

Wallsend St Peter's CofE Aided Primary School

North Terrace, Wallsend, Tyne and Wear NE28 6PY

Inspection dates

2–3 March 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have an overly generous view of the school's performance. This means improvement planning is not sharply focused on the correct priorities.
- Leaders' checks on the quality of teaching, learning and assessment are not sufficiently rigorous to secure good outcomes for all pupils.
- Subject leadership is not consistently strong across the curriculum.
- Governors' understanding of their roles and responsibilities is imprecise.
- Teaching, including that in the early years, is of variable quality. Pupils' progress in reading, writing and mathematics is inconsistent.
- Not all adults in the early years use time effectively to foster children's learning and skills.
- Outcomes for disadvantaged pupils and those who have special educational needs and/or disabilities are not consistently good.
- Pupils do not have enough opportunities to write at length. A proportion of pupils have too few opportunities to read regularly with adults.
- Some pupils switch off from learning when their work is too easy, too hard or they have to wait for adult direction. Their learning is disrupted and progress slows as a result.
- Disadvantaged pupils' attendance is too low.

The school has the following strengths

- Leaders and governors have welcomed and acted upon valuable guidance and support from local authority and diocesan partners.
- The proportion of children reaching a good level of development by the time they leave the early years is steadily improving over time.
- Pupils find school enjoyable. They value the abundance of exciting resources and school clubs that are available.
- Pupils' spiritual, moral, social and cultural development is promoted effectively. Pupils feel safe, cared for and well protected.
- Pockets of strength in teaching enable some pupils to make rapid progress from their different starting points across subjects.
- Nursery children benefit from a strong start to school and make good progress over time.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and governance by:
 - ensuring that improvement plans are sharply focused on the correct priorities
 - monitoring the quality of teaching and learning with increased rigour and consistency across the curriculum, providing staff with constructive feedback and explicit targets to develop and improve their practice
 - equipping governors with the understanding and skills needed to fulfil their roles and responsibilities fully
 - supporting and challenging all subject leaders to manage their duties effectively
 - using the special educational needs and pupil premium funding to diminish differences and inconsistencies in outcomes and attendance.
- Secure consistency in the quality of teaching, learning and assessment in each key stage, particularly in reading, writing and mathematics, by:
 - ensuring that the work teachers set for pupils matches their varying needs and capabilities precisely
 - making sure that all pupils have sufficient opportunities to write at length, read frequently with adults and apply their skills of mathematical reasoning
 - using all available teaching and learning time in the early years to maximum effect
 - eradicating low-level disruption in lessons and during transitions.

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 funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders' and governors' view of the school's performance is narrow and too generous. Improvement planning is thin and fails to focus sufficiently on the correct priorities. Neither improving attendance nor the early years, for example, feature prominently enough.
- Senior leaders monitor teaching, learning and assessment regularly, particularly within English and mathematics. Their actions, however, have had limited success in improving teaching. While some areas of strength exist, particularly in Nursery and upper key stage 2, the quality of teaching and learning is inconsistent across year groups.
- Subject leaders are passionate about their subjects and demonstrate a valuable degree of expertise. However, not all monitor their area of the curriculum across key stages regularly and effectively. This hampers improvement of the wider curriculum.
- Leaders use the pupil premium funding in a considered manner. A learning mentor and additional staff provide extra support to pupils at risk of falling behind. However, differences between the outcomes of these pupils and those of others are not diminishing consistently. Poor attendance means that disadvantaged pupils are hindered unfairly.
- Leaders target the extra funding to support pupils who have special educational needs and/or disabilities appropriately. This said, pupils' individual educational plans too often lack precision. Some plans are reviewed more thoroughly than others. As a result, pupils' outcomes and rates of progress vary. Inconsistencies in the quality of teaching across year groups and key stages exacerbate issues for current pupils.
- The local authority and diocese work collaboratively to support and challenge leaders and managers. Over time, leaders and staff have benefited from external advice and support for mathematics, English, leadership and early years. A joint review of the school's performance, recently, identified accurately several areas requiring further scrutiny and development. Although overall conclusions were too optimistic, both bodies are committed to resourcing further improvement. It is too soon to identify the precise scope and effectiveness of this additional support moving forward.
- The headteacher employs Christian values successfully to underpin the curriculum. Fundamental British values are threaded through topics and tasks. Tolerance, respect and cultural harmony are guiding principles. This has led to some improvements in behaviour, as adults and pupils develop positive relationships. Pupils' spiritual, moral, social and cultural needs are well met.
- The headteacher and deputy headteacher work in close partnership. Together, they have implemented a system to track the attainment and progress of key groups of pupils. This is beginning to improve the reliability of assessments and strengthen senior leaders' ability to identify pockets of stronger and weaker practice more accurately.

