



Whinstone Primary School

Inspection Report

Unique Reference Number 111656
LEA Stockton-on-Tees
Inspection number 278743
Inspection dates 29 March 2006 to 30 March 2006
Reporting inspector Mr David Earley

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

Type of school	Primary	School address	Lowfields Avenue
School category	Community		Ingleby Barwick
Age range of pupils	3 to 11		Stockton-on-Tees TS17 0RJ
Gender of pupils	Mixed	Telephone number	01642 750318
Number on roll	597	Fax number	01642 750988
Appropriate authority	The governing body	Chair of governors	Jennie Beaumont
Date of previous inspection	1 December 1999	Headteacher	Mr Mike Poppitt

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is a very large school, serving a mainly private housing estate on the outskirts of Stockton-on-Tees. The pupils are mainly of white British origin, with a small proportion from Pakistani, Indian and Chinese backgrounds. A very small percentage speaks English as an additional language. Eligibility for free school meals is well below average. The proportion of pupils with learning difficulties and disabilities is well below average. Attainment on entry is above average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with school's judgement that it is a good school, giving good value for money. Attainment on entry to the Foundation Stage is above the level typical for children of their ages. Good teaching and provision in the Foundation Stage and throughout the school enable children to make good progress and to achieve well, so that by the end of Year 6 standards in English, mathematics and science are significantly above average. Parents have positive views of the school and it has good links with other agencies. The school has exceptionally good assessment and tracking systems. Most teachers use these well to set challenging targets. However, in some lessons the teaching does not ensure that all pupils progress at a fast enough rates to reach these targets. Personal development is outstanding. Children enjoy school and are self-confident. The curriculum is rich and well balanced with a good emphasis on developing skills in English and mathematics. The school is very caring and promotes health and safety well. Leadership and management are good. The headteacher provides outstanding leadership and is well supported by governors and staff. There has been good improvement since the previous inspection and the school has good capacity to improve further.

not applicable

What the school should do to improve further

- Improve standards by ensuring that all teaching enables pupils to make the progress they need to reach their challenging targets.

Achievement and standards

Grade: 2

Achievement is good overall. Children enter the Foundation Stage with above average attainment. They make a good start and by the end of the Foundation Stage they achieve well beyond the expected goals for their age. Good teaching is leading to good progress, and by the end of Year 2 standards in reading, writing and mathematics are significantly above average. This continues through the rest of the school and by the end of Year 6 standards in English, mathematics and science are significantly above average. The 2005 results for Year 6 showed an improvement on the previous year and maintained the well above average standards of the previous four years. However, the proportion of pupils who attained the higher level 5 at the end of Year 6 was lower than expected. Plans to improve attainment at the higher level are being put into place and are now beginning to improve standards. In the 2005 tests in Year 2, standards in reading, writing and mathematics were well above average and consistent with the results of the previous four years. Pupils with learning difficulties and those who speak English as an additional language make good progress. Standards and achievement in information and communication technology (ICT) are well above expectations.

Personal development and well-being

Grade: 1

Personal development is outstanding. Behaviour is exemplary; pupils enjoy school and love to learn. Positive attitudes to school are shown by the above average attendance and in the very positive learning ethos of the school. Pupils are mature and confident. School council representatives have a positive impact on the work of the school, for example, by suggesting modifications to the buildings and improvements to the school lunches. Effective teaching of the basic skills of literacy, numeracy and ICT, together with the opportunities provided for enterprise, prepares pupils well for their future economic well-being. Older pupils learn how to develop economic skills, for example, the gardening club sells its surplus plants to pay for seeds. Pupils' spiritual, moral, social and cultural development is good. Pupils are very mature socially and respect each other's opinions. By Year 6 they have become responsible young people and operate a 'Buddy' system which helps younger children to distinguish right from wrong and to learn how a selfish action may hurt others. Pupils work hard to promote their 'Eco School' by recycling, conserving and developing resources. They know how to keep healthy and safe and generously raise funds for local charities.

