

Wallsend St Peter's CofE Aided Primary School

Inspection report

Unique Reference Number	108626
Local authority	North Tyneside
Inspection number	377787
Inspection dates	21–22 June 2012
Lead inspector	Janet Greaves

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Michael Vine
Headteacher	Paul Rickeard
Date of previous school inspection	2 February 2009
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Introduction

Inspection team

Janet Greaves

Additional Inspector

Declan McCauley

Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 20 lessons and three part-lessons taught by 10 teachers, four of which were observed jointly with the headteacher. The inspectors held meetings with representatives of the governing body, including parent governors, the headteacher, the senior leadership team, the school's education welfare officer, a local authority representative and pupils, including the school council. The inspectors observed the school's work, and looked at a range of documentation relating to safeguarding and strategic planning both in preparation for, and during the inspection. They also looked at examples of pupils' work, assessment data and monitoring records. They met informally with parents and carers during a shared session in the Early Years Foundation Stage and scrutinised 92 questionnaire responses from parents and carers. They also scrutinised questionnaires completed by the pupils and staff.

Information about the school

Wallsend St Peters is an average-sized primary school whose number of pupils on roll is increasing. Most pupils are from a White British background. The proportions of pupils from minority ethnic backgrounds and those who speak English as an additional language are lower than average, although numbers have increased in recent years. The proportion of pupils known to be eligible for free school meals is double the national average. The proportion of pupils supported by school action plus or with a statement of special education needs is much higher than average. The school's governing body works in partnership with other local schools to enhance the support provided for pupils. A breakfast club and after-school child care are managed by an external provider within the school building.

Since the last inspection in 2009 there have been many staffing changes, including the appointment of a new headteacher and the establishment of a new senior leadership team. There have been major improvements to the school building and the outside environment. The school has been accredited with the Healthy School status and the Activemark PE Award. The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- This is a good school. It is not yet outstanding because attainment in English is not as high as it is in mathematics and there are some inconsistencies in the quality of teaching. The inspirational leadership of the headteacher, who is ably supported by the strong leadership team and dedicated staff, has brought about many improvements, that have benefited outcomes for pupils.
- Achievement is good. From generally lower than expected starting points, pupils make good progress overall by the end of Year 6. Attainment is broadly average in English by the time they leave the school. Attainment is above average in mathematics due to an increasing number of pupils reaching the higher levels in this subject. Some pupils make outstanding progress in mathematics. Disabled pupils and those with special educational needs make good progress.
- Teaching is good overall and some is outstanding, although some inconsistencies in quality remain. Most lessons are well planned to promote learning for all abilities but occasionally activities are not well matched to pupils' learning needs. Most lessons have good pace. Effective questioning enables pupils to progress in their learning. Good use of information and communication technology (ICT) promotes learning effectively across the curriculum.
- Behaviour is good and pupils feel very safe in school. They have been taught to take responsibility for their own actions; consequently, there are very few incidents of bullying. Pupils are confident that the adults in school will help them to resolve problems. Parents support this view. Pupils are enthusiastic in lessons and well motivated to learn. They are polite, well mannered and play well together. Good relationships exist between the adults and pupils.
- Leadership and management are good. The headteacher has a clear vision for the school and a good understanding of its strengths and areas for improvement. A relentless drive by school leaders has succeeded in improving attendance. Effective leadership of teaching and the management of performance overall have resulted in

improvements in pupils' outcomes, particularly in mathematics. A stimulating curriculum has increased pupils' motivation and helped improve achievement. It has also ensured that pupils' spiritual, moral, social and cultural development is good. Pupils say that the improvements to the school have raised their aspirations.

What does the school need to do to improve further?

- Accelerate pupils' progress in English so that their attainment matches or exceeds that currently in mathematics by:
 - enabling more-able pupils to achieve as well as they can and hence increase the proportion of pupils attaining the higher levels in reading and writing
 - increase the opportunities for teachers' continuing professional development in English
 - providing more opportunities for pupils to practise their writing in other subjects.
- Eliminate the few remaining inconsistencies in the quality of teaching by:
 - sharing existing outstanding practice
 - consistently matching learning tasks more precisely to individual pupils' needs.

