedures follow recommended practice and it is evident that the school emphasises safety to pupils in lessons and within the curriculum. Providing equality of opportunity and ensuring that individual children get the best out of their school experience is at the heart of the school's work. The school is a very harmonious community where pupils and staff show respect, care and concern for each other. They are proactive in the local community and have effective links abroad.

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Despite the many strong aspects evident in this school's work, because the pupils' attainment is still low, value for money is no better than satisfactory.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Excellent relationships between staff and children and their parents and carers are key to the good teaching and good progress the children make. Exciting activities, both indoors and outdoors, provide children with a wide range of learning experiences and the opportunity to work things out for themselves. Staff have high expectations for the children. They expect them to behave well, which they do. They encourage the children to talk about what they are doing by engaging them in discussions and asking pertinent questions, which moves their learning on. Staff encourage children to suggest developments to extend the activities in which they participate. They take careful note of what the children say and do. This helps them plan tasks well matched to children's needs. Staff are vigilant about ensuring children's welfare needs are met as well as they are in the rest of the school. The Early Years Foundation Stage leader and manager heads a strong, well informed and cohesive team. Everyone's expertise is very well used to provide good learning opportunities for the children. The leader ensures that planned improvements are implemented effectively.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

'I have nothing but high praise for the school and the teachers and teaching assistants.' typifies the sentiments of most parents and carers. Over a quarter of parents and carers responded to the questionnaire they were asked to complete prior to the inspection. The overwhelming response was very positive in all areas of the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wingrove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 120 completed questionnaires by the end of the on-site inspection. In total, there are 466 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	62	45	38	1	1	0	0
The school keeps my child safe	70	58	47	39	3	3	0	0
My school informs me about my child's progress	65	54	50	42	4	3	1	1
My child is making enough progress at this school	53	44	61	51	4	3	1	1
The teaching is good at this school	64	53	55	46	1	1	0	0
The school helps me to support my child's learning	60	50	55	46	5	4	0	0
The school helps my child to have a healthy lifestyle	54	45	62	52	2	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	57	48	54	45	4	3	2	2
The school meets my child's particular needs	53	44	61	51	5	4	0	0
The school deals effectively with unacceptable behaviour	61	51	51	43	3	3	2	2
The school takes account of my suggestions and concerns	52	43	64	53	2	2	0	0
The school is led and managed effectively	60	50	59	49	0	0	0	0
Overall, I am happy with my child's experience at this school	71	59	47	39	2	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



27 January 2011

Dear Pupils

Inspection of Wingrove Primary School, Newcastle-upon-Tyne, NE4 9HN

On behalf of my colleagues and myself I thank you for your very warm welcome when we inspected your school recently. I am sure you will be delighted to know that we judge your school to be a satisfactory school that is quickly improving. This means that there are lots of good features in your school which are helping you to attain higher standards than in the past and there are some things which need improving.

The best things about your school are:

- that you enjoy being in school to learn
- how well you and your parents and carers are looked after and supported
- you work hard and make good progress in your lessons
- the way in which the school teaches you to keep safe and healthy
- the way in which it helps you all to get along together so well. You are true ambassadors for the Wingrove team'.

I have asked the school to improve your attainment in writing in particular by:

- ensuring that all the teaching is the very best it can be
- improving the marking of your work so that you know what to improve and for the teachers to insist that you make the improvements
- helping you to understand how to apply your personal targets to improve your work.

You can help by trying especially hard with your writing. I wish you every success in the future.

Yours sincerely

Mrs Barbara Hudson

Lead inspector

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