

# Walkergate Primary School

## Inspection report

---

<b>Unique Reference Number</b>	108478
<b>Local Authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	356368
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	Ann Wallis

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	459
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Karen Heslop
<b>Headteacher</b>	Mr Don Smith
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Sutton Street Newcastle-upon-Tyne Tyne and Wear NE6 4SD
<b>Telephone number</b>	0191 2655737
<b>Fax number</b>	0191 2650580
<b>Email address</b>	don.smith@walkergateprim.newcastle.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	2–3 March 2011
<b>Inspection number</b>	356368

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by four additional inspectors. They observed teaching and learning in 24 lessons and saw 23 teachers teach. They held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at pupils' books, safeguarding information, pupils' progress data and other documentation. They analysed 176 questionnaires from parents and carers and also those from pupils and staff.

- Whether teaching and learning are consistently good across the school and the effectiveness of the school's efforts to improve these aspects further.
- Whether all groups of pupils are making good progress, particularly boys in literacy and girls in mathematics.
- To what extent care, guidance and support, pupils' behaviour, their contribution to the community and their adoption of healthy lifestyles are strengths of the school.

## Information about the school

This is a well above average sized primary school. A well above average proportion of pupils are known to be eligible for free school meals. The percentage of pupils from minority ethnic groups is below average, as is that of pupils who speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is above average. The school has gained Healthy School status and a range of awards, including the Activemark and Artsmark.

The privately run provision for childcare, 'Just Kidds North East', shares the school's site. It is subject to a separate inspection and will receive its own inspection report which will be published on the Ofsted website.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which has improved markedly since the last inspection and continues to improve further. Pupils enjoy learning at Walkergate Primary, make good progress and achieve well. The school has great strengths in the outstanding care, guidance and support it provides for pupils and the excellent way it engages with parents and carers to help them support their children's learning. Pupils feel safe in school because the school's safeguarding arrangements are outstanding. Other strengths are the excellent contribution pupils make to the community and their extensive knowledge of how to stay safe and healthy.

Children get a good start to their education in the Early Years Foundation Stage, which is exceptionally well led and managed. They settle in quickly and make good progress. This good progress continues as they move through the school, so pupils' attainment is broadly average overall when they reach the end of Year 6. In teacher assessments in 2010 attainment was highest in English but slightly lower in mathematics. Pupils make good progress because teaching and learning are good. In a few lessons teaching and learning are outstanding. These lessons are very fast paced and extremely challenging so pupils are completely absorbed in their work. In other lessons, the pace of learning is slightly slower because teachers' expectations are not as high and not all pupils are fully challenged to achieve their very best.

Teaching and learning are monitored closely and school self-evaluation is rigorous and accurate. Members of the governing body and talented leaders and managers at all levels have a good blend of skills and experience and they ensure that the school is firmly focused on raising attainment further. The school has clear priorities for improvement and good capacity to achieve them. Very good use is made of assessment data to monitor pupils' progress and to pinpoint when and how they need extra help. Consequently, standards are rising and pupils' progress is accelerating. The school has been quick to take action to address relative weaknesses in boys' literacy and girls' numeracy skills, with the result that the gender gap in both these areas is now closing. However, raising the attainment and increasing the progress of older pupils in mathematics remains an area for improvement, as this continues to be behind that in English. The school has made excellent use of skilled practitioners who coach and mentor other staff to raise standards in literacy. The sharing of good practice in mathematics has yet to be fully developed.

## What does the school need to do to improve further?

- Raise attainment and accelerate progress, particularly for Key Stage 2 pupils in mathematics, by:

**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

- sharing best practice and providing staff with high quality training in mathematics teaching
- ensuring that marking across the school is consistently helpful in making clear to pupils how they can improve their work.
- Further improve the quality of the already good teaching and learning so that more lessons are outstanding by:
  - ensuring that expectations are consistently high and all pupils are fully challenged in all lessons
  - giving pupils increased opportunities to learn independently.

