

Winlaton West Lane Community Primary School

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

Inspection dates 6–7 May 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Over time, pupils' achievement and progress vary across year groups, subjects and between different groups of pupils. Standards at the end of Year 6 are too variable and not consistently high enough. From their starting points, too few pupils make good progress in writing and mathematics.
- By the end of Year 6, the gaps in attainment between disadvantaged pupils and others in the school are not closing fast enough, particularly in writing and mathematics.
- The achievement of other groups, including the most able and boys, is too variable and needs improvement. Too few pupils reach the higher levels at the end of Year 2 and Year 6.
- Teaching over time is not good enough to make sure that the different year groups and groups of pupils achieve as well as they are able. Expectations of some teachers are not high enough.
- The pace of improvement has been too slow since the previous inspection. New leaders have not had sufficient time to develop their skills to enable them to thoroughly monitor the impact of actions upon school improvement.
- The achievements of pupil groups, are not analysed and compared over time by leaders sufficiently well to identify where gaps in achievement are widening and where action is needed.
- Leaders and managers do not analyse the information they have about different groups of pupils and their progress rigorously enough. This makes it difficult for leaders and governors to monitor the school's performance.

The school has the following strengths

- This is a caring and nurturing school which provides strong levels of personal support for all pupils, especially those who are vulnerable.
- A broad curriculum provides a wealth of activities through which pupils gain experience and understanding of the wider world.
- The provision in the early years is good. Children make good progress and are well prepared for learning in Year 1.
- Phonics (letters and the sounds they represent) and reading have developed as real strengths. As a result, pupils make good progress in reading across the school.
- Pupils feel safe in school. They behave well. They enjoy learning and make good contributions to lessons.

Information about this inspection

- Inspectors visited 21 lessons and learning sessions, which included a number of short visits to see the teaching of small groups and individuals. The headteacher and two assistant headteachers each took part in observing learning with an inspector.
- Inspectors listened to pupils read.
- Separate discussions were held with the headteacher and assistant headteachers, staff, members of the governing body and a representative from the local authority. The opinions of 30 members of staff were also considered from their questionnaire responses.
- Inspectors observed the school’s work, looked at records of children’s work (known as learning journals) in the early years, staff planning journals, data on pupils’ progress, planning and monitoring documentation and information relating to the welfare of children and safeguarding arrangements.
- Inspectors took account of 71 responses to the online questionnaire (Parent View) and the results of the school’s most recent questionnaire to parents.
- Inspectors observed pupils during morning playtime and lunchtime and attended an assembly.

Inspection team

Kate Pringle, Lead inspector	Additional Inspector
David Shearsmith	Additional Inspector
Julie Deville	Additional Inspector

Full report

Information about this school

- This is a larger than average sized primary school.
- The proportion of disadvantaged pupils, those who are supported through the pupil premium funding, is above the national average. This additional government funding is allocated to support those pupils known to be eligible for free school meals and pupils looked after by the local authority care.
- The vast majority of pupils are from a White British background.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school's Nursery class provides part-time provision for 15 hours a week. There are opportunities for parents to purchase more time upon application to the school. Provision in the Reception class is for full-time placements.
- The school runs a breakfast and after-school club for pupils in the school and the school's Nursery class.
- Over the past 18 months, two assistant headteachers have been appointed.

What does the school need to do to improve further?

