



Wingate Infant School

Inspection Report

Unique Reference Number 114149
LEA Durham
Inspection number 279322
Inspection dates 30 November 2005 to 1 December 2005
Reporting inspector Mrs Moira Fitzpatrick

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

Type of school	Infant	School address	Church Street
School category	Community		Wingate
Age range of pupils	4 to 7		County Durham TS28 5AQ
Gender of pupils	Mixed	Telephone number	01429 836843
Number on roll	106	Fax number	01429 836843
Appropriate authority	The governing body	Chair of governors	Mr Robert Taylor
Date of previous inspection	1 November 2000	Headteacher	Mrs Marie-Louise Binks

Age group 4 to 7	Inspection dates 30 November 2005 - 1 December 2005	Inspection number 279322
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

The school is smaller than average, with 106 children between four and seven years. The school's intake has fallen since the last inspection, but is set to rise again in the next year. Children come from families with a predominantly white British heritage. There are two children who speak English as an additional language and both are now learning effectively in English. The proportion of children eligible for free school meals is above average and so is the percentage of children with learning difficulties or disabilities. There are four children with a Statement of Special Educational Need. In recent years, the school has gained the Artsmark Silver, the Activemark Gold Award and the Basic Skills Quality Mark for the second time and the Healthy School Awards for the first time.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspector agrees with the school that its overall effectiveness is good. Under the leadership of the acting headteacher some aspects have developed quickly and are now outstanding. Children make good progress and reach good standards from starting points that are below the expected level when they join the Reception class. Some weaknesses in mathematical development are being effectively tackled, and the school rightly has this as a continuing priority for this year. Children's personal and spiritual, moral, social and cultural development is outstanding. The school has successfully raised the level of attendance of many pupils this term, but there are still some whose attendance needs to improve further. Provision for children in the Foundation Stage is good and rapidly improving because of the skills and enthusiasm of staff. By the end of Reception, children are close to the expected level in most areas of learning, and in their personal, social and emotional development they exceed the expectation for their age. Teaching is good and curriculum provision is outstanding. On the basis of these strengths, the school gives good value for money. Leadership and management are good overall; the acting headteacher is providing very good leadership for the development of the school. Governors give good support to the school and they too are developing their roles well this year.

The school has made good improvement since the last inspection and is very well placed to improve even further.

What the school should do to improve further

The school should focus on:

- continuing to raise standards in mathematics through the effective strategies being devised
- continuing to improve the attendance of the pupils who are absent too often through the strategies that have proved effective this term, so that they benefit fully from all that the school has to offer.

Achievement and standards

Grade: 2

The inspector agrees with the school's evaluation that achievement and standards are good. When children start school they have attainments which are below average overall. They make good progress in the Reception class so that by the time they start Year 1 they are close to what is expected nationally, though some children still have weaknesses in mathematical development. The results of the Year 2 national tests, in reading, writing and mathematics, show that children continue to make good progress, especially in their literacy and numeracy skills, so that standards are at the national average for children aged seven. In the most recent tests, the proportion of children achieving the higher level expected for their age exceeded the national average in all three subjects. In mathematics, the marked improvement on the previous year was

because of new strategies developed by the school. Children with learning difficulties and disabilities make the same good progress as their peers. Children in all classes achieve well in creative subjects, as the many high quality displays of their artwork show. They also achieve well in information and communication technology and are able to use computers, interactive whiteboards and a range of cameras very well to support their achievement in different subjects.

Personal development and well-being

Grade: 1

The inspector does not agree with the school that this aspect is good; it is outstanding. The school's aim to promote high achievement and personal development is very well realised for all children. Children have a very good sense of their worth because their achievements are constantly celebrated and shared. Through the school council, children demonstrate a very good capacity to see where improvements are needed and they have changed the range of school clubs to match their interests. Children behave very well; they are polite and respectful, meeting the high expectations of their teachers. Children enjoy all that the school has to offer. Despite below-average attendance in the past, the vast majority come to school regularly. This year, better links with parents have resulted in improved attendance so that this term it is at the national average, marking a significant improvement on the same period last year. Children have a good understanding of the need for healthy eating and regular exercise through the school's good promotion of these. Children's spiritual, moral, social and cultural development is excellent and is seen in their tolerance of others, their curiosity about the world and their extensive knowledge of other countries, faiths and traditions.

