

Inspection Report

WINGATE JUNIOR SCHOOL

Unique Reference Number: 114148

LEA: Durham

Headteacher: Mr G Long

Chair of Governors: Mr R Taylor

Lead Inspector: Michael Chisnall

Inspection Dates: 22 - 23 September 2004

This inspection was carried out under section 3 of the School Inspections Act 1996 as part of work associated with Ofsted's developments for future inspection in schools. Under Section 12 (3) of the Act, Her Majesty's Chief Inspector of Schools (HMCI) elects that the inspection shall be treated as if it were an inspection under section 10 of the Act

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, 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.

School Contact Details

Headteacher: Mr G Long
Chair of Governors: Mr R Taylor

Wingate Junior School
Moor Lane
Wingate
County Durham
TS28 5BA

Telephone: 01429 838313
E mail: wingate.juniors@durhamlea.org.uk

INTRODUCTION

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Wingate Junior School and of the local education authority.

The inspection was carried out by two of Her Majesty's Inspectors.

Key for inspection grades:

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Description of the school

Wingate is a small junior school. It is situated in the former mining village of Wingate, a growing community. There are 172 pupils on roll, 29 percent of whom are eligible for free school meals. This is above average. The proportion of pupils identified as having special educational needs (25 percent) is also above average. There are no pupils for whom English is an additional language. Pupils' attainment on entry to the school is average, although the full range of ability is represented.

OVERALL EFFECTIVENESS OF THE SCHOOL

Wingate is a good school that is effective in providing a good quality education for its pupils. The school sees itself this way and knows its strengths and weaknesses well. Pupils achieve good standards of work and make good progress, particularly in mathematics and science. They have excellent attitudes to their learning and to school life. They are given a host of opportunities to grow and develop as individuals and demonstrate high levels of responsibility.

Teaching is good and staff ensure that pupils learn well. The school is well led and managed. The headteacher is instrumental in setting high expectations of achievement for both staff and pupils. This has resulted in a community where every child is important and able to thrive. The curriculum is enriched by a wide range of out-of-hours activities that allow special interests to be pursued, such as information and communication technology (ICT). There are good procedures for assessing pupils but the potential of assessment data is not realised as the school does not analyse it well enough at class and year group level. The support and guidance offered to pupils is very good and results in a learning community of high quality. The school offers good value for money.

Grade: 2

Improvement since the last inspection

The last inspection was in May 1999 and the school has made good improvement since then. It has addressed all the previous key issues well. Standards in English and mathematics are now significantly higher and the rate of improvement exceeds the national trend. Higher attaining pupils now achieve well in science. Pupils with special educational needs have full access to the curriculum. The quality of teaching has improved and is now good. Pupils' personal development is now excellent.

Grade: 2

Capacity to improve

The school is very well placed to improve further. It has an accurate view of its strengths and weaknesses. This is because it evaluates its work very effectively, involving staff, governors, parents and pupils. Leadership provides clear direction to staff and pupils and has achieved significant improvement over time. Better teaching is helping pupils to achieve well. The excellent attitudes displayed by pupils show that they are committed to making the school a very effective learning environment.

Grade: 1

What the school should do to improve further

- Make more effective use of assessment data to identify factors that promote or hinder pupils' progress.

ACHIEVEMENT AND STANDARDS

Pupils are attaining standards that are above average and they make good progress, particularly in mathematics and science. In English, standards are closer to national averages. The school has recognised the need to raise the standard of writing and has undertaken improvement projects aimed at boys in particular. Nevertheless, gains in all three subjects have been made at a faster rate than expected.

The targets set for pupils at the end of Year 6 are challenging but they are largely met. Lower attaining pupils, including those with special educational needs, achieve well and the support they receive helps them to make good progress. The progress of higher attaining pupils is good and more of them have been reaching higher levels of attainment than expected nationally. The most recent national test results at Year 6 show that fewer boys than girls achieved higher levels in all three subjects. This is not a whole-school issue and reflects the ability range of that group of pupils.

There are two factors that have contributed significantly to this picture of improving standards. The first is the relentless drive for improvement demonstrated by the headteacher. The second is the good quality of teaching across the school, which has improved since the last inspection.

