

Inspection of a good school: Winlaton West Lane Community Primary School

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

Inspection dates:

1 and 2 November 2022

Outcome

Winlaton West Lane Community Primary School continues to be a good school.

What is it like to attend this school?

The exemplary behaviour of pupils creates a happy, calm environment. In classrooms, in the dining hall and on the playground, pupils get on well with each other and are kind. Pupils are very considerate of others. They would never let someone be lonely. Staff encourage pupils to make the right choices. As a result, pupils have learned to move around school without the need for constant supervision. Staff place great trust in pupils and this, in turn, is respected and valued by them.

Pupils are a little unsure what bullying is, but say that the school is a safe, happy place. They talk fondly of the support they receive from staff if they have a worry. They know adults in school are always there to help.

Pupils enjoy their lessons. They are enthusiastic, and eager to ask questions if they are unsure or want to find out more. They say teachers make learning fun and exciting. There is a real culture of 'having a go', where pupils are not afraid to make a mistake.

Staff and pupils have wonderful relationships. This makes pupils feel special and valued. The positive reward system, ongoing nurture and appropriate use of praise help develop pupils' self-confidence and self-esteem. Pupils really do 'reach for the stars'.

What does the school do well and what does it need to do better?

Leaders make sure that children get off to a good start in their education. Both the curriculum and the support that children receive in early years are of a high quality. The emphasis on developing children's speaking, reading and number knowledge lies at the heart of the curriculum. Staff are skilful in getting the best out of children. They provide engaging activities, such as the 'number thief', where children identify, say and place the missing number in the right order. The strong curriculum in early years prepares pupils for life in key stage 1.

Leaders know that it is important for pupils to remember what they have learned. Whole-school strategies, such as 'high 5', are used to help pupils remember facts and knowledge. Here, pupils are asked five questions related to what they studied yesterday, last week, last month and last year. In addition, regular recap sessions help pupils to use and apply previous knowledge when they are introduced to new subject content. For example, in mathematics lessons, pupils' secure knowledge of times tables enables them to identify factors quickly and accurately. Pupils achieve well and benefit from teachers' skilful delivery of the curriculum.

Leaders have recently introduced a new reading programme for younger pupils. Staff and pupils have quickly got to grips with this. Pupils receive high-quality daily phonics sessions. When pupils come across unfamiliar words, they have the knowledge to sound out letters and quickly blend them together. As a result, pupils become fluent, confident readers. However, some of the books that pupils read do not always match their knowledge or encourage their love of reading.

Leaders know the strengths of the curriculum and what needs to be improved. In stronger areas, such as mathematics and reading, the curriculum is sequenced and organised effectively. Teachers have good subject knowledge and are confident to adapt what they teach in order to deepen and secure pupils' knowledge. However, some foundation subjects, such as geography, are not as precisely organised. This means that some pupils miss out on studying vital knowledge.

Staff have high expectations for pupils with special educational needs and/or disabilities (SEND). Where possible, pupils with SEND access the class curriculum. However, there are times when pupils benefit from small-group or one-to-one intervention. Additional adult support, specific use of practical equipment and staff having a good understanding of individual needs help pupils with SEND achieve well.

Leaders have recently introduced a new behaviour management system. The consistent application by staff means that pupils know exactly what is acceptable and what is not. Pupils' wonderful attitudes towards their learning and their consideration of others mean that teachers can teach and do not have to spend time managing inappropriate behaviour.

Leaders provide a range of opportunities to support pupils' personal development. Pupils learn about relationships and staying safe through the personal, social, health and economic education curriculum. Pupils have been involved in collecting food for a local charity and recently visited a local care home. However, currently, the curriculum does not include a rich offer around the cultural and spiritual development of pupils.

School leaders, including governors, are aspirational for pupils to be well-rounded citizens who contribute positively to society. Governors analyse school performance information and ensure that decisions made are in the best interests of the pupils.

Safeguarding

The arrangements for safeguarding are effective.

Clear, effective recording systems are in place. The designated safeguarding lead uses information provided by staff to track, monitor and act upon any concerns. Staff are vigilant in their reporting. They know the signs of concern to look out for and what procedures to follow if required. Leaders consult with staff to find out what additional safeguarding training might be needed. Training is then provided through regular updates or refreshers for those who need it.

Leaders take the right actions and consult with relevant external agencies when required. If leaders do not agree with the recommendations from other agencies, they will challenge and push for additional support.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The sequence of leaders' plans for some foundation subjects is not as precise as it could be. Some pupils miss out on acquiring, and building upon, vital knowledge. Leaders should review these subjects to ensure that teachers know exactly what to teach and when.
- Leaders have not thoroughly considered their approach to developing pupils' personal development. As a result, pupils miss out on aspects of social, moral, spiritual and cultural development which will help prepare them for later life. Leaders should build on the existing aspects of the school's offer so that pupils experience a richer and broader curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in May 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	108346
Local authority	Gateshead
Inspection number	10240154
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	353
Appropriate authority	The governing body
Chair of governing body	William Purvis
Headteacher	Colette Bell
Website	www.wwlcp.school
Dates of previous inspection	18 and 19 May 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The headteacher was appointed in September 2022.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector did deep dives in the following subjects: early reading, mathematics and geography. The inspector spoke to leaders about the curriculum and met with teachers from the lessons visited. The inspector looked at pupils' work and spoke to pupils.
- The inspector listened to a range of pupils from different year groups read.
- The inspector met members of the governing body and the school improvement partner from the local authority.
- The inspector looked at the single central record and spoke to leaders, teachers, governors and pupils about safeguarding.

- The inspector considered the responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including any free-text responses. The inspector also considered the responses to Ofsted's online staff questionnaire and responses to Ofsted's pupil survey.

Inspection team

David Milligan, lead inspector

His Majesty's Inspector

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