

# Windy Nook Primary School

## Inspection report

---

<b>Unique Reference Number</b>	108374
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	377745
<b>Inspection dates</b>	21–22 November 2011
<b>Reporting inspector</b>	Gordon Potter

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Wallace
<b>Headteacher</b>	Alwyn Bathan
<b>Date of previous school inspection</b>	24 June 2009
<b>School address</b>	Albion Street Gateshead NE10 9BD
<b>Telephone number</b>	0191 4694954
<b>Fax number</b>	0191 4694954
<b>Email address</b>	windynookprimaryschool@gateshead.gov.uk

---

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 rates 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 purposes, as long as you give details of the source and date of publication and do not alter the information 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'.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
[enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons taught by 12 teachers, including joint lesson observations with the headteacher and deputy headteacher. In addition, they conducted short visits to several classes with the headteacher and deputy headteacher. Inspectors held meetings with representatives of the governing body, the local authority Improvement Partner, 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 114 questionnaires returned by parents and carers as well as questionnaires from pupils and staff.

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

- How effective have strategies been to increase progress and raise attainment?
- How effectively do the curriculum and teaching enable all groups of pupils to make good progress?
- How effectively do school leaders ensure that strategies to increase progress and raise attainment are effective and sustainable?
- How well developed is pupils' understanding of the United Kingdom as a diverse, multicultural society and of life in other countries?

## Information about the school

This school is much larger than the average-sized primary school. Almost all pupils are from White British backgrounds. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils with special educational needs and/or disabilities is average. The proportion of pupils at school action plus or with a statement of special educational needs is below average. The school has achieved Artsmark and Healthy Schools status. It provides a breakfast club each morning.

During and after the previous inspection, the headteacher was absent for a long period. The deputy headteacher has been in post since September 2011.

**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**

**3**

## Main findings

This is a satisfactory school. The headteacher and deputy headteacher have initiated appropriate strategies designed to improve teaching and the curriculum. However, these initiatives have not as yet become sufficiently embedded to have sufficient impact on raising pupils' attainment. Also, the rates at which pupils make progress remain inconsistent across school because, while there is much good and some outstanding teaching, teaching is satisfactory overall. Its quality is inconsistent and is weaker in Key Stage 1 where standards have declined, particularly in mathematics. While phase leaders have a clear view of what needs to be done and have introduced innovative ideas to promote learning, these initiatives are applied inconsistently across key stages and the Early Years Foundation Stage; their impact is not monitored rigorously enough and analysed by them. Therefore, despite accurate self-evaluation by the headteacher, which is built on a clear analysis of pupils' progress, the school's capacity to improve is satisfactory because such evaluation is not yet fully utilised by leaders at other levels. The school offers satisfactory value for money.

In the best lessons, teachers make clear to pupils what they will learn and challenge them to improve. Teachers try to make learning fun and there are many opportunities for pupils to solve problems and apply their skills in writing and mathematics. They involve pupils in interesting activities, use effective questioning and check pupils' understanding as the lesson progresses. In these lessons, pupils make rapid progress. However, in some lessons, teachers offer too much help, activities go on too long, the pace of learning drops and progress slows. This is because information about pupils' skills and abilities is not used well enough to plan work that offers sufficient challenge for all pupils. Pupils are unsure about the level of their work and lack clear targets which would help them to take the next steps in their learning. In the Early Years Foundation Stage, there are too few opportunities for pupils to play and learn outdoors.

All staff provide good care and support which ensure that pupils are happy, feel safe and show a good awareness of how to stay fit and healthy. Pupils make a strong contribution to the school through the elected school council and they say that 'playground friends' help them play together and behave well. Indeed, in many lessons their behaviour is excellent. They show good spiritual, moral, social and cultural development and have a mature sense of right and wrong. The school has good arrangements to engage with parents and carers, and, accordingly, they are

supportive of the school. Good partnerships with outside agencies encourage creative and teamwork skills and there are effective links to support those pupils with a range of complex needs.

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

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

- By the summer of 2013, ensure pupils make at least good progress and raise their attainment, particularly in mathematics and in Key Stage 1, by:
  - sharing the good and outstanding practice that exists in school
  - ensuring all lessons have appropriate pace and challenge and provide pupils with sufficient opportunities to solve problems and apply their skills in practical, exciting and investigative activities
  - ensuring work is well matched to the needs of individual pupils
  - giving pupils clear next step targets that will help them understand how to achieve the next level in their work.
- Provide more opportunities for children in the Early Years Foundation Stage to learn and play outdoors.
- Increase the effectiveness of phase leaders in the main school and the Early Years Foundation Stage by:
  - ensuring the consistent application of the school's procedures to analyse pupils' progress and to create, monitor and evaluate appropriate interventions.

