

Winlaton West Lane Community Primary School

West Lane, Winlaton, Blaydon-on-Tyne, Tyne and Wear, NE21 6PH

Inspection dates 8–9 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
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 school that requires improvement.

- Pupils' achievement in writing and mathematics in Key Stages 1 and 2, while improving, is not yet good.
- Some disabled pupils or those with special educational needs do not achieve well because the planning for their needs is not sharp enough.
- A small proportion of teaching still requires improvement and there is not enough outstanding teaching.
- The more-able pupils are not always challenged enough.
- The ways in which school leaders measure the success of school improvement plans are sometimes not precise enough. This means that leaders are not always clear about how successful their actions have been.

The school has the following strengths

- Pupils read well throughout the school.
- There is some exemplary teaching and much of the teaching is good.
- Children make good progress in the Nursery and Reception classes.
- Pupils behave well and have positive attitudes to their work; they are proud of their school and feel safe.
- Pupils benefit from a varied and creative curriculum and a wide range of after-school and lunchtime clubs and activities.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils are polite and courteous at all times and welcome visitors warmly.
- Leaders, managers and governors have significantly increased their impact on the quality of teaching and pupils' achievement this year. The school is improving rapidly.

Information about this inspection

- Inspectors observed 24 lessons, two of which were jointly observed with the headteacher and deputy headteacher.
- Inspectors met with the school council, pupils from Years 5 and 6, and spoke to many pupils in lessons, at break and lunchtime. They also spoke to the Chair and another member of the governing body, school staff with leadership responsibilities and a representative from the local authority.
- Inspectors observed the school at work and looked at a range of documentation, including pupils' progress data, pupils' workbooks, school improvement plans and the school's procedures for gaining an accurate view of its performance. Inspectors also considered reports written by the local authority, safeguarding and child protection documentation, and the minutes of governing body meetings.
- Inspectors listened to pupils read in Years 2, 5 and 6.
- Inspectors met parents informally at the start of the school day and analysed 41 responses to the online questionnaire (Parent View) and 31 responses to the staff questionnaire.

Inspection team

Peter Eeva, Lead inspector

Additional Inspector

Anne Firth

Additional Inspector

Derek Sleightholme

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Between 2010 and 2012, there was a two-year period of disruption to staffing.
- The proportion of pupils who are supported through school action is above average. The proportion of pupils who are supported at school action plus or with a statement of special educational needs is lower than average.
- The proportion of pupils known to be eligible for the pupil premium is above average. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils who speak English as an additional language is below average.
- The Nursery class, which is managed by the governing body and included in this inspection, is known by the name of Little Acorns.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Accelerate progress further in order to raise standards in writing and mathematics by:
 - making sure that all teaching is consistently good and more is outstanding
 - always matching individual pupils' work carefully to their abilities and, in particular, making sure that the more-able pupils are stretched by the activities teachers plan for them
 - ensuring that pupils with special educational needs always receive work that has been carefully planned to meet their learning needs
 - making sure that the maximum amount of time available in lessons is used for learning
 - making sure that all staff with leadership responsibilities are fully involved in whole-school planning and checking the school's performance
 - making sure that the effectiveness of plans for driving forward school improvement can be measured with greater precision so leaders can check the success of their actions.

Inspection judgements

The achievement of pupils requires improvement

- Achievement requires improvement because, although progress is now improving rapidly, it is not yet good. This means that pupils in Key Stages 1 and 2 are still not reaching the standards of which they are capable.
- Attainment and progress in both key stages dipped in the last two years. This underachievement has been halted and reliable, detailed school data show that over the last year, pupils' progress has accelerated and they are catching up fast. Nevertheless, while improvements in the quality of teaching mean that much lost ground has been regained; many pupils are still not reaching the standards they should.
- Pupils' skills in writing and in mathematics are not as strong as those in reading. Even so, most pupils are now reaching standards that are closer to age-related expectations. This is because teaching has returned to its previous good quality. As a result, pupils' achievement in lessons this year has been better than that seen in the previous two years.
- Some more-able pupils and some pupils with special educational needs are still not making as much progress as they could because they are not tackling work which is planned exactly to meet their individual needs.
- Most children start school with skills which are below those typically expected for their age. Children in the current Nursery and Reception classes are making good progress and, as they near the end of this academic year, are well prepared for their move into Key Stage 1.
- Pupils make good progress in pronouncing letters and groups of letters through the sounds that they make (phonics) because phonics is taught well throughout the school. Pupils of all ages read regularly and well. This is the result of the good start they get during their early school life.
- Pupil premium funding is used to provide specific schemes to narrow the gaps in attainment between pupils who are eligible for free school meals and other pupils in the school. As a result, the gaps in attainment in English and mathematics between these two groups have closed so those receiving the funding are only one term behind. This shows the school's success in promoting equality of opportunity and fostering positive relationships between pupils.

The quality of teaching is good

- Most of the teaching observed during the inspection was good and some outstanding practice was seen. Scrutiny of pupils' work carried out by inspectors also showed clearly that teaching is of good quality over the year. This is the result of the positive actions taken by senior leaders, including close checks on teachers' work. The majority of parents and pupils also say that teaching is good.
- Good relationships support pupils in all aspects of school life and in their learning. In lessons, pupils are clear about what they are going to learn. Teachers use a variety of different teaching methods to help pupils get on well with their work.
- Teachers use information about how well pupils have learned in the past in order to help plan future lessons. Teaching assistants are very effective in supporting those who find certain activities difficult and help these pupils to understand and to make good progress.
- Work is marked well. Teachers show pupils how to learn from mistakes and make helpful comments about how to improve work. Teachers plan in time for reflection and pupils respond to the advice given.
- The youngest children get off to a good start in the Nursery and Reception classes because they are given plenty of opportunity to explore, make choices and to work and play together. Teamwork at all levels is strong.
- In the very best lessons, teachers plan work that will help all pupils to learn well. As a result, pupils are absorbed in their learning and there is a buzz of excitement.