- Improve teaching and pupils' progress to be consistently good and so raise achievement in all subjects, but particularly in writing and mathematics, by:
 - raising expectations of what different groups of pupils are capable of achieving
 - making better use of what pupils know, can do and understand in order to plan tasks which enable them to learn and achieve well
 - making sure that pupils are on track to achieve or exceed their learning targets during lessons, adapting tasks for those who are struggling to learn and providing a suitable level of challenge for those who learn quickly.
- Strengthen leadership and management, including governance, to increase the pace and rigour of improvement, by:
 - developing all leaders' abilities to monitor and evaluate the strengths and weaknesses in teaching so that they can check the impact of their actions on the performance of different groups of pupils, especially the most able, boys, and disadvantaged pupils
 - making better and regular use of the analysis of assessments of different groups of pupils over time in order to quickly recognise any underachievement and address concerns promptly
 - making sure that governors have a full and accurate picture of the school's performance and that they hold senior leaders to account for this
 - ensuring that pupil premium funding is used well to close the gaps between the progress and attainment of disadvantaged pupils and other pupils in the school and nationally.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leadership and management are not good because there has not been sufficient improvement since the last inspection to secure good quality teaching and to raise standards. Governors are not sufficiently robust in holding leaders to account for the school's performance.
- The senior leadership team has been strengthened by the appointment of two assistant headteachers who bring their individual expertise to the school. They have supported teachers' professional development well and this is impacting positively upon the quality of teaching.
- Middle leaders in the school are at an early stage of developing their leadership capabilities and are gaining in confidence in monitoring teachers' planning and pupils' work. Opportunities for them to monitor and evaluate the quality of teaching are too few and have not enabled them to be fully effective in moving the school forward.
- The recent specific focus upon phonics and reading has shown in pupils' increased progress. However, improvements to the teaching of writing and mathematics are not yet rigorous enough to show rapid improvements in these subjects.
- The focus upon phonics and reading has shown good impact and progress in these areas is at least good and for some it is outstanding. Additional help for pupils who struggle with reading shows significant successes.
- Performance management systems are in place but teachers' targets are not robust enough. There are too few identified links between the achievement of pupils and the quality of teaching to salary progression.
- Suitable systems for checking the progress pupils make are in place. Teachers use these to identify how well individual pupils achieve compared to where they should be for their age. Leaders, however, do not make best use of this information to analyse how well different groups achieve over time in order to make sure that standards improve year on year. As a result, the school's judgements of the quality of teaching and the performance of pupils are overly generous.
- The broad curriculum is planned well to meet the interests of pupils. There is a strongly creative element to learning and many opportunities for pupils to use their artistic and design skills. This is a school in which pupils are encouraged to experience new things and find something that they can do well. Pupils are very happy and enjoy school and most make the progress expected of them. However, some groups of pupils across the school are not challenged well enough and hence the school's work to promote equality of opportunity is not fully effective.
- The pupil premium funding is not used to full effect in order to close the attainment gaps between disadvantaged and non-disadvantaged pupils across the school. Systems to check and report upon the difference this funding makes to the achievements of disadvantaged pupils is not analysed to assess its impact.
- Good provision for pupils' spiritual, moral, social and cultural development is made through supporting a school in South Africa and joint ventures with other schools, such as those at a local arts venue. A sound understanding of traditional British values in a modern Britain is woven through the curriculum and provides pupils with good preparation for their future lives. Pupils learn to respect the rights of themselves and of others. The school readily tackles discrimination and fosters good relationships between pupils, parents and staff.
- The primary school sports funding is used very effectively to develop sport within the school and this is a strength. The school's appointment of an extremely capable sports coach has been greatly successful. Pupils delight in his experience and enthusiasm for sport and as a result are keen to get active. Pupils speak excitedly about taking part in activities which include yoga, dance, kickboxing and hula-hooping. They know they are getting fitter and speak of higher levels of performance because they are now winning events.
- The school has received regular support from the local authority since its previous inspection. Teachers, leaders and governors have all benefited from the professional development and advice that has been provided.
- Safeguarding and child protection arrangements meet statutory requirements and are effective. Policies and procedures are strong and well implemented.
- **The governance of the school:**
 - Governance has a number of strengths but is still not fully effective in moving the school forward at a fast enough pace. This is because governors are not sufficiently involved in monitoring and checking the work of the school to improve standards. They are highly supportive of the school and appreciate its many strengths, in particular the work done to support pupils' personal and social development. They

are less sure about the school's weaknesses. Although they regularly challenge leaders, they are less sure of how to analyse performance data and measure improvements over time.

