



Winlaton West Lane Community Primary School

Inspection Report

Better
education
and care

Unique Reference Number 108346
Local Authority Gateshead
Inspection number 288071
Inspection dates 30–31 January 2007
Reporting inspector Janice Stephenson

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

Type of school	Primary	School address	West Lane
School category	Community		Winlaton, Blaydon-on-Tyne
Age range of pupils	3–11		Tyne and Wear, NE21 6PH
Gender of pupils	Mixed	Telephone number	0191 4142557
Number on roll (school)	296	Fax number	0191 4140764
Appropriate authority	The governing body	Chair	Mr Paul Collins
		Headteacher	Mrs Angela Exley
Date of previous school inspection	1 February 2001		

Age group 3–11	Inspection dates 30–31 January 2007	Inspection number 288071
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Winlaton West Lane is a large primary school serving a disadvantaged area. Most pupils are White British and very few come from minority ethnic backgrounds. The number of pupils eligible for a free school meal is in line with the national average, as are the number with learning difficulties and disabilities. The school currently has a low number of pupils who are looked after by the local authority. There is a grant-funded nursery, as well as breakfast, after-school and summer holiday clubs. Children enter the Reception class with levels of attainment that are below that expected for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Winlaton West Lane primary school provides a satisfactory quality education overall for its pupils. Its strengths are in the support and care given to the pupils within a safe, secure and stimulating environment. The pupils enjoy coming to school and standards are improving.

Pupils' achievement is satisfactory. Children start school with standards that are below those expected for their age. They make satisfactory progress in the Reception class although they do not reach the levels expected for their age. Pupils continue to make satisfactory progress in Key Stage 1, though the more able could achieve more. In 2006, standards at the end of Key Stage 1 were well below average. The school is tackling this with a more effective approach to monitoring and tracking performance. This clearly identifies pupils who could achieve more and well-targeted teaching support is enabling pupils to make much better progress. Standards are now much higher. Pupils' progress in Key Stage 2 is satisfactory and some of it is good. The results of national tests in 2006 show an improving picture and standards are broadly in line with national averages.

Teaching and learning are satisfactory overall and there are examples of very effective teaching that challenges all abilities of pupils. In these lessons, assessment information is used well and the quality of marking tells pupils how well they are doing and what they need to do to improve their work. This is not yet consistent practice throughout the school. The curriculum is satisfactory and is improving with the blocking of time for foundation subjects and the investment in information and communication technology (ICT). These changes are having a positive impact on pupils' enjoyment of learning and their progress.

This is a caring school. Parents are very pleased with the school and appreciate that their children enjoy school and feel safe and secure. Links with the community are good. Pupils' personal development is also good. Pupils are considerate, helpful and get on very well with each other, because they know that this is important and that it makes living in the school community so much easier. Their preparation for life ahead is satisfactory.

Leadership and management are satisfactory. The headteacher has developed a strong, united team who are determined to work hard to raise standards. Recently introduced monitoring systems are placing a sharper emphasis on pupils' progress and this is helping to improve the quality of teaching and learning. Subject leaders work well in curriculum teams but their individual roles in checking performance in subjects and sharing expertise is still developing. Governors and all staff play a role in evaluating what is working well and what needs further attention. As a result, the school has an accurate picture of what actions need to be taken and is well placed to improve.

What the school should do to improve further

- Improve the quality of teaching, especially at Key Stage 1, so that all pupils achieve the standards of which they are capable.

- Use assessment information consistently to match work to pupils' ability and ensure it is sufficiently challenging for all pupils.
- Improve the role of subject leaders to enable them to play a fuller part in setting priorities for the subjects they lead.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Children start school with skills and knowledge that are below those typical of their age, particularly in language and mathematics. Children make steady progress in the Foundation Stage although they do not reach the goals expected of them by the end of the Reception class. However, a small group of higher ability children are working beyond what is expected for their age. In 2006, results of teacher assessments at the end of Year 2 were slightly better than results in previous years, but still well below average in reading, writing and mathematics because too few pupils exceeded the level expected for their age. The improved tracking system now clearly identifies those pupils in Key Stage 1 who could achieve more. These pupils are given additional learning support and they are now catching up. Pupils' progress in Key Stage 2 is satisfactory and sometimes better because teaching is more challenging. Standards at the end of Year 6 are average in English and mathematics and above average in science. Pupils are well on track to achieve the challenging targets set for this year.