- In one lesson in a Year 3 and 4 class, teachers challenged pupils to think very hard about the *Minpins* and the *Forest of Sin* and to be creative as they learnt about synonyms. In a Year 1 class, teachers planned exciting activities so that the pupils were completely immersed in successfully learning to tell the time with Minnie the Minute and Howard the Hour.
- A small proportion of teaching currently requires improvement. This is when the tasks that teachers plan do not match a few pupils' needs well enough. For instance, the work set by teachers does not always help all the more-able pupils to make fast enough progress. Occasionally, the pace of learning slows and valuable learning time is lost.
- Teaching assistants support disabled pupils and those with special educational needs well, both in classrooms and in small groups. However, the work planned for these pupils does not always meet every need, so a few make slower progress than others.

The behaviour and safety of pupils are good

- Pupils behave well around school and in lessons. They are courteous and respectful to adults and to each other. As a result, the school is a calm and orderly place where learning is seen as important.
- Pupils have a positive approach to their work in lessons, where they are attentive and work well with each other. When asked about what they would change about the school, one pupil said, 'Nothing, it's pretty much perfect'.
- Pupils play well together at break and lunchtime. They say that behaviour is good; parents and staff agree.
- Pupils say that some bullying exists but that it does not happen very often; they agree that when it does, it is dealt with very quickly and stopped by the staff. Pupils have a good understanding of different types of bullying, including that based on prejudice.
- The 'rainbow rewards' system is valued by pupils and helps to promote and reinforce the types of behaviour that the school believes will help pupils to learn.
- Pupils benefit from a varied and creative curriculum and a wide range of after-school and lunchtime activities and clubs. Pupils are proud of their success in a range of sporting competitions. Forest School Friday has proved to be particularly popular and staff talk about how this has helped to increase pupils' self-esteem and teamwork skills.
- Pupils and parents agree that the school is a safe place. Pupils understand how to keep themselves safe in different situations, including when using the internet.
- Attendance is improving and is now broadly average due to the school's efforts in making pupils understand the importance of being in school.

The leadership and management are good

- The school is well led by the headteacher and a small senior leadership team. Leaders are ambitious for the school and promote high aspirations for all pupils. The actions taken by the school's leadership have resulted in significant improvements in the quality of teaching. As a result, pupils' progress is rapidly improving.
- Leaders are continuing to consolidate key strengths in teaching. They are working to eradicate the very small proportion of teaching that requires improvement and to increase the amount of outstanding teaching.
- Senior leaders are aware of the school's main strengths and where further improvements need to be made. Areas for improvement are prioritised and swift and decisive action is taken; this has been the key to the school's recent improvement. However, the ways in which leaders measure the success of such improvements are not always sharp enough. This means that they are unable to check with precision which actions have been the most, or the least, successful.
- All leaders perform their duties well, although some staff with leadership roles are not yet involved as much as they could be in checking the work and performance of the whole school.

- Systems for checking pupils' progress allow leaders to identify pupils who are falling behind. Arrangements are then put in place to help them catch up.
- The curriculum meets the needs of all pupils and they appreciate the opportunities it provides for them to develop their creativity. Pupils like the mathematical challenges attached to homework tasks.
- The school provides rich opportunities for pupils to develop their spiritual, moral, social and cultural understanding and these are strengths in this friendly and happy school. For example, when learning about Nepal, pupils enjoyed cooking and then tasting a Nepalese Dhal curry. Another example is when pupils sang beautifully in an assembly.
- Staff ensure all pupils have equal access to after-school clubs and activities. Those pupils who are unable to stay after school are now given the chance to participate in these activities on Friday lunchtimes.
- There are thorough procedures for monitoring the performance of staff. Teachers are now accountable for the achievement of their pupils and leaders review teachers' pay awards accordingly. Any underperformance is tackled effectively and appropriate support is provided.
- Safeguarding and child protection policies and practice meet current requirements.
- The local authority provides a range of support which is valued by the school.
- **The governance of the school:**
 - Governors are ambitious for the achievement and welfare of the pupils. They share the sense of urgency about the drive to sustain the improvements seen this year in pupils' achievement. Governors also hold the school to account for all aspects of its performance. They are well informed about the impact teaching is having on pupils' achievement and about the internal and external data in relation to pupils' achievement; governors are keeping a very close eye on the rate at which this is happening. Governors are familiar with the '*Teachers' Standards*' and use it to help manage teachers' performance and pay awards. They oversee the spending of pupil premium funding and they are aware of the positive impact it is having on the achievement of pupils who are receiving the additional support provided by these funds.

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

Unique reference number	108346
Local authority	Gateshead
Inspection number	412244

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	300
Appropriate authority	The governing body
Chair	Craig Newby
Headteacher	Angela Exley
Date of previous school inspection	2 December 2009
Telephone number	0191 414 2557
Fax number	0191 414 0764
Email address	angelaexley@gateshead.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.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 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 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 St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

