

# Wingrove Primary School

Hadrian Road, Newcastle upon Tyne, NE4 9HN

**Inspection dates** 25–26 September 2012

|                                |                      |              |          |
|--------------------------------|----------------------|--------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory | 3        |
|                                | This inspection:     | <b>Good</b>  | <b>2</b> |
| Achievement of pupils          |                      | Good         | 2        |
| Quality of teaching            |                      | Good         | 2        |
| Behaviour and safety of pupils |                      | Good         | 2        |
| Leadership and management      |                      | Good         | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Most pupils make good progress and learn well, particularly in reading, writing and mathematics.
- Since the last inspection, standards have risen and the rate of progress made by pupils has increased.
- All groups of pupils make equally good progress and the school has successfully improved the achievement of some groups of pupils who were in danger of falling behind.
- Teaching is usually good across the school and some teaching is outstanding. Teachers have good subject knowledge, questioning challenges pupils to think and they are fully engaged and active participants in the lesson.
- The school is calm and orderly. Pupils from many different backgrounds play, cooperate and care for each other well. This contributes to them feeling safe. Attendance is broadly average and there are no exclusions.
- Leaders and managers work well together as a team. They have successfully improved the quality of teaching through a planned programme of professional development and the introduction of rigorous systems to check pupils' progress. The governing body is well informed about the school's areas for development and has used this knowledge to take action which has improved achievement and attendance.

### It is not yet an outstanding school because

- Some teaching requires improvement because sometimes pupils are not as clear about what they are learning, they have too few opportunities to be actively involved in the lesson and are not challenged sufficiently. This means that they make less progress.
- The newly revised curriculum has not had time to make an impact so there are still insufficient opportunities for pupils to apply the skills they have learned across a range of subjects or to work independently.

## Information about this inspection

- Inspectors observed 27 lessons taught by 15 teachers including three small group sessions to boost pupils' progress led by teaching assistants and a joint observation conducted with the headteacher.
- They had discussions with school leaders, members of the governing body, parents, pupils, and a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documentation including school development planning, safeguarding policies and school data for tracking pupils' progress.
- Inspectors scrutinised samples of pupils' work from each year group, jointly with a senior leader.
- They took account of the five responses to the on-line questionnaire (Parent View) and the views of over 200 parents in a survey undertaken by the school.

## Inspection team

|                             |                      |
|-----------------------------|----------------------|
| Susan Waugh, Lead inspector | Additional Inspector |
| Debra de Muschamp           | Additional Inspector |
| Philip Scott                | Additional Inspector |

## Full report

### Information about this school

- This is larger than the average-sized primary school serving an inner-city area in Newcastle.
- Twenty five languages are spoken in the school. The majority of pupils come from a diverse range of minority ethnic backgrounds with a large majority of pupils speaking English as an additional language.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below the national average. The proportion of pupils known to be eligible for the pupil premium is just above the national average.
- Mobility is high with a significant number of pupils joining and leaving the school throughout the year.
- The school meets the government's current floor standard, which sets minimum expectations for pupils' attainment and progress.

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

- Ensure that all teaching is good or better by:
  - always having the highest expectations of pupils and providing them with appropriate challenge
  - consistently being clear about what is being learned
  - reducing the amount of teacher talk so pupils have time to practise and consolidate the skills they have learned.
- Further develop the curriculum to:
  - ensure that reading, writing and mathematical skills are consistently consolidated across all subjects
  - provide extended opportunities for pupils to gain independence in their learning.

## Inspection judgements

### The achievement of pupils is good

- Most children enter school with skills below those expected for their age. They settle into nursery quickly and build trusting relationships with adults. They rapidly gain confidence and independence. From these secure beginnings, they are skilfully guided by adults and now make good progress in all areas of learning and development. They leave the Reception class with standards broadly similar to those achieved nationally.
- Pupils now continue to make good progress throughout Key Stage 1. Pupils acquire knowledge of letters and the sounds they make systematically and, as a result, reach standards which are similar to those achieved nationally. Standards in mathematics are also broadly average.
- Progress throughout Key Stage 2 continues to be good or better. A larger proportion of pupils make expected progress than that found nationally in both reading and writing with similar to national proportions making expected progress in mathematics. Consequently, standards now reached are broadly average from starting points which were below average.
- The school promotes equality of opportunity well because it monitors the progress of individuals and different groups of pupils carefully. Any who are in danger of falling behind receive extra support specific to their needs in order that they can catch up quickly. This includes pupils who take extended holidays from school, those who are admitted at different times throughout the year and those who are at an early stage of learning to speak English. As a result, all groups of pupils make good progress from their starting points.
- Pupils who are known to be eligible for the pupil premium achieve as well as their peers as a result of prompt action to boost their progress if they are making insufficient gains.
- Pupils with special educational needs are well supported, have appropriate targets for improvement and their progress is closely tracked. They make the same good progress as all other pupils in the school and the standards they reach are improving so that it is similar to their peers nationally.