- Leaders use the physical education and sport funding to good effect. Parents and pupils appreciate the broad range of activities on offer, from fencing and dance to football and archery. Beneficial opportunities to widen pupils' skills and stimulate their understanding of the importance of health and fitness have developed well.

Governance of the school

- Governors currently have an incomplete understanding of their role and responsibilities. Prior to inspection, the website did not meet statutory requirements in terms of governor information. Governors were unaware of this and also unclear as to how issues could be rectified.
- Records demonstrate that governors ask some challenging questions of leaders. They fail to probe issues thoroughly, however, in order to fully understand reasons behind the weaker aspects of the school's performance. Governors have not challenged leaders systematically enough to bring about consistency in pupils' outcomes and the quality of teaching across year groups, key stages and subjects.
- Governors bring enthusiasm and positive attitudes to their work. They offer steady support for leaders and managers through visits, informal discussions and formal meetings. Staff and pupils welcome governors' regular attendance at school events.
- The chair of the governing body demonstrates a firm intention to improve the effectiveness of governance. Together with others, she appreciates the need for governors to commit to self-improvement. Several new governors have undertaken training recently through the local authority's governor services. Skills in safer recruitment and child protection, for example, have been developed effectively. In this way, governance is beginning to strengthen.

Safeguarding

- The arrangements for safeguarding are effective. Staff are trained regularly, receiving regular updates from the headteacher. Staff and governors are alert to the risks of radicalisation and extremism. Information is readily available to parents about the school's approach to keeping pupils safe.
- The local authority conducted a safeguarding review in June 2015. The subsequent report summarised a number of strengths accurately. Senior leaders and managers have diligently continued to address and sharpen further aspects of the school's practice to safeguard and protect pupils.
- Leaders have made sure that the most recent national guidance and changes to legislation are used to inform policy and practice. The child protection policy adheres to the latest version of 'Keeping Children Safe in Education' (September 2016) and takes account of the government's 'Prevent' duty information for schools.
- The learning mentor and senior leaders work effectively together to meet the needs of vulnerable pupils and families. Links with external experts and agencies are strong.

- Leaders keep records of the attendance and behaviour of pupils. Procedures have recently been tightened. These detailed logs are not yet evaluated thoroughly to identify patterns and trends and do not, therefore, fully inform school improvement planning.

Quality of teaching, learning and assessment

Requires improvement

- Teaching quality varies across year groups and key stages. Consequently, pupils' outcomes are not consistently good, especially in reading, writing and mathematics.
- Disadvantaged pupils and pupils who have special educational needs and/or disabilities make variable progress. This is due to inconsistencies in teaching and the patchy quality of pupils' individual special educational needs plans.
- Some teachers use information about pupils' interests and capabilities effectively to plan tasks that challenge and excite. Where this is the case, pupils make rapid progress and become engrossed in their learning. This is not, however, a consistent feature of practice across year groups.
- Teachers in some year groups provide effective challenge and appropriate support for pupils in mathematics. Using skilful questioning and clear explanations, adults enable pupils to reason logically and think deeply about mathematics. Several initiatives to raise the profile of arithmetic are building pupils' confidence and rapid recall of number facts. Good practice, though, is not yet embedded across key stages.
- Teaching staff in some year groups read frequently with individuals and groups of pupils. These adults carefully monitor the content of, and frequency with which pupils read. Reading records demonstrate that this level of scrutiny and effective practice varies; not all pupils have comparable opportunities to read regularly. Some pupils who read with inspectors were reading material that failed to challenge them successfully.
- Pupils enjoy writing but have too few opportunities to write uninterrupted at length. As a result, pupils' writing skills, including their stamina and ability to develop an age-appropriate pace and flow of writing, are hampered.
- The teaching of phonics is improving steadily over time. The majority of teaching staff articulate the sounds that letters represent clearly and support pupils to do likewise. Most staff use their good subject knowledge in this area to expand pupils' vocabulary, introducing technical vocabulary in a timely manner.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy school and get on well with adults in school. The majority feel very safe and well looked after, saying that there are always friendly adults around whom you can talk to and who will listen. A reciprocal respect exists between adults and pupils.
- Playtimes are happy affairs. Leaders ensure that an exciting bank of outdoor games