Quality of provision

Teaching and learning

Grade: 2

Teaching seen during inspection was all good, supporting the school's judgement on this. Some very good teaching was also seen.

Teachers make very effective use of their assessment of children's learning to plan tasks that interest and challenge learners of all abilities. This ensures good progress for all. All teachers share a commitment to children learning through play and decision-making. The result is that children's enjoyment in learning is high and their recall of what they have learnt is impressive. High quality teaching of literacy, numeracy and information and communication technology skills ensures children are well equipped to be independent learners and well prepared for the next stage of learning. All teachers place good emphasis on practical activities which engage and hold children's interest well. Lower attaining children are well served by this, as they are able to concentrate for longer than with some other methods of learning. One parent described the learning as 'fun and exciting' and children agree. High quality support from classroom assistants

develops confidence in children with learning difficulties and helps them make the same good progress in their learning as their peers.

Curriculum and other activities

Grade: 1

The inspector judges this to be outstanding. Subject leaders have reviewed the curriculum this year to provide more enjoyment and a wider range of opportunities for children. This has been very successful, especially with the introduction of games in mathematics lessons, which is improving children's confidence in solving problems. The school's planning takes good account of the needs of different learners, so that they all have access to topics and activities that interest them as well as teaching them how to stay safe and healthy. The curriculum is very well enriched through a wide range of visits and visitors which extend children's learning beyond the classroom and open up new interests. Creative projects provide a window on the world by focusing on the culture and traditions of different countries and faiths. The provision of after-school clubs is excellent; these are very well supported by children and have been tailored in response to their expressed interests.

Care, guidance and support

Grade: 1

This is an outstanding aspect of the school's provision, and not good as the school modestly judged. There are thorough, well-planned procedures to ensure that children are safe and secure and have access to good quality support if they need it. Parents expressed very high levels of satisfaction with how well their children are cared for. As one parent put it, "It is a great, safe environment for children." Links with parents to support their children's learning have developed rapidly this term and are now very effective. These have created what some parents feel is a strong family atmosphere in the school so they can approach staff for 'constructive and helpful advice, which is always forthcoming'. Children who are at risk are very well cared for, monitored and supported to make the same progress as other children. Children are encouraged to become independent from the earliest age and this has a very good impact on all aspects of their development throughout their time in school.

Leadership and management

Grade: 2

The school accurately judges this to be good overall. The acting headteacher has provided very good leadership in developing the role of subject leaders to involve everyone fully in improving the school. The school's evaluation procedures are very effective in giving all staff a clear picture of strengths and weaknesses in the school. All subject leaders provide good leadership and management and have correctly identified what needs to be done to raise standards further. They are all rapidly improving their expertise and share a strong commitment to raising standards even further. The acting headteacher ensures through her role as the coordinator for learning

difficulties and/or disabilities that all children have the support they need to do their best. Her work to improve relations with parents has been highly effective and parents are delighted with their enhanced role in supporting the school.

Governors support the school well. Under the leadership of the acting headteacher they too have developed their role this year. They are now making effective links to learn more about the school at first hand. Improvement since the last inspection has been good and, given the current developments to roles and systems in the school, it is very well placed 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?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	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	1	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?	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?	1	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	1	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	1	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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2 December 2005

Dear Children,

Thank you for sharing your lovely school with me and showing me all the clever things you do. You were very kind and polite and looked after me very well.

Here are some of the things I liked best about your school.

The way you all work hard and enjoy your learning so much because your teachers make it fun.

How kind and helpful you are to each other.

How very well behaved you are so that everyone can enjoy their learning.

Your beautiful art work that is all around the school. I hope you feel very proud of it. You should!

How well you work together to think of improvements for the school. Your ideas for school clubs are really good.

That your parents and families love you coming to school because it is such a happy, safe place for you.

That you and your teachers get on so well and look after each other.

To make things even better I have asked your headteacher and teachers to:

help a few of you to attend school more often because your learning is so important and because your school is a lovely place to be

help you to continue to get even better at mathematics.

Thank you all again for your help. I hope you have a very Happy Christmas.

Best wishes,

Mrs Fitzpatrick

Annex B

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