

Wingate Infants' School

Church Street, Wingate, County Durham, TS28 5AQ

Inspection dates 19–20 September 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement in reading, writing and mathematics is outstanding because outstanding teaching sets very high expectations for what pupils can achieve.
- All pupils make excellent and rapid progress from their individual starting points on entry to the school.
- A high percentage of teaching is outstanding and it is never less than good. This ensures that pupils are constantly challenged, enabling all to excel in their learning.
- Pupils take a great pride in their work and in their school. They have very positive attitudes to learning and always strive to do their best. Their high levels of engagement in activities illustrate this well.
- Pupils' behaviour is exemplary at all times. They are welcoming, kind, courteous and well mannered.
- Pupils state that they feel happy and safe in school. They take care of each other well and respect one another.
- The curriculum is very well matched to the needs of all pupils. It is varied and highly stimulating. All lessons move at a very brisk and challenging pace.
- Teaching assistants are highly trained and work exceptionally well in lessons to help children of different abilities make equally outstanding progress.
- The headteacher provides inspirational leadership and successfully drives continuous improvement, to which all school leaders, including governors, are fully committed. This has ensured that the school has consistently sustained high levels of performance since the last inspection.
- The school benefits from a wide range of external partnerships. These have made an important contribution to staff's continuing professional development and could be extended further.

Information about this inspection

- The inspector observed 11 lessons, one of which was a joint observation with the headteacher. In addition, the inspector made a number of other short visits to lessons and heard children read.
- Meetings were held with the headteacher, pupils, members of the governing body and staff. The inspector had a telephone conversation with a representative of the local authority.
- There were insufficient responses to the on-line questionnaire Parent View to allow analysis. However, the inspector took account of the school's own questionnaire to parents and discussions with parents at the beginning of the day.
- The inspector took account of 21 responses to the staff questionnaire.
- The inspector observed the school's work and scrutinised a number of documents, including the school's data about pupils' current progress. In addition, the inspector looked at documents relating to safeguarding, governance, attendance and the school's own procedures for gaining an accurate view of its performance.
- The inspector looked at a range of other evidence, including school displays and the school's website.

Inspection team

Alan Sergison, Lead inspector

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is above average. (The pupil premium provides additional funding for pupils known to be eligible for free school meals, those looked after by the local authority and children from service families.)
- The proportion of pupils supported at school action and the proportion of pupils supported at school action plus or with a statement of special educational needs are above average.
- The headteacher is also the headteacher of another local school and a National Leader of Education.
- The school runs breakfast and after-school clubs for pupils.
- The school holds a range of awards, including Rights Respecting School status, Artsmark Gold, Basic Skills Quality Mark 10, Eco Silver Award, Investing in Children and International School Award.

What does the school need to do to improve further?

- Consolidate pupils' outstanding progress by:
 - further extending opportunities afforded through the school's numerous partnerships to continue to enhance the leadership skills of all staff.

Inspection judgements

The achievement of pupils

is outstanding

- Most pupils start in the Reception class with knowledge and skills that are below those typically expected for their age. A significant number of children have poorly developed speech and language; their personal and social skills are also below those typical of their age. Children make excellent progress in the Early Years Foundation Stage and achieve very well. This is because of the exceptionally good levels of staff teamwork and the wide range of interesting and engaging activities that capture children's curiosity. Lessons move at a very brisk pace so that children are constantly challenged. They are very well prepared to move to Year 1.
- Pupils continue to make consistently outstanding progress in Years 1 and 2 and reach standards in reading, writing and mathematics that are well above national averages by the time they leave the school. During the inspection, pupils made outstanding progress in many of the lessons seen and it was never less than good. Pupils learn very well together and they rise to the many challenges given.
- The teaching of phonics (linking of letters and the sounds they make) is excellent and this ensures children make rapid and sustained progress in the development of literacy skills. Older pupils' reading is confident and articulate. Pupils read widely in school and take pleasure in reading at home. They are able to express a preference for different styles of books they enjoy. All groups, including pupils with disabilities, those with special needs and the most able, make similar outstanding progress because the school understands exactly what pupils need in way of support to enable them to succeed. Highly skilled teaching assistants provide excellent support for pupils across the school.
Pupil premium funds are used well to ensure that pupils who are eligible for free school meals achieve as well as other pupils. School data show these pupils make progress that is as fast as that of others and many achieve higher standards than expected from their starting points.

The quality of teaching

is outstanding

- The majority of teaching is outstanding and it is never less than consistently good. School tracking data and work in pupils' books confirm this. Teachers work in close partnership to plan lessons with work that is matched precisely to the different needs of their pupils.
- Pupils have excellent attitudes to their school work because of excellent working relationships with their teachers. Teachers have the highest expectations of all pupils. Pupils are happy and they take pride in their work. They persevere even when they find work difficult.
- The classroom environments that have been developed to support children's learning are exemplary and of a consistent high quality across the school. Pupils' work is displayed in very imaginative ways and this generates a real sense of pride in their achievement. For example, displays on a wide variety of topics are supported by children's written work, photographic evidence and relevant artefacts. This is just one of the ways teaching promotes the pupils' outstanding spiritual, moral, social and cultural development.
- More-able pupils are catered for extremely well, with plenty of activities that provide extra challenges. This excellent practice was seen in a particularly successful Year 2 mathematics lesson on the properties of two- and three-dimensional shapes. The tasks set were time limited so pupils were challenged to work at pace. If they completed tasks, there were other activities planned to extend them further.
- In the most successful lessons, teachers' sharp use of questioning probes and extends children's learning and understanding. This was well illustrated, for example, in a successful Year 1 lesson on phonics. Pupils were learning to recognise single letters and the sounds made by combinations of letters. The teacher's personal enthusiasm and energy successfully conveyed an excitement for learning which served to stimulate pupils to respond eagerly.