and resources is available and play is well supervised. Pupils are actively engaged, using space hoppers, hoops, skipping ropes and stilts, as well as climbing frames, timber trails and ball games. Cheerful interactions and good cooperation are evident. Quieter, more reflective opportunities are also available outdoors. Pupils' physical and emotional needs are both well met.

- Pupils talk confidently about how to use technology sensibly and safely. They understand the risks regarding online activity and the internet, knowing that blocks are in place for their protection.
- Pupils say that bullying is rare and well managed by staff. The large majority agree that adults encourage them to be friendly towards others. Pupils are able to discuss the different forms that bullying may take and the effect it may have on individuals.
- The large majority of parents agree that their child is safe and well looked after. Several talk with appreciation about the school's nurturing ethos. The ready availability of the learning mentor is also highly valued.

Behaviour

- The behaviour of pupils requires improvement. Good attitudes and learning behaviours diminish where teaching is not matched closely to pupils' needs. Noise levels rise and some pupils fidget, becoming inattentive. Pupils who spoke with inspectors say that, at times, these behaviours interrupt their learning.
- Transitions between lessons or spaces within the classroom or school are not consistently smooth or time efficient. Pupils' conduct and self-discipline waver and low-level disruption ensues. Pupils say that supply teachers in particular find managing pupils' behaviour difficult at times.
- Overall, rates of attendance have steadily improved over time and in 2016 were broadly in line with national averages. The proportion of pupils who were regularly absent from school in 2016 overall was lower than the national figure. Nevertheless, the rates of attendance of disadvantaged pupils have failed to improve over time. The school's own information indicates that the attendance of disadvantaged pupils, currently, remains too low and the tendency to be regularly absent is persisting.
- Pupils are well mannered and friendly. They enjoy talking with visitors and are confident to do so. Several relish managing the extra responsibilities that school affords them. A recent visit to the inter-school pupils' council meeting at the local council chambers was held in high regard by those who took part. External visits often result in pupils' good behaviour being commented upon by outside parties. Pupils visit their local church fortnightly and are welcomed by the congregation because of their exemplary, respectful behaviour.

Outcomes for pupils

Requires improvement

- Pupils make variable progress over time. Current pupils' progress is inconsistent, particularly with regard to reading, writing and mathematics due to the variable quality of teaching across key stages.
- Overall, attainment in phonics has improved steadily over time. However, differences

between disadvantaged pupils and other pupils nationally have grown in terms of the proportion achieving the expected standard in the Year 1 phonics check. Similarly, the picture for pupils who have special educational needs and/or disabilities in phonics has weakened. Too few pupils in these groups, from their starting points, achieved the expected standard in the Year 1 phonics check in 2016.