The personal development of pupils is outstanding, and their behaviour and attitudes to their work are exemplary. In lessons they are attentive and eager to learn. They are confident in expressing their views and have good independent learning skills. Pupils are unfailingly polite and helpful.

The pupils' responses to the opportunities they are given to develop their moral and social skills are excellent. Pupils have a very good awareness of how their actions affect others and those who have positions of responsibility make a very good contribution to the school community. Their spiritual and cultural developments are good. Pupils are very positive about the school. This is due to the support they are given in lessons, the care that the staff provide, the attractive environment in which they learn and many out-of-hours activities. Pupils enjoy coming to school, and as several pupils commented, "school makes us feel good about ourselves".

The attendance rate is below the national figure, due in part, to absences for holidays in term-time. However, there has been a rising trend in attendance over recent years and the school's procedures for promoting attendance are satisfactory.

Grade: 2

QUALITY OF PROVISION

The quality of provision is good. The quality of teaching is good overall and, on occasions, very good. Staff have good relationships with pupils and ensure that pupils of all abilities are actively involved in lessons. Staff show high levels of care, and teachers and support staff work well together to promote learning. They ensure that all pupils are challenged and are given opportunities to discuss and debate their views. Pupils' ideas are valued. There are high expectations of learning and behaviour and there are well-established routines in and around the school. In very good lessons, teachers provide interesting and exciting activities that motivate and challenge pupils. As a result, pupils make good progress. Questioning is skilfully used to help pupils to find their own answers to problems and to encourage them to refine and develop their responses.

There are some areas for improvement. Teachers do not always ensure that pupils understand the purpose of the lessons. For instance, in a literacy lesson on character similarities and differences, pupils did not relate the learning to the development of their own writing skills.

The school provides a good, broad and balanced curriculum which is accessible to all pupils. It is regularly monitored and the information gathered is effectively used to improve provision. The school has a very good range of clubs and sporting activities. The curriculum is enriched by visits to such places as the local fire station and Durham. Pupils are involved in effecting improvements to the school environment. Support and administrative staff make a very positive contribution to learning.

There are good procedures for assessing pupils and data is used well to place pupils in ability groups and to track individual progress. The school is not using assessment data to identify the needs of groups of pupils in all years who might not be achieving as well as they could. The system for considering the needs of these pupils, agreeing appropriate support and measuring its effectiveness lacks the necessary rigour for promoting pupils' progress still further.

The school provides very good opportunities for the pupils to learn about healthy living and about the need to be well-nourished and active. The positive involvement of adults from outside the school reinforces this message. The school is very successful in providing an environment where bullying is not tolerated. The few incidents of inappropriate behaviour that occur are dealt with quickly and pupils note that "no-one goes home worried". The system of "Buddies" and the pupil forum are excellent strategies that promote pupil involvement in the creation of a safe and happy environment. The school places a very high priority on supporting all pupils and is very successful in meeting individual needs.

Grade: 2

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good overall. The key to this is the leadership of the headteacher, which is very good and provides very clear educational direction to staff and pupils. Teaching and learning are monitored very thoroughly so that there is no doubt about what needs to be done to improve further. The senior management team provides effective support, as does the governing body, which plays an active and effective role in the work of the school. All statutory requirements are met. There is a strong commitment to equality of opportunity that results in a community where every child really does matter and pupils feel valued and happy.

The school is well staffed and resources are very good. The commitment to the use of ICT makes a very significant contribution to learning and achievement. This investment has been worthwhile. Very good use is made of the building and grounds to provide a stimulating learning environment and safe and interesting areas for recreation and outside study. Planning for improvement is thorough but does not concentrate sufficiently on targets relating to pupils' progress in all year groups and sets. Nevertheless, the school understands its strengths and weaknesses and evaluates its work accurately.

Grade: 2

*Any complaints about the inspection or the report should be made following the procedures set out in the leaflet 'Complaining about HMI-led Ofsted inspections', which is available from Ofsted's website: www.ofsted.gov.uk.
© CROWN COPYRIGHT 2004. This document may be freely reproduced in whole or in part, for non-commercial purposes, provided the source and the date are acknowledged.*