Quality of provision

Teaching and learning

Grade: 2

The school judges its teaching to be satisfactory. Inspection evidence shows the school has been cautious in its judgement and that the teaching is good overall. Teachers plan lessons which are interesting and as result, pupils say that they find learning enjoyable, even when they are expected to tackle tricky problems. Classrooms are calm, happy and purposeful places in which to learn. Relationships are outstanding. This results in the exemplary behaviour and excellent attitudes to work. It lies behind the high standards. When teaching is outstanding, teachers ensure that pupils have a firm understanding of what they are expected to learn. Consequently, their progress is outstanding. In the main, teachers use the school's highly effective assessment and tracking system well. They set pupils challenging targets and ensure that the work in lessons enables pupils to achieve as well as they can. When teaching is only satisfactory, however, not enough account is taken of what pupils already know or what they need to do next to reach their targets. As a result, there are times when expectations are too high for some and not high enough for others.

Curriculum and other activities

Grade: 1

The curriculum, including provision in the Foundation Stage, is outstanding. It is enriched by the teaching of French and by special subject focus weeks. For example, following 'Arts Week,' work was exhibited in the National Gallery. Pupils benefit from visits to theatres, museums and other places of interest. Planning for literacy, numeracy

and ICT is very good. It encourages pupils to extend their skills in other subjects and so raises standards. Participation in the numerous sports and other clubs has a positive effect on attitudes to learning and helps pupils to keep fit and healthy. Spanish and Turkish clubs widen pupils' understanding of life in other countries. The programme for personal and social education is very effective and the school makes good use of the expertise of visiting professionals. Understanding of the world of work is extended by visiting speakers from industry.

Care, guidance and support

Grade: 2

This is a caring school and pupils confirm that they feel happy. They are secure in the knowledge that if they have a problem there will always be someone to turn to. Good child protection procedures have been established, and the school does all that it can to implement and follow the necessary procedures to keep staff and pupils safe. The school works well with other professionals to teach pupils the importance of healthy lifestyles and how to look after themselves and others. Those pupils with learning difficulties or disabilities are supported well. Clear targets are set for them and the school has close working partnerships with their parents. All pupils are set challenging targets and in the main are provided with the support and guidance needed to achieve them. This is particularly the case in literacy where teachers' thoughtful comments in books help pupils to know what they need to do to improve. However, this is not done consistently in all classes and subjects.

Leadership and management

Grade: 2

The school judges its leadership and management to be satisfactory but inspectors find it to be good overall. The headteacher provides outstanding leadership and has a very clear understanding of the way ahead in order to improve provision and raise standards. He is well supported by staff in providing a broad, rich curriculum and ensuring that children enjoy their challenging work. Changes in personnel in the senior leadership team and among subject leaders have been well managed and teachers are settling quickly into their new positions. Teaching and learning are monitored very well but the plans to raise standards and achievement have yet to have their full effect. The school improvement plan gives the school a long-term view of its priorities so that, for example, strategies to deal with a potential fall in the numbers on roll have been well planned. There is a good partnership between staff and governors. This leads to an effective evaluation of the work of the school. Surveys of parents' views show that there is a general satisfaction with their children's education and that the school takes account of their views. The school has improved well since its last inspection. The very strong leadership provided by the headteacher has increased the pace of improvement and the school shows good capacity to improve further.

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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
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	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

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To the children of:

Whinstone Primary School

Lowfields Avenue

Ingleby Barwick

Stockton-on-Tees

TS17 0RJ

30 March 2006

Dear Children

Thank you for making us so welcome during our visit to your school. We were really impressed by your very good behaviour, courtesy and good manners. It was very clear that you enjoy coming to your school and are proud of it. Your work is better than that in most schools and the school helps you to become confident and caring.

We think that Mr Poppitt is an excellent headteacher and helps to make your school a happy and hard working place. Mr Poppitt, the governors and the teachers work well together to help to make your school good. Your teachers give you interesting work to do and expect that you will try your best. It is good that you visit interesting places like Eden Camp and Whitby because that makes learning interesting. We were pleased to see that you learn French and about how businesses are run. You have lots of clubs and sporting activities. You all understand the importance of exercise and a healthy diet and are looking after the environment well through your work on the Eco School.

Your teachers keep a very careful check on how well you are doing. We are asking them to make more use of this in lessons in order to help you to improve your work. The school looks after you well and ensures that you keep safe. It is good to see that the school council listens to what children say so that it can make improvements in school and that the buddies are very helpful to other children. We like the way you use your computers and your skills in English and mathematics in your work in different subjects because this helps you to understand them better.

Thank you once again for being so kind and helpful to us and for helping to make our visit so enjoyable.

Yours sincerely

David Earley

(Lead inspector)