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

<b>3</b>
----------

The extent to which pupils achieve and enjoy their work is satisfactory. Pupils have good attitudes, are extremely courteous, form positive relationships and show great keenness to do well in their work. In many lessons, their behaviour is outstanding, especially when they can enjoy challenging and lively activities, such as working in teams to discuss together about the books they are reading and write plays based on Greek myths, and using interactive whiteboard technology to explore new concepts in mathematics. They enjoy exploring life in different countries and meeting leaders from different faith groups, which help to develop their good understanding of the wider world and of the United Kingdom as a diverse, multicultural society.

The skills and abilities with which children join the Early Years Foundation Stage are typically in line with those expected for their age. Pupils make satisfactory progress to attain standards, which are generally broadly average at the end of Year 6. Pupils with special educational needs and/or disabilities are well cared for and supported in their learning. While initiatives have been adopted to improve the quality of the teaching they receive, it has not yet had enough impact on their progress, which remains satisfactory.

Pupils are aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their enthusiastic involvement in physical education and the fact that many pupils enjoy a healthy school meal. The breakfast club effectively promotes pupils' well-being and learning. They care for one another well, have great respect for each other and for the adults in the school, and say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils make a positive contribution to the school community through the elected school council, which discusses and enacts improvements in school, such as improving the playgrounds. It meets regularly and plays a major role in helping pupils to behave well and feel safe. They support a wide range of charities and participate in competitions with other local schools and in activities in the area, which celebrate local life and history and improve the environment.

Average attendance rates and average attainment, supported by involvement in learning activities with the local secondary school and confident skills in teamwork and in information and communication technology, ensure that pupils' development of workplace skills is good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	3
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
<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>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</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:	3
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In the best lessons, teachers make learning fun, make it clear to pupils what they will learn and how they will know if they have succeeded. They employ interactive whiteboard technology well to engage pupils, and plan effective opportunities for pupils to learn through practical activities, including research, games and using role play. Teachers use questions well to ascertain what pupils already know and check that they have made progress. Lessons have a measured pace which helps pupils to consolidate knowledge and assimilate new learning. There are strong relationships and teachers and teaching assistants interact well with pupils to support them in their learning. However, teaching is inconsistent across school and is stronger in Key Stage 2. Occasionally, work is not well matched to the abilities of individual pupils and does not offer sufficient challenge or pace. Marking is completed regularly and is

<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

well used to tell pupils how successful they have been in specific tasks and how to improve their work. Increasingly, teachers allow opportunities for pupils to act upon that advice. However, this is inconsistent across school. Pupils are unsure about the level of their work and lack clear targets, which would help them to take the next steps in their learning.

The curriculum contributes to pupils' satisfactory progress by offering an increasing range of activities that help them to see the links between subjects and to develop and apply important skills, including teamwork. For example, work on topics such as the Greeks or life in China develops imagination, creativity and research skills. There are clear procedures to encourage pupils' enthusiasm for reading. However, there are too few opportunities for pupils to solve problems and apply their skills in writing and mathematics. Some pupils in Years 1 and 2 would benefit from further exposure to the early learning goals and the range of learning experiences that are found in the Early Years Foundation Stage. Well-planned enrichment activities, including visits to residential centres and to museums, visits from religious groups and opportunities to work on initiatives with the local secondary school, help to develop pupils' skills in science and their understanding of other faiths and cultures. There are many popular extra-curricular clubs that promote learning and enjoyment in sporting, arts and environmental activities.

This is a very caring school in which everyone looks out for each other and where all staff sensitively identify and support children and families who are vulnerable owing to their circumstances. The school works effectively with families to encourage attendance, which is average and improving. Well-established and effective practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Since her return from absence, the headteacher has determinedly pursued and implemented strategies that are designed to bring about an improvement in school effectiveness. Very ably supported by the new deputy headteacher, she has introduced initiatives, which are improving teaching and the curriculum. As a result, the school has detailed plans for development that include clear timescales, procedures for monitoring and evaluation and identified responsibilities. All staff increasingly value the opportunities to participate in this planning process, contribute to school improvement and advance their professional development. However, initiatives are applied inconsistently across key stages and the Early Years Foundation Stage. The school has much clear information about pupils' skills and abilities and it is increasingly well used to identify those pupils who may be falling

behind in their learning. It is less well used to ensure that pupils have clear targets for improvement and to plan work that is sufficiently challenging for all pupils.

