

Wallsend St Peter's CE Aided Primary School

Inspection report

Unique Reference Number	108626
Local Authority	North Tyneside
Inspection number	309748
Inspection dates	26–27 November 2007
Reporting inspector	Linda Buller

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	219
Appropriate authority	The governing body
Chair	Father Michael Vine
Headteacher	Mr Keith Reader
Date of previous school inspection	1 March 2004
School address	North Terrace Wallsend Tyne and Wear NE28 6PY
Telephone number	0191 2007248
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is average in size and is situated in an area that is socially and economically disadvantaged. The proportion of pupils who claim free school meals is above the national average. Most pupils are White British, with a small number who have mixed or minority ethnic backgrounds. The proportion of pupils who have learning difficulties and/or disabilities is below average, although this fluctuates year on year; for some year groups it is more than twice the national average. Children's attainment on entry to Nursery is below that which is typical 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: 4

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the pupils' achievement and the quality of the curriculum.

Achievement is inadequate and standards are below average, because pupils do not make as much progress as they should over time. Therefore, the school is not providing value for money. Pupils generally make satisfactory progress in the Foundation Stage and in Key Stage 1, although there are at times weaknesses in the progress made by more able pupils due to a lack of challenge in some lessons. Pupils in the current Year 6 are making at least satisfactory and, in many cases, good progress as a result of consistently good teaching that is dealing with a legacy of underachievement. This legacy was also reflected in the school's results in the 2007 national tests, which were below average in English and science and well below in mathematics. Given their performance at the end of Key Stage 1, the pupils do not make sufficient progress or reach high enough standards by the end of Year 6. As a result, preparation for their future learning is inadequate.

Currently, there are signs of improvement in pupils' progress and higher proportions make the requisite gains. The quality of education, including the quality of teaching, is improving and is broadly satisfactory; however, there is not enough good teaching to increase the rate of pupils' progress rapidly. In most lessons teachers manage pupils' behaviour well and there are no disruptions to learning. Nevertheless, pupils do not always make enough progress in lessons because assessment information is not always accurate or used effectively. Where this occurs, the curriculum and teaching are insufficiently adapted to take into account prior learning. Staff are caring and deal quickly with any concerns that pupils may have. Parents are very supportive of the school and strongly appreciate the help their children are given.

Pupils' personal development is satisfactory. Most pupils enjoy school and demonstrate this in their good attitudes to work in most lessons. Attendance rates have improved significantly and are in line with the national average. Pupils say they feel safe in school and demonstrate an appropriate awareness of health and safety and the importance of following a healthy lifestyle. Behaviour is satisfactory. Pupils understand the importance of getting along with each other and are very keen to contribute to the school's improvement by taking responsibility for a range of day-to-day tasks. The school's strong association with the local church underpins satisfactory links with the local community. Together, these give pupils a secure understanding of their responsibilities as citizens.

Leadership and management are satisfactory. In the past, monitoring of the school's performance lacked rigour and did not focus closely enough on the standards attained or the progress made by pupils. With support from the local authority, thorough and accurate monitoring has given the school a clear picture of the areas in need of improvement and forms the basis for a well-judged plan for change that follows appropriate priorities. Although improvement from the last inspection has been slow, actions by the school's leaders have resulted in a greater pace of change. A new system to track pupils' progress has been introduced and teachers are working towards meeting the pupils' challenging targets. This has gone some way to improving effectiveness and demonstrates the school's satisfactory capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 3

Provision is satisfactory. When they start in the Nursery, most children have skills and knowledge below those typical for their age, although this does vary from year to year. They make satisfactory progress overall, although many make good progress in the development of personal skills. Children are well cared for. The environment is safe and secure and they settle happily into Nursery, learning to take responsibility for some tasks such as feeding the fish. Adults help children to learn as they are playing by using careful questioning and showing them new skills, both indoors and outdoors. This helps the adults to match activities to the learning needs of children. However, sometimes groups of boisterous boys can dominate. At these times adults do not always help them to make the most of learning opportunities in their play and in group activities; as a consequence other children are not given the same chance to contribute. The routines children have and the opportunities they receive in Nursery do not always follow through smoothly into Reception class. This prevents them making better progress. The Foundation Stage leader is aware of this and plans are in place to address the issues but they have not yet had any impact. Leadership within the Foundation Stage is satisfactory.