**Outcomes for individuals and groups of pupils****2**

In lessons most pupils work hard, enjoy learning and achieve well. Year 6 pupils were seen making good progress in an English lesson as they improved their vocabulary, whilst enthusiastically constructing imaginative stories about a wooden horse. Work in pupils' books, displays on classroom walls and the school's detailed tracking data all confirm the good progress pupils are making from their below average starting points when they enter the Reception classes. Pupils with special educational needs and/or disabilities receive very well-targeted help from skilled teachers and teaching assistants so they make equally as good progress as their peers.

The attainment of pupils in tests and assessments rose in 2010. Pupils in both Year 2 and Year 6 attained standards which were broadly average. In Year 6, results in mathematics remained slightly lower than those in English but nevertheless were a significant improvement on those of the previous year. The school has taken very effective action to raise attainment in literacy and specialist help given to individuals and groups of pupils is bringing about further improvement.

Pupils are punctual and behave well in school. Most are kind and respectful to each other, to staff and to visitors. They talk particularly knowledgeably about how to keep healthy and are very clear about how to deal with potentially unsafe situations. They are confident, work well in teams and talk with great enthusiasm about the very wide range of responsibilities they take on in school. All groups of pupils are involved in taking responsibility, for example, as buddies, mentors, 'green' monitors and reading with younger children. They particularly enjoy being members of the very active school council and making decisions which have a real impact on the life of the school. Equipped with sound basic skills in literacy and numeracy and very well developed personal skills, pupils from Walkergate Primary are well prepared for the next stage of their education.

**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 pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Teaching and learning are consistently good across the school. Teachers work well together to coach each other and share ideas, particularly in teaching literacy. Consequently, the quality of teaching is improving and pupils' progress is accelerating. Teachers use a range of interesting resources to engage pupils' interest and varied, time-limited tasks ensure that the pace of work is brisk. In a few lessons, the pace of learning slows when pupils are asked to listen for too long and have less time to learn independently and find out things for themselves. Books are marked regularly. Although there are many examples of good assessment practice, marking is not always consistently helpful in making it clear to pupils how they can improve their work.

The curriculum is continually being reviewed and meets pupils' needs well. Subjects are successfully linked together to make work more interesting and relevant. During World Book day celebrations, pupils very much enjoyed dressing up according to the topic they were studying. The variety of interesting areas being studied became very apparent as numerous 'sea creatures', 'fairy tale characters', 'mountaineers' and 'ancient Greeks' appeared from classrooms. The curriculum is enriched and extended by a wide range of sporting, artistic and musical activities. Pupils also gain much benefit from the opportunity to study practical skills, such as bricklaying and tiling.

Pupils and parents and carers are very appreciative of the excellent care, guidance and support the school provides. The way in which it works with outside agencies to ensure

**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

that all children are given the expert help they need is exemplary. The parent support worker plays a vital role in forging excellent links with families and helping them support their children's learning. Pupils whose circumstances make them vulnerable are exceptionally well supported and the school has many examples of pupils who have found learning difficult but have succeeded as a result of the support the school gives. Although attendance remains average it continues to improve and the school makes every possible effort to ensure pupils attend regularly.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The governing body, leaders and managers have a very clear vision for further school improvement which they communicate clearly to all staff. Staff share this vision and feel valued, consequently morale is high. Members of the governing body are very well informed about the schools strengths and weaknesses. They monitor its work carefully and are supportive and challenging in equal measure. The school has a relentless focus on ensuring pupils are safe. Arrangements for safeguarding are outstanding. Policies and procedures are reviewed regularly and constantly up-dated, and staff training is excellent, as are risk assessment and child protection arrangements.

