

Wingate Junior School

Inspection report

Unique Reference Number	114148
Local Authority	Durham
Inspection number	357488
Inspection dates	20–21 June 2011
Reporting inspector	Gordon Potter

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	170
Appropriate authority	The governing body
Chair	Mr Robert Taylor
Headteacher	Mr Grenville Long
Date of previous school inspection	12 June 2008
School address	Moor Lane Wingate County Durham TS28 5BA
Telephone number	01429 838313
Fax number	-
Email address	wingatejuniors@durhamlearning.net

Age group	7–11
Inspection dates	20–21 June 2011
Inspection number	357488

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.

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

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 lessons taught by six teachers, conducted visits to lessons with the headteacher and held meetings with representatives of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data and monitoring records. They also scrutinised the 50 questionnaires returned by parents and carers as well as 109 questionnaires from pupils and 12 returned by staff.

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

- Whether good teaching and a stimulating curriculum enable all groups of pupils to make good progress from their starting points in Year 3.
- Whether information about pupils' skills and abilities is used effectively to measure their progress and to plan work that offers appropriate pace and challenge for all groups of pupils in mixed-age classes.

Information about the school

This school is smaller than the average-sized primary school. Almost all pupils are from White British heritages. The proportion of pupils known to be eligible for free school meals is well-above average. The proportion of pupils with special educational needs and/or disabilities is average. The proportion of pupils with a statement of special educational needs is above average. The school has achieved Healthy School status and the International Schools award.

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. The experienced and effective headteacher, very ably supported by the senior leadership team and a good governing body, has initiated strategies which have led to improvements in assessment, teaching and the curriculum. Accordingly, pupils make good progress across the school and attainment is above average and rising. The headteacher shares his enthusiasm for learning with pupils by ensuring they have many memorable experiences to develop skills in literacy, numeracy and information and communication technology (ICT), as well as in sport, drama and art.

All staff provide exceptionally sensitive care and support, including outstanding procedures to ensure pupils' safety. As a result, pupils are happy and feel extremely safe, have a good awareness of how to help others and how to stay fit and healthy. Pupils are very keen to learn and this is reflected in their excellent behaviour. Although attendance is average and improving a few parents and carers fail to ensure that pupils only miss school when it is really unavoidable.

Teaching is good overall and supports pupils' good progress. Teachers make clear what pupils will learn, offer engaging activities and check regularly that pupils are making progress. In some lessons, teachers offer too much help and there are not enough opportunities for pupils to cooperatively or independently engage in open-ended, investigative activities or to apply, rather than mechanically practise, their skills. The school has much useful information about pupils' skills and abilities which teachers use well to measure pupils' progress and to set clear targets so they can aspire to improve their work. It is used less effectively to plan work that is matched to individual needs and when this occurs, the pace of learning drops because work is for some too easy and others too difficult. Marking is often used effectively to tell pupils how well they have achieved in individual tasks and how to improve their work, especially in their writing. However, this good practice is not evident in all classes and across subjects, and is done less well in mathematics.

Pupils have contributed strongly to developments in school. The influential pupil forum and 'playground friends' help pupils cooperate and play extremely well together. There are good partnerships with outside agencies to support pupils with a range of complex needs. Parents and carers are highly supportive of the school's work with them and of how it encourages pupils' social and moral development.

Effective leadership ensures priorities are based on accurate evaluation of what needs to improve. Actions, designed to raise attainment and increase pupils' progress, are prompt and successful. As a result, the school is moving forward and has good capacity for improvement as well as providing 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

What does the school need to do to improve further?

- By the summer of 2012, further accelerate pupils' progress and raise their attainment, by improving teaching so that:
 - all lessons have a brisk pace and provide sufficient opportunities for pupils to apply their skills and explore in challenging, investigative and open-ended activities
 - marking is consistently used effectively to help pupils know exactly how to improve their work, especially in mathematics
 - work is well matched to the needs of individual pupils and builds progressively on pupils' skills.
- Further raise attendance by continuing to work closely with families to help them ensure their children come to school regularly.

Outcomes for individuals and groups of pupils

2

Pupils' achievement and enjoyment in their work are good, especially when they are engaged in lively activities, such as using drama to investigate the characters of Romeo and Juliet, experimenting to discover about friction or researching and writing about the many books they enjoy reading. They enjoy using ICT, for example, in researching about life in Victorian England and the history of their own village, in writing newspaper articles about the Titanic, and in creating graphs. They are extremely courteous, form positive relationships and wish to do well in their work.

From their starting points in Year 3, which inspection evidence indicates are broadly average, pupils make good progress to attain standards which are above average at the end of Year 6. Although progress varies when work is not targeted correctly there is no significant difference between the progress of different abilities. In fact in 2010, strategies introduced by the school successfully increased the proportion of pupils who attained Level 5 in English and mathematics, at the end of Year 6. Pupils with special educational needs and/or disabilities make good progress as a result of the extremely caring and highly effective support they receive.

Pupils care for one another extremely well, have great respect for each other and for the adults in the school, and say they feel exceptionally safe. They are confident that they know exactly what to do in the event of a concern. Pupils are well aware of the importance of a healthy diet and of taking plenty of exercise. This understanding is reflected in the high take-up of school meals and their enthusiastic involvement in physical education, sport and after-school clubs. Pupils make a strong contribution to the school community through the pupil forum and by acting as house captains, playground friends and games organisers. They support a range of charities and participate in competitions with other local schools and in activities with local businesses. Pupils have a clear knowledge of different faiths and of life in other countries and a developing understanding of the multicultural make-up of society in the United Kingdom. Above average attainment and improving attendance, allied to good skills in team work and in ICT, ensure that pupils' development of workplace skills is good.