What the school should do to improve further

- Raise standards and ensure that all pupils achieve as well as they can.
- Increase the proportion of good teaching.
- Improve the accuracy of teachers' assessments of what pupils can do.
- Revise curricular plans to provide a better match of work to pupils' needs.

Achievement and standards

Grade: 4

The achievement of pupils is inadequate. By the time pupils leave the school they have not made the progress needed to build on the standards they attained when they were seven, and standards remain below the national average. Children make satisfactory progress in the Foundation Stage and on entry to Year 1 standards generally remain below those that are typical for their age, although this does vary year on year. The results of Key Stage 1 national tests in 2007 showed that standards overall were broadly average, although better in reading and mathematics than in writing, which despite some improvement remained below the national average.

By the end of Year 6, however, standards have been below the national average since the last inspection in 2004, and at times well below. Actions taken by the school to raise standards have met with some success; for example, targeted support and teaching for pupils with learning difficulties and/or disabilities have resulted in these pupils making good progress to reach standards above those of their peers nationally. Improvements made in individual subjects however have not been maintained from year to year. For example, in the national tests in 2006, the school's results in mathematics improved, but in English remained significantly low. In 2007 this was reversed, with improvement in English but a significant dip in the results in mathematics. Although the situation is improving, inconsistencies in progress between classes remain. As a result, the school failed to reach its targets in 2007 as too many pupils have significant gaps in their learning by the time they reach Year 6. In the current Year 6, pupils are making at least satisfactory progress, with a significant proportion of pupils making rapid

strides in their learning. Nevertheless the lack of continuity in learning in previous year groups remains a barrier to raising standards.

Personal development and well-being

Grade: 3

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. The vast majority of pupils are polite, welcoming and friendly, and have a positive attitude to learning. This is because they receive good guidance through a well-planned programme of assemblies and themed weeks such as anti-bullying week. The development of their cultural awareness is satisfactory. Pupils say they feel safe in school and most behave well, although on occasions overly boisterous play can lead to aggression and a lack of respect for adults. Pupils understand the benefits of a healthy lifestyle and older pupils in particular respond well to the good range of opportunities to stay healthy. School council members are proud of their school and are keen to be part of the drive for improvement. As yet this is at an early stage of development and only having a limited impact on pupils' contribution to the school community. There are strong links with the local church, which contribute well to pupils' spiritual and moral development. Children gain good social skills to help them in later life. They co-operate and support each other well and in Year 6 they respond with enthusiasm to the chance to set up and run a restaurant. However, basic skills, particularly in writing, are below where they are expected to be by the time they leave school; as a result, preparation for adulthood and the world of work is inadequate.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall. There is not enough good teaching to enable pupils to make consistently good progress. Good relationships between staff and pupils ensure pupils usually enjoy their work, have good attitudes to learning and behave well. However, in some lessons, when the pace of work is too slow, pupils lose concentration and occasionally become restless and silly. In the main, teachers explain things well and pupils know what they are expected to learn. Lessons are carefully planned but assessments of pupils' prior learning are not wholly accurate or consistent across the school, particularly in writing. As a consequence, the work provided for pupils in lessons is not well matched to what they need to do next in order to make good progress. Teaching through targeted support for pupils with learning difficulties and/or disabilities is good and well matched to their individual needs. Consequently, these pupils make good progress.

The school has come a long way in improving the quality and consistency in the marking of pupils' work. In some classes however the information gathered by teachers is not then used well enough to adjust planning for subsequent lessons. As a result, in these lessons, pupils do not have the opportunities to refine and improve their work.