Main Report

Achievement of pupils

Pupils are well motivated and enjoy their lessons, particularly those that capture their imagination and involve activities that are well matched to their learning needs. Skilful questioning ensures that they make at least good progress. In the Year 2 class, for example, pupils received a letter from an imaginary children's character, Professor Yaffle, asking for their help in describing some new creatures. This lesson was part of a planned theme around St Mary's Lighthouse and pupils were well prepared for the challenge of using prior knowledge to apply to new learning. They were able to describe their creatures' characteristics well and produced some excellent descriptive writing. Occasionally, progress in lessons slows when activities are not matched closely to pupils' learning needs.

Children start school with skills that are generally lower than those expected for their age. They are well taught in the Early Years Foundation Stage, which provides a strong foundation for future learning. They make good and sometimes outstanding progress. Overall they achieve well.

Progress in Key Stages 1 and 2 is good overall, with pupils sometimes making outstanding progress in lessons that are set in real-life contexts that engage pupils and are well matched to their learning needs. For example, in a Year 5 mathematics lesson pupils were working on timetables to help Lord Coe with transport arrangements for the London Olympics. This was a very challenging task but they worked resolutely to achieve their objectives. By the end of Key Stage 2, pupils' attainment is broadly average overall, but in mathematics it is currently above average due to some pupils making outstanding progress and the increased number of pupils attaining higher levels. In English, fewer pupils achieve the higher levels in national tests because progress is not always as consistently as strong as it is in mathematics. Most parents and carers agree that their children make good or better progress.

Disabled pupils and those with special educational needs make good progress because they are well supported. The school has effectively closed the gap between those who are known to be eligible for free school meals and other groups of pupils in the school.

Attainment in reading is now above average at the end of Key Stage 1 due to the emphasis the school has placed on pupils developing a love of reading, with many new books available and the systematic teaching of the sounds which letters make. Pupils are able to use their knowledge of letters and sounds to read fluently and with expression. They attain broadly average standards in reading by the end of Key Stage 2.

Quality of teaching

Teaching is good overall. The vast majority of parents and carers agree their children are taught well. In the best lessons, activities are carefully planned bearing in mind pupils' prior knowledge and understanding so that work is well matched to their learning needs. They make outstanding progress in some lessons where teachers have high expectations, provide a brisk pace to the lesson, and add appropriate challenge, and also when they can apply their prior learning to different contexts. Year 6 pupils read a persuasive letter about 'Mr Wolf' and were identifying within the letter how they felt the writer had been successful. Pupils enjoyed evaluating the letter, learning for themselves the main features of persuasive text that they could apply to their own work later. Skilful questioning by the teacher allowed pupils to demonstrate their learning and enabled them to make outstanding progress.

Work in books is marked well and identifies the next steps in the pupils' learning. Pupils know their targets and what they need to do to achieve them. Homework is used well by teachers to extend learning. Whilst there is an emphasis on English and mathematics, other areas of the curriculum are also included. In a few lessons, work is not matched closely enough to pupils' learning needs. As a result, sometimes pupils are not challenged sufficiently in their learning, particularly those who are more-able. Basic skills are practised in other curriculum areas, although not as well in literacy as in mathematics because there are insufficient opportunities for pupils to practise their writing skills.

In the Early Years Foundation Stage the environment enables children to work both with adults and independently. Activities such as making collages with natural materials and investigating the effect of water on different substances, help children explore the world around them as well as developing their vocabulary and stimulating their imagination. Parents and carers are encouraged to share in their child's learning and the 'You and Me' sessions in the Early Years Foundation Stage are very well attended.

A well structured programme to teach the sounds which letters make promotes reading effectively in the Early Years Foundation Stage and in Key Stage 1. This programme is having a positive impact on progress and attainment in reading. It now continues into Key Stage 2 for those pupils who need additional support. Interventions, including individual and small group work that support learning are popular. Teaching assistants are well deployed.

Behaviour and safety of pupils

Pupils' behaviour is good. They feel very safe and their parents and carers agree they are kept safe. Pupils are confident that the adults in the school will help to resolve any concerns promptly. They also say that bullying is very rare and the adults act quickly to help to sort it

out if it does occur. Parents and carers also agree that the behaviour is good and their child's lessons are rarely disrupted by bad behaviour. They are confident that bullying, including name calling, is dealt with effectively. Pupils have a good understanding of how to keep themselves and others, safe, in a variety of situations. Road, railway and fire safety are all covered thoroughly. They understand about internet safety and appreciate the actions the school has taken to protect them when using the internet at school.