All groups of pupils have equal opportunities to succeed. Differences in the attainment of boys and girls are being successfully addressed and the gaps between them in literacy and mathematics are quickly narrowing. Discrimination of any kind is not tolerated. The school promotes community cohesion well. It has forged good links with schools and communities at local, national and international level and has begun to evaluate fully the impact of this work. The school has excellent links with parents and carers. It seeks their views and keeps them extremely well informed so they are able to fully support their children's learning. The school gives good value for money.

**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 leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Although children's attainment varies when they enter the Early Years Foundation Stage, overall their skills are below those expected for their age, particularly in communication, language and literacy. They make good progress, especially in literacy and mathematics, and many children reach levels much closer to or at national averages when they enter Year 1. Outstanding leadership and management of the Early Years Foundation Stage ensure that work is very carefully planned and extremely well matched to the needs of the children. It is this excellent leadership which is instrumental in raising the quality of teaching and learning in the Reception classes and bringing about improving outcomes for children.

Teaching is good and sometimes outstanding. There is a good balance of teacher-led and child-initiated activities both in and out of doors. The provision for outdoor learning, although good, is an area which is now being developed further. Children feel very safe in this supportive and caring environment where all staff ensure that safety and welfare requirements are met well. A further strength of the provision is the excellent link with parents and carers that have been forged through activities, such as 'family friendly Fridays' when parents and carers are invited into the classroom. Links with children's homes are also very well developed through the use of excellent 'learning journals' to which staff and parents and carers contribute.



**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*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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	1

## Views of parents and carers

Of the above average proportion of parents and carers who filled in the questionnaire, the vast majority were entirely satisfied with the education their children receive. They were particularly appreciative of the good teaching and care, guidance and support their children receive and of the way in which the school keeps pupils very safe. Inspection evidence confirmed these views and found both safeguarding and the quality of care, guidance and support to be outstanding. A very few parents and carers expressed concerns about the way in which the school manages behaviour. Inspectors found behaviour to be good and classes to be well managed by staff.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Walkergate 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 176 completed questionnaires by the end of the on-site inspection. In total, there are 459 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	111	63	63	36	2	1	0	0
The school keeps my child safe	129	73	46	26	1	1	0	0
My school informs me about my child's progress	109	62	66	38	1	1	0	0
My child is making enough progress at this school	114	65	58	33	3	2	0	0
The teaching is good at this school	120	68	54	31	0	0	0	0
The school helps me to support my child's learning	110	63	64	36	0	0	0	0
The school helps my child to have a healthy lifestyle	92	52	79	45	1	1	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)	98	56	70	40	2	1	0	0
The school meets my child's particular needs	104	59	66	38	2	1	0	0
The school deals effectively with unacceptable behaviour	95	54	75	43	4	2	0	0
The school takes account of my suggestions and concerns	84	48	87	49	4	2	0	0
The school is led and managed effectively	107	61	64	36	2	1	0	0
Overall, I am happy with my child's experience at this school	116	66	56	32	2	1	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



4 March 2011

Dear Pupils

**Inspection of Walkergate Primary School, Newcastle-upon-Tyne, NE6 4SD**

Thank you for the warm welcome you gave us when we inspected your school. A particular thank you to those of you who spent time telling us about your work in class and the things you enjoy doing at school. Please thank your parents and carers for filling in the questionnaire.

This is what we found out about your school.

Yours is a good and improving school where you make good progress.

You receive outstanding care, guidance and support from your teachers who make sure you are kept extremely safe at school and help you to have an excellent understanding of how to stay healthy.

The teaching you receive, the curriculum you follow and the way your school is led and managed are all good.

These are some of the things we have asked your school to do:

Help you to make even faster progress, particularly in mathematics, by:

- making sure the marking in your books always makes it clear how you can improve your work
- giving your teachers more opportunities to share their best ideas for teaching mathematics.

Make lessons even better by:

- making sure your work in all lessons is challenging
- giving you more opportunities to learn independently and find out things for yourself.

All of you can help your school to improve by continuing to behave well, attending regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Ann Wallis

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).