Curriculum and other activities

Grade: 4

Although the curriculum is broad and balanced, with an appropriate emphasis on developing the essential skills of literacy and numeracy, it does not ensure continuity of learning from one year group to another. The school has worked hard, with the support of the local authority, to

establish a range of curricular targets based on identified subject weaknesses. Although this action has had some impact on improving pupils' progress, the curriculum is not well enough adapted for all year groups to take account of pupils' differing levels of ability. In too many lessons, teachers are following curriculum guidance relating to expectations for the age of pupils in their class irrespective of whether or not the pupils have reached this level. As a result, by the time pupils reach Year 6, there are still gaps in their knowledge and understanding which are hindering further progress. This is one of the reasons why too many pupils are continuing to underachieve.

Good examples of learning being enhanced by a range of visits are being established; a recent trip to London by Year 6 pupils acted as a very effective stimulus for pupils' writing. However, this is not a regular feature of learning in other year groups. Provision for the development of sport and of music is good for older pupils and this contributes well towards their enjoyment of school. Information and communication technology is beginning to be used to enhance learning in all areas of the curriculum and, when used well, motivates pupils and stimulates their interest in learning.

Care, guidance and support

Grade: 3

Children receive good care because adults know them well and provide the support and guidance needed for pupils to understand how to keep themselves safe. The school ensures, through regular monitoring by staff and governors that pupils work in a safe environment. Attendance is closely monitored and any unexplained absences are followed up; as well as contributing to pupils' safety, this has also brought about sustained improvement in levels of attendance. The needs of the most vulnerable pupils and those with learning difficulties and/or disabilities are met well as their progress is monitored regularly, and strategies to support them through links with other agencies are well established.

The guidance provided for pupils to bring about improvement in their academic work is inconsistent in its quality. Pupils have a growing awareness of how well they are doing because of the recently set targets in literacy and numeracy. However, the targets are not always closely enough linked to what pupils need to do next to improve. As a result, the guidance linked to these targets is not having as much impact as it might on pupils' progress.

Leadership and management

Grade: 3

Leaders and managers know that there is a legacy of underachievement which needs to be eradicated quickly. Effective systems for self-evaluation mean that the school's improvement plan clearly reflects awareness of the issues to be addressed. The leadership team, with support from the local authority, has made improvements in provision. This is now satisfactory overall and beginning to have a stronger impact on pupils' progress - for example, the rise in standards seen in writing at the end of both Key Stages 1 and 2 in 2007. This demonstrates the school's satisfactory capacity to improve further. However, standards remain below average and the rate of improvement has not been fast enough or consistent across all year groups. One of the reasons for this is that monitoring and evaluation have in the past lacked rigour and new initiatives have not been monitored frequently enough. Recent improvements in the tracking of pupils' progress, introduced by the newly appointed deputy headteacher, are providing more

accurate information. This information is used very well to set challenging performance management targets for staff and to increase teachers' accountability for the standards pupils reach. The use of this information to support teachers in their day-to-day planning however is at an early stage of development and needs further refinement to ensure that challenging targets are consistently set for all pupils.

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Annex A

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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

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?	4
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.

Annex A**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	4
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?	Yes

Text from letter to pupils explaining the findings of the inspection

29 November 2007

Dear Pupils

Inspection of: Wallsend St Peter's CE Aided Primary School, North Tyneside, NE28 6PY

Thank you for the welcome you gave to the inspection team during the days we spent with you recently. Although the team is pleased that you enjoy school, we think your school could do better in some important areas because you are not all doing as well as you could by the time you leave the school in Year 6.

The headteacher and all the staff care for you well and you told us that this helps you to feel safe in school. The team is pleased that you are beginning to understand how important it is to make healthy choices about the way you live and that you are keen to play your part in helping your school and local area to improve. Most of you behave well and try your best in lessons, although a few of you are sometimes a little rough with each other when out in the playground.

Those of you in Year 6 are having lots of opportunities to do exciting things and this is helping you to make some good improvement in your learning. I am asking the school to make sure that this good learning takes place in all classes and that you are given work that builds on what you already know and can do. To help with this improvement, I am also asking the school to be sure that your work is assessed accurately.

Your school is now checking carefully whether or not you have made enough progress and is going to make sure that all your lessons help you to do you best. You can help with this by always paying attention in lessons and by continuing to attend school regularly. The improvements that the school are going to make will help you to enjoy school even more than you do now.

Yours sincerely

Linda Buller

Lead inspector