- In key stage 1, pupils' attainment historically has been broadly in line with national averages in reading, writing and mathematics. Outcomes in key stage 1 in 2016 were also broadly in line with national averages at both the expected standard and the proportions of pupils achieving a greater depth in learning. Nevertheless, pupils' current rates of progress through key stage 1 are variable due to inconsistencies in the quality of teaching. Some pupils are not reaching the standards of which they are capable as a result.
- Disadvantaged pupils performed well in 2016 in key stage 1 and their attainment was broadly in line with that of others from similar starting points in all subjects. Disadvantaged pupils' progress in key stage 2 was broadly average in reading, writing and mathematics. This group is impeded, however, by these pupils' poor attendance and the variable quality of teaching.
- Rates of progress for pupils who have special educational needs and/or disabilities vary across the curriculum. This is due to inconsistencies in the quality of planning, target-setting and teaching.
- Pupils' attainment by the end of key stage 2 has been broadly in line with national averages in reading, writing and mathematics over time. In 2016, however, pupils' attainment was weaker. Although pupils made expected progress in writing, their progress in reading and mathematics fell to below average. Too few achieved greater depths of learning in reading, mathematics and English spelling, punctuation and grammar. The current progress of pupils throughout key stage 2 varies.
- In some year groups, the most able pupils are challenged effectively. Pupils make better progress in upper key stage 2. Nonetheless, over time, rates of progress and attainment for the most able pupils vary. In 2016, attainment in key stage 1 in reading, writing and mathematics for the most able pupils was above average. In key stage 2, however, their attainment in reading and mathematics was below average.

Early years provision

Requires improvement

- The quality of teaching varies across the early years. Rates of progress in reading, writing and mathematics, particularly, slow as children move into the Reception class. Chunks of valuable teaching time are not exploited successfully to maximise opportunities for children to learn. The use of time is inefficient. Senior leaders do not monitor early years practice rigorously; planning fails to support and challenge improvement in this key stage sufficiently.
- Children get off to a strong start in the Nursery class. An immediate focus on the prime

areas of learning fosters good rates of progress. Children are encouraged effectively to move around the setting in a safe and confident manner, listen attentively in a range of situations and speak clearly when offering their comments and asking questions.

- In broad terms, outcomes for children are steadily improving over time. In 2016, the proportion of children reaching a good level of development fell just short of the national average. This means that more children are better prepared for the demands of the key stage 1 curriculum. However, a smaller proportion of disadvantaged children attain a good level of development than others nationally.
- Leaders have created a stimulating environment that is well maintained and attractively resourced, both indoors and outside. Children play happily and safely together, enjoying the opportunities that have been made available.
- Adults have warm, caring relationships with children. They work closely with parents and other agencies to meet the personal and emotional needs of children. Children behave well. Parents have positive views of the work of adults in the early years and appreciate the friendly, approachable staff.
- The welfare requirements of the early years are met.

School details

Unique reference number	108626
Local authority	North Tyneside
Inspection number	10024069

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair	Mrs Carol Suter
Headteacher	Mrs Joanne Camsell
Telephone number	0191 200 7248
Website	www.wallsendstpeters.org.uk
Email address	wallsendstpeters.primary@northtyneside.gov.uk
Date of previous inspection	21–22 June 2012

Information about this school

- The school does not meet requirements on the publication of information about governance on its website.
- This school is slightly smaller than the average-sized primary school.
- The proportion of disadvantaged pupils is above average.
- The majority of pupils are of White British heritage. The proportion of pupils from minority ethnic backgrounds, although growing over time, is lower than national averages.
- The proportion of pupils who receive additional support for special educational needs and/or disabilities is higher than the national average. The proportion of pupils who have a statement of special educational needs or an education, health and care plan is lower than the national average.
- A breakfast club and after-school care club are managed by an external provider within

the school building.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- Teaching and learning were observed in all classes across key stages. During day one of the inspection, the lead inspector and the headteacher conducted lesson observations jointly.
- Meetings were held with the headteacher and deputy headteacher, senior and subject leaders, governors, including the chair of the governing body, and representatives from the local authority and the diocese.
- Inspectors listened to pupils read, scrutinised their work and talked formally and informally with groups of pupils and individuals. The 52 responses by Year 5 and Year 6 pupils to Ofsted's pupil questionnaire were taken into account.
- A wide range of the school's own information was examined, including policy documentation, the school's self-evaluation, improvement plans and records of the checks made on teaching and learning. Information about performance management and safeguarding arrangements and practice was also studied.
- The opinions of 13 staff were taken into account via their responses to Ofsted's questionnaire and through discussion during meetings.
- The views of 19 parents were considered via their responses to Ofsted's questionnaire, Parent View, and 18 responses via Ofsted's free-text service. Inspectors also spoke with parents at the school gate.

Inspection team

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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