Governance is satisfactory. The new Chair and Vice-Chair of the Governing body have a clear commitment to improve school effectiveness and are putting in place structures and procedures to support and challenge the school to raise attainment. The school's arrangements for safeguarding pupils are good, as all aspects meet government requirements and are rigorously monitored and reviewed to ensure pupils' safety. Very clear arrangements ensure that child-protection procedures are of high quality. The school has introduced a range of effective initiatives to involve parents and carers in their children's learning and to provide regular information about their children's progress. It also has strong links with outside agencies to support the pupils' 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. However, equality of opportunity is only satisfactory as provision and progress for pupils are inconsistent across school. The school is proud of its inclusive nature and makes a good contribution to community cohesion. The sense of community in the school is strong and there are well-developed links with the local community. Pupils have a good understanding of the United Kingdom as a diverse, multicultural society and of life in other countries.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>3</b>

## Early Years Foundation Stage

Adults offer good care and support. They ensure that requirements regarding children's safety are rigorously met. All staff encourage children to share, to take turns and to behave extremely well. As a result, children develop independence and a good understanding of how to stay healthy through accessing healthy snacks and drinks. Positive partnerships with parents and carers enable children to settle quickly into the Early Years Foundation Stage classes. The 'learning journals', in particular, help parents and carers to understand how much progress their children are making in the six areas of learning.

Children particularly enjoy creative activities such as painting and construction. They like to play pirates and hunt for treasure, and use scales and balances to weigh fruit. While there is skilful teaching, which develops skills in counting and linking sounds



and letters, activities designed to support the development of these skills are not always exciting enough or well-enough matched to the abilities of individual children, especially in the Reception classes. More-able children are identified well and appropriate work is given to extend their learning. Despite there being a well-resourced outdoor learning area, there are too few opportunities for children to play and learn outside. While teams of adults work well together and there is clear planning in individual classes increasingly based on observations of children's learning, there is a lack of a consistent approach across the setting. Data are not well used to ascertain children's starting points or to measure the progress they are making. As a result, children make satisfactory progress from their starting points.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
Taking into account:	3
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	3

## Views of parents and carers

Approximately one third of parents and carers responded to the questionnaire, which is typical to that found nationally. The respondents strongly support the school and its leaders. They believe it meets their child's needs, ensuring their child enjoys school, is healthy and safe. There was no general pattern to concerns raised by parents and carers. Each individual issue was discussed with the school and investigated thoroughly by inspectors. Their findings were part of the evidence in reaching the judgements contained in the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Windy Nook 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	67	36	32	1	1	0	0
The school keeps my child safe	79	69	33	29	2	2	0	0
The school informs me about my child's progress	65	57	45	39	3	3	0	0
My child is making enough progress at this school	57	50	47	41	6	5	1	1
The teaching is good at this school	70	61	41	36	1	1	0	0
The school helps me to support my child's learning	66	58	45	39	2	2	0	0
The school helps my child to have a healthy lifestyle	56	49	51	45	4	4	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)	48	42	55	48	4	4	0	0
The school meets my child's particular needs	59	52	52	46	2	2	0	0
The school deals effectively with unacceptable behaviour	48	42	53	46	6	5	3	3
The school takes account of my suggestions and concerns	47	41	52	46	8	7	1	1
The school is led and managed effectively	50	44	54	47	5	4	1	1
Overall, I am happy with my child's experience at this school	67	59	44	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 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"> <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.**



23 November 2011

Dear Pupils

**Inspection of Windy Nook Primary School, Gateshead, NE10 9BD**

On behalf of the inspection team, thank you for making us so welcome when we inspected your school.

You go to a satisfactory school and your teachers know how to make it better. The team was impressed by your understanding of how to stay healthy, your politeness and the care you show for one another so that you feel very safe. We were extremely impressed by the excellent behaviour of the older pupils in their lessons and their concentration skills. Your teachers look after you well and your parents and carers like the school very much. You told us that you look forward to coming to school because you like your teachers and after-school clubs and visits. 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 and children in the Nursery and Reception classes have more opportunities to learn outdoors
- making sure that all the information that teachers have about how well you are doing is used to plan work that is at the right level for all of you
- making sure that you have clear targets which help you to reach the next level in your learning
- checking that the things they are doing to improve the school are making your lessons better

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

Yours sincerely  
Gordon Potter  
Lead inspector