Pupils with learning difficulties and/or disabilities and those who are looked after by the local authority are well supported and make satisfactory progress. Assessment information indicates fewer boys reach average levels than girls. However, there is no difference in overall achievement as the boys start school with lower attainment.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development is good. All pupils like coming to school and they particularly enjoy the after school clubs and practical activities planned for them. The behaviour of pupils is good. They are often seen laughing together and being helpful to one another. Pupils always greet their teachers with a warm welcome each morning and are very polite and thoughtful when talking to school visitors. The headteacher has created a strong ethos where everyone is treated fairly and with respect. One pupil said 'no-one is left out in this school and we all consider everyone's feelings'. These high values extend to the wider world and pupils have very good opportunities to discover what it is like to live in modern day British society, making good use of the locality, visits and visitors. Pupils have a good understanding of the benefits of healthy eating and enjoy the delicious fruit and vegetable snacks. Attendance is average and any unauthorised absence is rigorously pursued with parents. The school council take their responsibility seriously and say that 'we have improved the school', for example, in improved provision in the playground and better menus for school dinners. Many older

pupils have a mature understanding of their role in society and this, plus satisfactory literacy and numeracy skills, gives them a sound basis for their next school.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and there are examples of very effective teaching. Where the teaching is most effective, assessment information is used well to plan lessons that challenge all abilities of pupils.

The quality of questioning is good because pupils are encouraged to think for themselves and they are able to contribute to the lesson, whatever the level of their knowledge and skills. Where assessment is not used as effectively, the pupils do not always make the progress they could. Throughout the school lessons are well managed and pupils behave well. Relationships between staff and children are very good and pupils feel valued and have high levels of confidence. Teachers make effective use of interactive white boards and this makes learning enjoyable, interesting and helps to motivate learners.

Curriculum and other activities

Grade: 3

The curriculum, including provision in the Foundation Stage, is satisfactory. The school gives sufficient time for all subjects to be taught. It is beginning to block subjects together to make learning even more relevant and interesting for pupils. Personal and social development receives good attention in lessons and throughout the day. This leads to well-adjusted pupils who interact well with each other and adults. Provision for ICT is good. The school has invested heavily in new resources and the use of ICT is now a regular feature of lessons. Literacy and numeracy follow recommended guidelines although planning does not take full account of the different needs of pupils. The enrichment of the curriculum is good. There is a range of exciting after school clubs, including sport, art and gardening. The clog-dancing club is a firm favourite and often performs in the locality. Many visitors also add excitement to the curriculum.

Care, guidance and support

Grade: 3

This is a caring school and gives high priority to the welfare of the pupils. Pupils say that they feel safe and secure because the staff know them well and respond quickly to their needs. One letter received from an ex-pupil said that the school 'helped me greatly, both with my grades and with my emotional dilemmas'. Systems for safeguarding pupils' health, safety and well-being are fully in place. The school now has good systems to track pupils' progress and is taking action when any potential underachievement is spotted. This is starting to have an effect on improving progress

although the impact is yet to be seen on standards at the end of Key Stage 1. The school responds well to pupils with learning difficulties and/or disabilities, involving other agencies when appropriate. Links with the community are also good, demonstrated by effective sporting links and the performances of the school music and clog team.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher knows her school well and has worked hard to create a staff team who work effectively together. The successful introduction of procedures to monitor progress means there is a sharper focus on improving pupils' progress, which is starting to impact on achievement in school. The school has a good understanding of its strengths and areas for development and has an accurate picture of its overall effectiveness.

Subject leaders work well in curriculum teams. Individually they have much subject expertise but their individual roles in checking the pupils' performance and leading and influencing improvement is still developing.

Governance is satisfactory. Governors are supportive and knowledgeable about the work of the school and they are very committed to the school and its pupils. They are involved in self-evaluation and know what the key priorities are and what the school is doing to tackle them. The issues from the last inspection have been successfully addressed. Standards are rising and the whole school team are united and determined in their drive to improve pupils' progress. The capacity to bring about further improvement is good.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Winlaton West Lane Community Primary School

West Lane

Winlaton

Blaydon-on-Tyne

Tyne and Wear

NE21 6PH

3 February 2007

Dear Pupils

Thank you very much for welcoming the inspection team to your school. We thoroughly enjoyed talking with you and looking at your work. It is clear that you enjoy the activities that you take part in and some of you do really well. We have asked your school to make sure that all of you do as well as you possibly can.

We were very impressed with the way in which you were very polite and respectful to us. Your behaviour was good and it was a pleasure being part of the school for two days. Your teachers look after you well and you know how to keep safe and healthy. With more work that enables you all to make the best possible progress, and more guidance that tells you how to improve, we think standards at your school will become even higher.

You are all a really good team at Winlaton. Keep it up!

Thank you again for your help and best wishes for your future learning.

Yours sincerely

Jan Stephenson and the inspection team.