

Nord Anglia Inspections  
Anglia House  
Carrs Road  
Cheadle  
Stockport SK8 2LA

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 0161 491 8400  
Direct F 0161 491 4409



18 June 2008

Mrs H J Clegg  
Acting Headteacher  
Wallsend St Peter's CofE Primary School  
North Terrace  
Wallsend  
Tyne and Wear  
NE28 6PY

Dear Mrs Clegg

#### Ofsted monitoring of Notice to Improve schools

Thank you for the help which you and your staff gave when I inspected your school on 17 June 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also extend my thanks to the subject managers, the pupils, the vice-chair of governors and the representatives of the local authority (LA) with whom I met.

Since the last inspection in November 2007, there has been some staffing turbulence and three new teachers have been appointed to commence in September 2008. There has been an acting headteacher since 6 May 2008 because of the extended absence of the headteacher. The acting headteacher has been supporting the school since January 2008 in her role as a National Leader of Education. There are currently three staff from her school covering staff vacancies and absences until the end of the summer term.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in November 2007, the school was asked to:

- 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.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress overall in addressing the issues for improvement and in raising the pupils' achievement. However, the school has made more rapid progress in recent weeks.

Pupils' current work and the school's own data indicate that there are signs of better progress on the part of many pupils, particularly those who are more able. The most recent teacher assessments for the current Year 6 cohort indicate that increasing numbers of pupils are on track to reach their targets in English and mathematics and their achievement overall is improving when compared with their prior attainment. However, results in science may have dipped, as shown in teacher assessments, mainly because of a very small number of pupils with learning difficulties and/or disabilities who are not expected to achieve the level expected for their age. The rate of pupils' progress has accelerated in Key Stage 2 because of improvements in teaching and learning and consequently standards are beginning to rise. More able pupils are making more progress because work is more challenging for them. Standards achieved by pupils in Year 2 in 2008 have risen slightly in reading and writing but dipped slightly in mathematics. However, pupils continue to make satisfactory progress in Key Stage 1. Pupils in Year 1 are making good progress in their writing.

The quality of teaching and learning is being strengthened throughout the school as teaching styles improve and the pace of learning increases. Pupils are now more engaged in their learning, particularly in the junior section of the school. Their concentration has improved and they are developing more positive attitudes towards learning. Although there is still more work to be done to increase the proportion of good teaching, strategies are implemented consistently. Pupils are now clear about what they are to learn and what they have to do to achieve. There are increased opportunities for speaking and listening through the use of 'talk partners' and this enables pupils to clarify their thinking. Information and communication technology (ICT) is used well to engage pupils in their learning. There is a calm, purposeful atmosphere throughout the school as a result of a new whole school approach to behaviour management. Behaviour has improved because of the good relationships evident between staff and pupils and the fact that teachers take every opportunity to build up the confidence and self-esteem of pupils. Teachers ask good open questions, but pupils are not always fully confident in their responses. Teachers in the Foundation Stage have embraced new ideas and have been involved in re-organising the learning environment and the pattern of the day. There are now specific spaces designated for areas of learning and there is a well focused 'shared time' which is having a positive impact on pupils' learning. Consequently pupils are making more progress in some areas of learning including personal, social, creative and physical development and knowledge and understanding of the world.

The more effective use of assessment information means that all teachers are more fully aware of the progress being made by pupils. Detailed assessment data are available for all classes: the tracking system is being used very effectively to identify pupils who are underachieving and appropriate intervention strategies are being employed to raise the achievement of these pupils. Good support is being given to pupils with learning difficulties and/or disabilities, particularly in Years 5 and 6, enabling these pupils to achieve well. Extensive training has been offered by the LA and staff are now more confident in assessing pupils' work accurately. Individual and group targets have been introduced very recently: although they have been welcomed by staff and pupils, it is too early to see the specific impact of these on learning for pupils. A whole school marking policy has been introduced and this is

contributing positively to improvements in pupils' work. Pupils are now more aware of what they have done well and what they need to do to improve.

There have been improvements in curriculum planning. It is more detailed and addresses the needs of individual pupils more specifically. Staff are much more aware of using assessment to inform planning and are now identifying 'next steps' in learning more accurately. There is clear evidence in planning and in lessons to demonstrate how work is planned to address the different abilities and learning styles of pupils. Pupils, particularly the more able, say they find their work more challenging. There are now also specific sessions on addressing basic skills in the junior section of the school. This enables teachers to address any misconceptions and areas where pupils need further reinforcement in their learning. It also provides an opportunity to focus on areas where there has previously been underachievement. There is evidence of more cross-curricular work which is giving pupils opportunities to practise their skills in other subjects.

The improvements made across the school have yet to be fully embedded to ensure even more impact on the outcomes for pupils. Although the main focus is on the areas identified in the previous inspection, the acting headteacher has accurately identified some wider issues which the school is committed to addressing.

The LA has provided effective support for the school over a period of time. This has included training from consultants through the intensifying support programme and support from early years consultants, school improvement partners and officers of the LA. Since the school was given a notice to improve, the LA has supported the school effectively with staffing issues, particularly through the appointment of the acting headteacher. The LA is monitoring the school rigorously and is committed to ensuring continued improvement in the school although the original statement of action did not specify how improvements would be measured or evaluated.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Christine Inkster  
Her Majesty's Inspector