- Governors are unafraid to make difficult decisions when the performance of teachers proves to be below an acceptable standard and systems are in place to reward good teaching. Governors confirm that there is no automatic reward if performance is not at least good. However, the lack of challenge in performance targets means that these systems are not driving improvement in the school quickly enough. They now understand the quality of teaching should be measured by the impact it has on pupils' progress and they are keeping a closer watch on what the school is doing to improve the quality of teaching.
- Although governors are aware of how the pupil premium funding for disadvantaged pupils is used, they do not investigate in sufficient detail the impact of this funding upon achievement over time. Gaps in attainment between disadvantaged pupils and others across the school and nationally remain too wide, particularly in writing and mathematics.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils are positive about school and show their enjoyment as they happily seek to please their teachers. They engage very well with others as a pair or in small groups and they take pride in what they do. In tasks, they generally show good levels of concentration.
- Around the school and at lunchtimes behaviour is typically good. Pupils are polite to adults and are eager to talk about the school and their work. They appreciate the responsibilities given to them, for example, as school councillors as they collect and share the ideas of their classmates to make changes to their school.
- Pupils show respect for each other and new pupils say that they settled well because the school made them feel welcome.
- The breakfast club is well attended and helps pupils get off to a good start each day. The after-school club provides a range of activities which engage pupils well.
- All pupils who spoke with inspectors said that poor behaviour was not a concern because everyone fully understands the sanction and rewards systems. Pupils recognise that poor behaviour can happen but they say that when it does occasionally occur, it is quickly and successfully addressed by staff. Parents support this view.

Safety

- The school's work to keep pupils safe and secure is good.
- The school helps pupils to understand how to keep themselves safe at levels appropriate to their ages and understanding. For example, pupils understand the different forms bullying that might take place, such as cyber-bullying. Pupils say that bullying can occur but that it is a rare event in school and staff quickly and successfully step in to address the situation. Parents do not find bullying a concern.
- This school provides high-quality care for pupils who are in need of support when they encounter difficulties in school or at home. Pupils speak highly of the nurture teacher who they say 'is great' because she always finds time to listen to pupils when they are upset, unhappy or 'just need someone to talk to'. When expert help is needed, there are close links with a range of external agencies that provide additional support.
- Work to raise attendance has been successful and it has improved since the last inspection. Although still in line with the national average, fewer pupils are persistently absent now compared with previous years because pupils respond well to the rewards systems in place.

The quality of teaching

requires improvement

- Overtime the quality of teaching has not been consistently good and is still too variable.
- Learning is usually planned carefully. However, expectations are inconsistent from class to class. In particular, expectations for the most able, boys and disadvantaged pupils are not high enough to secure good progress.
- When planning tasks, not enough teachers base activities upon what they know pupils can already do. Some teachers use good questioning skills which help pupils to reflect upon their understanding. As pupils work through their tasks, although some teachers reshape tasks to enable them to take the next steps in

their learning, not all teachers have developed this strategy.

- The school's new marking policy has quickly become established and pupils engage well with the comments made by teachers. Pupils talk of the benefits of returning to work to improve or correct it. They particularly like the 'polishing pens' which pupils use, for example, to improve their use of vocabulary. However, not all staff use this to the same high standard and this means there are inconsistent levels of feedback to pupils. In classes where it works well, pupils are encouraged to consider their own targets for what they need to learn next. Pupils talk readily about how they enjoy this responsibility and use it to good effect not only in mathematics and writing but across other subjects too.
- The teaching of phonics and reading is good and pupils now make good progress across the school from their starting points.
- Developments in the teaching of writing are underway and there are early signs of success. However, over time achievement in writing has not been good enough and still requires improvement. The focus teachers are placing upon speaking and the acquisition of language is supporting pupils to develop their ideas. However, this new strategy has not had time to develop and prove its impact upon raising the quality of writing through more rapid progress. Writing across other subjects is developing and providing more opportunities for pupils to demonstrate and enhance their skills.
- In mathematics, a focus upon developing rapid recall of number facts is enabling pupils to use different strategies more deftly and understand the links between patterns of numbers. There are growing opportunities for pupils to probe problems more deeply and use a variety of strategies which are helping to build confidence in their abilities.
- Those pupils who receive additional support in reading and mathematics make good progress during these focused learning times. Excellent use is made of those with specialist knowledge, for example, in mathematics. However, outside these special lessons, too few of these strategies are used by teachers to continue pupils' learning and add to the rate of progress.
- Teachers have a good rapport with their pupils. Classrooms are colourful, engaging and informative. Pupils' work is celebrated and a range of resources provide prompts for learning.
- Teaching assistants also have good relationships with pupils. They work well to support individual and small groups in learning. Sometimes teachers do not use teaching assistants well enough to support learning.