### The quality of teaching is good

- Most teaching is good and some of it is outstanding. In the best teaching, such as a lesson about improving story writing, the teacher's expert subject knowledge resulted in questioning which was probing and constantly challenged pupils' thinking. Their excitement and engagement in learning, as a result of well-chosen resources and a rapid pace, resulted in swift progress throughout the lesson.
- In the best lessons, relationships are good and this contributes to the positive atmosphere for learning. Pupils are eager to do their best and work hard. They are clear about the next steps they have to make to progress well and where teaching is inspirational they have ambitions to achieve as highly as possible.
- Where learning is most effective, lessons are well structured and organised. Resources are appropriately matched to pupils' abilities so that they make good progress from lesson to lesson, building up their understanding and skills. This was evident from the work in books seen during the inspection.
- Teachers check pupils' learning regularly during lessons, addressing any misunderstandings. In one mathematics lesson, for example, pupils struggled with the concept being taught. As a result, the teacher adjusted the lesson to support pupils to understand more clearly.
- Work is marked regularly and informs pupils what they need to do next in order to improve.
- Teaching assistants support pupils' learning well. They are well briefed by teachers so they are clear about the focus of learning, ask appropriate questions, use resources effectively and provide the right level of support to encourage pupils to learn independently.
- Some teaching requires improvement. In these lessons, pupils are not clear about what they are expected to learn. There is a focus on what pupils are doing and completing a task rather

than on what is being learned. As a result, pupils are not challenged sufficiently to progress as well as is the norm.

- In some lessons, pupils have too few opportunities to practise what has been taught because the teacher spends too long talking. Pupils are then confused about what they have to do and the rate of progress they make slows.

### **The behaviour and safety of pupils** are good

- The school is a harmonious community. In the playground, pupils play happily together and care for each other. Playground buddies ensure that no one feels left out. Pupils are confident, friendly and well-mannered. They greet visitors politely and are eager to engage them in conversation.
- The youngest children settle into school exceptionally well because adults ensure that their social and emotional needs are met in an orderly and calm atmosphere. Pupils are happy and secure and, as a result, they feel safe and behave well.
- Pupils who are newly arrived at the school, particularly those who do not speak English, are paired with a buddy who helps them to settle into a new environment quickly and ensures that they do not feel isolated.
- Pupils and parents report that they feel safe. School rules are known by pupils and are adhered to. There are effective strategies in place to tackle any instances of bullying and pupils report that these now occur very rarely.
- Pupils demonstrate a good knowledge of how to keep safe and of different forms of bullying. For example, they are aware of the dangers of cyber-bullying and how to minimise those risks.
- In most lessons, where adults have the highest expectations of behaviour and work is interesting, pupils are enthusiastic and positive. They settle quickly and diligently to their work. On occasion, pupils are not actively enough engaged in their learning and become restless because the teacher talks for too long.
- Rigorous strategies are in place to improve attendance and punctuality. These have had a significant impact and attendance has improved to broadly average from being consistently low. Persistent absence has halved but is still above the national average because the school does not sanction any holidays taken during term time.

### **The leadership and management** are good

- Leaders and managers convey a clear vision for the school based on high aspirations for each child. They work closely together as a team so that consistent messages about continual improvement are delivered to all staff. Middle leaders have become more effective in their role as a result of careful deployment and appropriate professional development.
- The local authority provides light touch support for this good school. When requested, it continues to support the school to develop specific aspects of teaching and the curriculum.
- Thorough and regular analysis of data and a good knowledge of key strengths and weaknesses in teaching mean that the school has appropriate priorities for further improvement to build on the successes that have already been made in boosting achievement and improving attendance.
- The performance of all staff has been enhanced as a result of well-targeted professional development. For example, an external consultant was engaged to support staff to enhance the teaching of pupils with special educational needs. This has had a positive impact on the rate of progress these pupils now make. School leaders are aware more needs to be done to improve the quality of teaching further and are beginning to address remaining weaknesses.
- Leaders and managers know the community well and responds effectively to parents' needs. Communication is regular and in surveys conducted by the school, parents convey a high

degree of satisfaction with the education their children receive. The school holds termly open evenings and parents are provided with information about what and how their children learn as well as ideas about how to support their child's learning. Groups have been set up to help parents acquire English and to access support services.

- Partnerships with other organisations enhance pupils' well-being and safety. A counsellor supports pupils and their families whose circumstances may make them more vulnerable, for example. The school also works closely with the local community officer and fire safety services to heighten pupils' awareness how to stay safe.
- The curriculum is well organised and has been effective in raising standards in English and mathematics. It is enhanced by a good range of visits and visitors to the school such as artists supporting the 'Design a Dragon' art project. Pupils benefit from participation in regular sporting, artistic and cultural activities which effectively enhance their spiritual, moral, social and cultural development.
- The school recognises the need to develop the curriculum further to respond to pupils' interests and develop their independence further. The curriculum has recently been remodelled into topic areas. At this early stage, no impact has been seen and currently there are still too few opportunities for pupils to apply reading, writing and mathematical skills in other subjects.
- All statutory requirements relating to safeguarding are met.
- **The governance of the school:**
  - The governing body is very well led. There is a clear vision for the school and an insightful understanding of what the next steps are in the journey for the school.
  - They know the school's strengths and areas for development very well and use this knowledge to manage financial resources, including the pupil premium allocation effectively. For example, they employed an attendance and welfare officer to address the high levels of absence in the school.
  - Governors offer appropriate challenge and support to school leaders and this is contributing to the improvements within school.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |           |
|--------------------------------|-----------|
| <b>Unique reference number</b> | 108487    |
| <b>Local authority</b>         | Newcastle |
| <b>Inspection number</b>       | 405172    |

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> | 433                             |
| <b>Appropriate authority</b>               | The governing body              |
| <b>Chair</b>                               | Joyce McCarty                   |
| <b>Headteacher</b>                         | Denise Harland                  |
| <b>Date of previous school inspection</b>  | 25 January 2011                 |
| <b>Telephone number</b>                    | 0191 273 5466                   |
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