



Washingwell Community Primary School

Inspection Report

Unique Reference Number 108356
LEA Gateshead
Inspection number 277955
Inspection dates 21 November 2005 to 22 November 2005
Reporting inspector Jane Randall

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Bucks Hill View, Broom Lane, Whickham,, Newcastle upon Tyne, NE16 4RB
School category	Community		
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	0191 4884400
Number on roll	150	Fax number	0191 4885287
Appropriate authority	The governing body	Chair of governors	Mr Chris Tuckey
Date of previous inspection	1 October 2000	Headteacher	Mr Ian Morton

Age group 4 to 11	Inspection dates 21 November 2005 - 22 November 2005	Inspection number 277955
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, 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.

Introduction

The inspection was carried out by two additional inspectors.

Description of the school

The school serves a very mixed, but overall average, area. The percentage of pupils in receipt of free school meals is lower than the national average. The level of ability of pupils joining the school is generally around average. Numbers are falling because of changes in the area and fluctuate widely from year to year. Twenty-seven per cent of pupils have additional learning needs.

Most pupils are white British. The school has low mobility rates. The school has attained the Activemark Gold. At the time of the inspection one teacher was in the first year of teaching and one teacher was temporary. The school was also undergoing extensive building works.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. The inspectors agree that the school is improving but the satisfactory rather than good progress prevents the team from agreeing with the school's view that it is good. Pupils start school with broadly average skills and overall attainment at the end of Year 6 is average, although standards fluctuate from year to year. The overall satisfactory progress results from insufficient challenge for, and expectations of, pupils' learning. This is because teachers do not have enough information from the outcomes of assessment and the tracking of progress to set short-term targets for groups and individuals and to identify where not enough progress is being made. Although there are some good examples, the levels of challenge and the pace of learning are not yet consistently high enough to generate higher standards. The school has identified some initiatives to address this weakness and, in English, has demonstrated its success. The quality and standards in the Foundation Stage (Reception children) are satisfactory. The leadership of the school is satisfactory and has the capacity to make the necessary improvements. The good quality of pupils' personal development, the care and guidance given to pupils and the curriculum also contribute towards this capacity. The school provides satisfactory value for money.

not applicable

What the school should do to improve further

- Make better use of information from assessment to track pupils' progress more closely.
- Raise the level of challenge, expectations and the pace of learning, particularly for higher-attainers.

Achievement and standards

Grade: 3

Achievement and standards are satisfactory. Standards fluctuate from year to year. At the end of Year 6 in 2005, results in English were higher than the targets, reflecting the focus on improvement in English over the previous year. In mathematics and science there was a shortfall from the targets at both levels and particularly at Level 5. The school has identified the need for more work on the problem solving and investigation aspects of these subjects. The subject leaders are tackling these developments with enthusiasm and using external guidance and support well.

Levels of attainment on entry to school are very widespread but are generally average. Achievement in the Foundation Stage is satisfactory and children attain the goals set for their attainment. Although pupils' progress in Years 1 to 6 is satisfactory, higher-attaining pupils do not make enough progress in mathematics and science. Pupils with additional learning needs are identified early and they make progress in line with their peers.

Personal development and well-being

Grade: 2

The pupils' personal development is good. Their spiritual, moral, social and cultural development is good and the pupils have a strong sense of what is right and fair. An assembly and an excellent history lesson demonstrated pupils' good response to spiritual issues. The school's ethos is well reflected in the way in which pupils work cooperatively and in their good behaviour. Attendance is satisfactory. Pupils enjoy coming to school and participate well in lessons and other activities. They are prepared to persevere with independent tasks. Pupils understand the importance of a healthy life style and healthy eating. They follow safe practices in their conduct around the school. They make a contribution to their school through participating in the election and conduct of the school council, which has had an impact on the quality of school life, particularly playtimes. They contribute to life in a wider society and have good understanding of respect for all and enjoy their learning about other cultures. Pupils gain the skills that equip them for their future life, demonstrated particularly in the way in which they learn to discuss in groups.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory and leads to satisfactory progress. The lessons observed included one which was good and another which was outstanding. These lessons were challenging and exciting. Overall, lessons are well planned but teachers do not have enough information from assessment and tracking of pupils' progress towards their targets to enable them to make lessons demanding enough. Consequently, too little is sometimes expected of pupils, particularly those with the potential for high attainment. The value of the recent emphasis on improving speaking, listening and writing is clear in test results and in lessons. The school is now focusing on improvements in mathematics and science. Short-term targets are not used consistently in lessons to help pupils understand what they need to do to improve and increase the pace of learning. Marking gives too little indication to pupils as to how to improve their work. Pupils with additional learning needs are well supported in lessons. Good use is made of classroom assistants who provide valuable support for groups and individuals