The achievement of pupils

requires improvement

- Achievement is not good because pupils' progress is inconsistent and standards are not consistently high enough by the end of Year 6. Attainment rose in 2013 to broadly average in reading and mathematics and this was maintained in 2014. Writing remains stubbornly well below average. Year 2 outcomes have been broadly average over the past two years in reading and writing but well below average in mathematics.
- Pupils make good progress in reading by the end of Year 6. The proportion of pupils reaching the expected standard in the phonics screening check in Year 1 is above the national average. However, this success is not filtering through to standards at the end of Year 2, which have been average for a number of years. The most recent assessments also indicate these to be still average currently.
- Progress in reading accelerates over Key Stage 2 and pupils make at least good progress from their starting points, although standards remain in line with the national average. Progress in mathematics and writing require improvement.
- The most able pupils make the progress expected of them rather than good progress. This is because pupils are not challenged sufficiently well to achieve at the higher levels of which they are capable, most particularly in writing.
- Too few disadvantaged pupils supported by the pupil premium funding make good progress compared to other pupils nationally in reading and mathematics. In all subjects the gaps in attainment between this group of pupils and others in the school and others nationally are not closing rapidly enough. Disadvantaged pupils who left Year 6 in 2014 were around three terms behind others in the school in reading and four terms behind in mathematics. In writing, the gap was wider at almost five terms behind. Compared to other pupils nationally, disadvantaged pupils were about three terms behind in reading and mathematics and five terms behind in writing. The pupil premium funding is not being used effectively enough to close these gaps and secure good progress for these pupils.
- The progress of pupils with special educational needs requires improvement because it is also too varied. In 2014, the progress made by the Year 6 group was average in reading and mathematics but significantly below in writing, which are similar outcomes to other pupils in the year group.

The early years provision**is good**

- Most children enter the Nursery class with skills below those typical for their age, but not significantly so. Identified weaknesses in speech, language and personal and social development are given a particular focus addressing these needs of individual children well. Over time, children have left the Reception class at levels below those expected for their age. However, most are now making good progress because of effective teaching and are catching up to show skills more typical for their age when they start Year 1.
- They settle quickly and become confident and independent learners. They play and learn happily in this calm and caring environment. Behaviour is good and children are kept safe and secure and those who are more vulnerable or with specific needs are quickly identified and supported well.
- The curriculum provides a wealth of learning activities. Children are encouraged to be busy and active throughout the early years. Teachers and key workers skilfully question children and support their responses by modelling correct sentence construction.
- The teaching of phonics to help children understand how to use their new skills in phonics to read simple words. A more recent initiative of helping children to talk through their ideas through a story line is helping children to write more independently. Children use picture maps to draw their ideas before writing the story and this supports their ability to sequence 'what happens next'.
- Children are encouraged to develop independent healthcare and social skills. Staff enable independence and provide support to those who need additional help.
- Records known as learning journals demonstrate the coverage of the required areas of learning. Staff use observation sheets to record children's successes and some indicate what children need to learn next. The link between what children can already do and how teachers use this to plan new tasks is less clear. Leadership of the early years has been shared over recent months. The nursery has recently been integrated into the school and the headteacher has worked with the early years team to introduce new initiatives in mathematics, reading and phonics. The leadership and teaching in the early years are both good and staff record the achievements of children well.

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	462260

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	390
Appropriate authority	The governing body
Chair	Craig Newby
Headteacher	Angela Exley
Date of previous school inspection	8 May 2013
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