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

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	1
Pupils' behaviour	1
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	2
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?

Teachers make it clear to pupils what they will learn and how they will know if they have succeeded. This enables them to be involved in assessing their own learning. Teachers use questions well to ascertain what pupils already know, and to check that they have made progress, adjusting and extending their learning where necessary. They make learning fun and allow pupils time to engage with tasks. Interactive whiteboard technology is used well to engage pupils and plan opportunities for them to learn through practical activities, including games, role play and experiments. Occasionally, the pace of learning drops because teachers offer too much information and limit opportunities for pupils to tackle challenging investigations independently or together.

The curriculum contributes to pupils' good progress by offering a range of stimulating activities which help them to see the links between subjects. This makes learning more purposeful and supports pupils' rising attainment in English by offering more opportunities to write about a range of topics, including the Second World War or life in Victorian England. There are well-established and successful procedures to develop pupils' reading and their skills in ICT. Well-planned enrichment activities include a residential visit to Kielder, trips to Beamish Museum and to mosques, as well as working with artists and authors. These help to develop their skills in writing, music, history and geography and develop their understanding of other faiths and cultures. There are many popular extra-

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

curricular clubs which help pupils develop their skills in sporting and artistic activities, including Wingate's Got Talent', the school musical, fencing, football and dance.

Staff's extremely detailed knowledge of the personal and emotional needs of individual pupils is put to excellent use. Pupils are cared for exceptionally well so that they develop their self-esteem, respect for others and a sense of responsibility. Key features are the highly sensitive care for pupils with complex learning needs and the way the school works with families whose circumstances make them vulnerable to help them support their children's learning. Rigorous procedures are having a positive impact on raising attendance with a decrease in the number of pupils who are persistently absent. Nevertheless, a few parents and carers fail to ensure their children attend regularly. Well-managed practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school. The school has high aspirations for pupils and provides them with information to guide future choices.

These are the grades for the quality of provision

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

How effective are leadership and management?

The well-respected and highly experienced headteacher has determinedly pursued and implemented strategies that have improved the effectiveness of the school. Very ably supported by the deputy headteacher and the lower phase leader, he has established systems for monitoring the effectiveness of teaching, establishing pupils' attainment on entry and tracking progress. While systems to track pupils' progress have helped to raise attainment, they could be further refined to facilitate teachers' planning. Within the orbit of his strong leadership, all staff have clearly-defined roles and responsibilities and they are enthusiastic about their contribution to the development of key areas of the curriculum. They welcome these opportunities to contribute to decision-making and the extremely detailed school improvement plan, and to advance their own professional development. The effective governing body offers good support and challenge to the school and has developed effective procedures to monitor learning.

The procedures for safeguarding pupils are organised to the highest possible levels. All the required checks are carried out quickly and thoroughly and procedures for child protection are extremely rigorous. The school has effective links with outside agencies to support the pupils' wide ranging needs and to develop learning opportunities. There is a clear commitment to promoting equal opportunities and to ensuring that discrimination against any group is avoided at all times. The school has introduced a range of initiatives to involve parents in their children's learning, including supporting learning at home and regular information about their children. The school makes a good contribution to

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

community cohesion. The sense of community in the school and the local community is extremely strong and pupils have a clear understanding of other faiths and cultures and of life in other countries. Their understanding of Great Britain as a diverse, multicultural society is less well developed.

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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Approximately one-third of parents and carers responded to the questionnaire. The parents and carers responding to the questionnaire strongly support the school and its leaders with almost all being happy with their child's experience at school and all aspects of its work. The inspection findings reflect these positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wingate Junior 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 170 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	60	19	38	0	0	1	2
The school keeps my child safe	40	80	9	18	1	2	0	0
My school informs me about my child's progress	30	60	19	38	1	2	0	0
My child is making enough progress at this school	21	42	25	50	3	6	0	0
The teaching is good at this school	28	56	22	44	0	0	0	0
The school helps me to support my child's learning	22	44	27	54	1	2	0	0
The school helps my child to have a healthy lifestyle	25	50	24	48	1	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)	26	52	24	48	0	0	0	0
The school meets my child's particular needs	24	48	22	44	3	6	0	0
The school deals effectively with unacceptable behaviour	38	76	11	22	1	2	0	0
The school takes account of my suggestions and concerns	21	42	28	56	1	2	0	0
The school is led and managed effectively	39	78	11	22	0	0	0	0
Overall, I am happy with my child's experience at this school	36	72	13	26	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



22 June 2011

Dear Pupils

Inspection of Wingate Junior School, Wingate, TS28 5BA

On behalf of the inspection team, thank you so much for making us so welcome when we inspected your school. You are very polite and helpful and we enjoyed talking to you about your school.

You go to a good school and your teachers know what to do to make it better. The team was impressed by your outstanding behaviour and the great care and respect you have for one another. You told us that you look forward to coming to school because you like your teachers and appreciate the way they keep you extremely safe and try to make your lessons enjoyable. You also enjoy the activities the school provides for you, such as visits and clubs. Your teachers look after you extremely well and your parents and carers like the school very much. Your teachers have agreed with us that they should help your school to improve even more by:

- helping you reach higher standards at the end of Year 6, by providing more opportunities for you to apply your skills and to answer probing questions, investigate together and solve problems
- making sure that all your lessons have pace and challenge
- making sure that all the information that teachers have about how well you are doing is used to plan work that is at a right level for all of you
- making sure that marking tells you clearly how to improve your work
- working with your parents and carers to make sure that more of you attend school more regularly.

You can help by continuing to do your best and attending regularly. We wish you every success in the future.

Yours sincerely

Gordon Potter

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.