Curriculum and other activities

Grade: 2

The curriculum is good. There are good opportunities for the development of personal, social and health education and a strong emphasis on teaching pupils to have respect for all. The school has a strong focus on the teaching of basic skills and has improved its curriculum for information and communication technology since the previous inspection. The recent focus on the development of speaking and listening skills helps

pupils to function well in groups. The curriculum for Foundation Stage pupils meets the requirements for this stage of learning despite the children being part of a mixed aged class with Year 1. Gifted and talented pupils are identified by the school but no specific provision is made except in music. For the size of the school there is a good range of sporting activities, including swimming, and clubs. The school has attained the Activemark Gold for physical activity. Of merit are the opportunities for older pupils to take part in outdoor and adventurous activities.

Care, guidance and support

Grade: 2

The school provides good care for its pupils and takes appropriate steps to safeguard their welfare and safety. Parents support this view. Child protection procedures are securely in place. Pupils state that they feel safe and secure and know to whom they can turn if necessary. They trust their teachers. Bullying is not seen as a problem. The buddy system for the playground supports vulnerable or new pupils well. There are good procedures for identifying and meeting the needs of those pupils who find learning difficult and the school is very successful in its integration of pupils with a high level of additional learning needs. While pupils are taught well to be independent in their learning, too little is done to help them to evaluate their own progress towards targets. A system of targets relating to behaviour worked well in one class and behaviour and learning were improved because of this.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Parents indicate satisfaction with the school. Good initiatives have recently taken place to improve standards in English, Their demonstrable success is indicative of the school's capacity to improve. The school gathers a great deal of assessment information about pupils. This is used well to identify pupils who need additional support and in to set targets in English for Years 2 and 6. At present, the information from assessment is not coordinated well enough to make sure that all pupils make good progress, to track their progress efficiently or to raise teachers' expectations. Subject leaders are enthusiastic and well focused on raising standards but they do not have planned time to monitor teaching and learning in classrooms.

The governors have a good relationship with the school and take an active interest. All statutory requirements have been met. A commendable initiative is for individual governors to take responsibility for liaison on each section of the new national initiative Every Child Matters. The school is aware of the need to get value for money. This is particularly successful in the support for pupils with additional learning needs and inclusion is a strength of the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707
www.ofsted.gov.uk

Washingwell Community Primary School,
Bucks Hill View,
Broom Lane,
Whickham,
Newcastle upon Tyne,
Tyne and Wear,
NE16 4RB

23 November 2005

Dear Pupils,

Following our visit to your school this week the inspectors would like to thank you for being so friendly, helpful and polite. We enjoyed our visit very much. We were impressed by your good behaviour and by the way you work well together in groups. You have learned new skills in speaking and listening in English and these are helping you to do better in your writing. You told us that you enjoyed school and feel safe and happy there. You show a good level of understanding about the need to respect all people regardless of where they come from or what they look like.

To make your school better and to help you to do well in your tests your teachers are going to change the way that they set your targets. This is so that you know and understand what you have to do to improve and what you should aim for. They are going to challenge you to work harder and aim higher. I am sure that you will be able to do this and enjoy it.

Yours sincerely,

Jane Randall (Lead Inspector)

Annex B