- Teaching assistants very effectively support different groups of pupils, including disabled pupils, those with special educational needs and the most able, by carefully adapting the work and by expertly questioning the pupils to check their understanding. This was often seen during the inspection, both in classes and in small-group work.
- Teachers diligently mark pupils' work to a consistently applied marking scheme. Well focused discussion also provides feedback to pupils on the quality of their work. Pupils appreciate this and take delight in the many ways that they are supported and praised for their achievements. These are linked to individual targets for the future so that pupils can clearly judge how well they are doing themselves.

The behaviour and safety of pupils are outstanding

- Pupils display exemplary attitudes to learning. They are confident in their abilities and are not afraid to ask if they are unsure. They apply themselves very well to their tasks and really enjoy learning.
- Pupils are exceptionally kind and considerate towards one another, staff and visitors. The outstanding programme of personal and social development, which begins as soon as they start school, has a profoundly positive effect upon their behaviour and their appreciation of right and wrong. The school's status as a Rights Respecting School has a very significant impact on this area of the school's work and pervades every aspect of school life.
- Pupils' outstanding behaviour and attitudes have a highly positive impact on learning. They say that they enjoy all their lessons. Pupils work very well cooperatively and collaboratively on tasks set. This level of collaboration fosters the high levels of self-confidence and independence pupils demonstrate in their learning.
- Parents are overwhelmingly positive about all aspects of the school's work. 'This really is an excellent school. Staff are always very open and friendly' was a comment typical of the views of many.
- Pupils state that they feel happy and safe in school. They feel that if they have a problem, they have a range of adults to talk to who will help them. The school also maintains excellent links with parents so that any issues are dealt with swiftly. These close links ensure that any issues around bullying and how pupils can keep themselves safe, including in the use of the internet, are addressed quickly.
- Pupils relish the opportunity to take responsibility such as becoming members of the school council or as school buddies, supporting other pupils. These pupils work proactively at lunchtimes to seek out others who may want a friend to talk to or play with.
- Attendance is average over time. The school is working well with parents and pupils to support regular attendance and reduce unauthorised holidays.

The leadership and management are outstanding

- The vision and ambition of the headteacher have ensured that the school has continued to excel since the last inspection. She is well supported by other key leaders to improve the quality of teaching. All staff work closely together and feel that they have a voice in the work of the school.
- Rigorous and accurate monitoring of all school activities is regularly undertaken. Leaders and managers are very clear about what the school does well and where it could be even better. Plans to address weaker areas contain specific actions, and are highly effective.
- The high performance of staff is key to sustaining the high standards consistently achieved. Targets for teachers and assistants are closely linked to pupils' progress and self-improvement. There is an effective link between performance management and salary progression. Any

underperformance is rigorously challenged and teachers are held to account for the progress that pupils make.

- The pupil premium funding is used to very good effect through a range of focused support, resources and additional learning experiences. As a result, school data confirm that eligible pupils progress exceptionally well in line with, and sometimes above, other pupils in the school.
- The outstanding achievement of all pupils, including the most able, demonstrates the school's highly effective promotion of equal opportunities and tackling of any discrimination.
- The school makes very good use of additional funding provided to raise standards in physical education and pupils' physical well-being. Physical education lessons are of a very good standard, being well structured and challenging. After-school sport provision is excellent and pupils have numerous opportunities to represent the school, for example in dance, swimming and gymnastics. Pupils thoroughly enjoy and benefit from this quality provision.
- The school benefits significantly from the broad range of partnerships it has established. The professional development of all staff is closely linked to these and this supports the excellent progress that pupils make. Partners include other local schools and universities. These links could be extended to enhance further the professional development of leaders.
- Curriculum provision is outstanding. Pupils engage in a variety of experiences that stimulate their curiosity and enable them to develop a wide range of skills. They have good opportunities to use literacy, numeracy and information communication skills across a range of subjects. A good range of visits and visitors to the school further enhance the provision. This programme of activities is further extended through a rich range of activities within and beyond the school day.
- The local authority provides good support to this outstanding school.
- Statutory safeguarding requirements are met.
- **The governance of the school:**
 - Governors express a passion and clear ambition for the school. They are aware of the school's strengths and areas for development and they evaluate information on pupils' progress effectively. They are well aware of how the school is performing. Governors know about the quality of teaching through visits to classrooms and discussions with senior leaders. They are aware of how senior leaders lead development to support and challenge staff to continually improve their performance. Governors are fully involved with the allocation of the school's budget, including the funding for pupils eligible for the pupil premium. They ensure that teachers' pay is linked closely to their performance. Governors understand the success of how they have allocated funds because it impacts so positively upon pupils' achievement.

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	114149
Local authority	Durham
Inspection number	425978

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	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	The governing body
Chair	Robert Taylor
Headteacher	Marie-Louise Binks
Date of previous school inspection	6 October 2008
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