Relationships between pupils and adults are positive. Pupils behave well around the school, and are well mannered and friendly. They are motivated to learn and engage well in lessons. They know that the school listens and consults them about improving the school. Pupils have reviewed the school behaviour policy including an anti-bullying charter. They describe how they are involved in the 'Show Racism the Red Card' project and how it helped them to understand what racism is. Pupils have initiated improvements in behaviour by suggesting changes within the building and on the playgrounds. The school council used its own funding to buy playground equipment. Pupils enjoy their playtimes, even in the rain, because of the well-resourced areas that they helped to design. Attendance has improved rapidly due to the concerted effort by the headteacher and staff. Pupils say that they are happy to come to school and this is endorsed by parents and carers.

Leadership and management

The headteacher has a clear vision for the school and has helped to bring about much improvement leading to better outcomes for pupils. He, along with the leadership team and the governing body, show a good understanding of the school's strengths and areas for improvement. Robust self-evaluation alongside effective monitoring and tracking systems enable the school to respond promptly to any training needs that staff may have. This has been particularly successful in mathematics. High expectations for the school are shared by staff, pupils, parents and carers and members of the governing body. There is an effective progress monitoring system and a rapid response to ensure pupils do not underachieve. The leadership team are well informed and provide high quality support for the staff. Senior staff recognise that more should be done to share the school's outstanding practice in teaching. Strong whole-school commitment to achieving the best for pupils has brought about rapid improvement since the last inspection and shows the school's good capacity to sustain further improvement. Pupils and staff are rightly proud of the improvements that have taken place.

Members of the governing body now take much greater responsibility for shaping the strategic direction of the school. The establishment of the leadership team has been effective in raising standards and increasing the rate of pupils' progress. Much investment in the building and the outdoor areas has produced high quality learning environments. Consequently classrooms are well resourced, bright and cheerful.

Displays around school promote learning and showcase the broad and balanced curriculum enjoyed by the pupils. The curriculum is greatly enhanced by many visits and visitors to the school; these provide memorable learning experiences for pupils. Pupils have been whale watching, Year 6 visited London, and Wallsend Boy's Football Club provides sporting opportunities and also raises awareness of pupils' local heritage. Pupils are well prepared to take the next steps in their education. Raising Aspiration talks from people from the world of work provide insights into what pupils can achieve in their future employment. Pupils' spiritual, moral, social and cultural development is good overall with specific strengths in spirituality and cultural understanding. Pupils participate in sporting, cultural and creative

events, such as dance festivals and multicultural days. There is a strong commitment to taking the views of pupils seriously and involving them in decision making.

The school is committed to achieving the best for all pupils regardless of their circumstances. It promotes equality of opportunity well and tackles discrimination effectively. All necessary documentation is in place and it is reviewed regularly. Safeguarding procedures are robust and meet statutory requirements. Strong relationships with parents and carers are forged in the Early Years Foundation Stage and these continue to develop throughout the school. There are many opportunities for parents and carers to share in their child's learning and also celebrate their successes.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 June 2012

Dear Pupils

Inspection of Wallsend St Peter's CofE Aided Primary School, Wallsend, NE28 6PY

Thank you for the very friendly welcome you gave to Mr McCauley and me, when we inspected your school. Thank you also to those of you who filled in the questionnaires or met with us to talk about your school. We were very impressed to find out that you had helped the headteacher to design your playgrounds.

You told us that you feel very safe and enjoy your learning, especially the interesting activities your teachers plan for you in lessons as well as visits, such as going whale watching or visiting London. You enjoy having lots of visitors to the school including a pilot and an MP. You enjoy reading the wide choice of books you have to choose from, especially the new books the school has bought for you to read. We were also very pleased to see that your attendance is improving and more of you come to school more regularly.

You go to a good school, which continues to improve. Your headteacher, teachers and governors have worked very hard to help your school improve. We can see this from the improved outcomes at the end of Reception Year, Key Stage 1 and at Key Stage 2. We think you can still do even better and we have asked for some changes to help you learn even more quickly so that you do as well in your reading and writing as you now do in mathematics. We have also asked the teachers to plan more lessons where you can practise your reading and writing.

You can help making the school even better continuing to work as hard as you can in lessons, and making sure that you come to school regularly.

We both wish you all every success for the future.

Yours sincerely

Janet Greaves
Lead inspector

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