

# Washingwell Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	108356
<b>Local Authority</b>	Gateshead
<b>Inspection number</b>	324753
<b>Inspection dates</b>	20–21 January 2009
<b>Reporting inspector</b>	Rosemary Rodger

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	117
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Crow
<b>Headteacher</b>	Mr Ian Morton
<b>Date of previous school inspection</b>	1 November 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Bucks Hill View Broom Lane Whickham Newcastle upon Tyne Tyne and Wear

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<b>Age group</b>	4–11
<b>Inspection dates</b>	20–21 January 2009
<b>Inspection number</b>	324753

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This below average-sized school is situated in the suburbs of Gateshead. Social and economic circumstances of the area are average. The proportion of pupils eligible for a free school meal is below average. Most of the pupils are of White British heritage. There are a very few pupils from other ethnic backgrounds. A below average proportion of pupils have learning difficulties and/or disabilities. The school has achieved an Active Gold Mark and Healthy Schools Award. The Early Years Foundation Stage (EYFS) comprises a Reception class. There is a before- and after- school club and a pre-school on site, which are not managed by the school, providing full or part time places for children under five.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that lives up to its mission statement that, 'At Washingwell children realise their full potential in a safe, secure and happy place where all achievement is valued.' This is a very inclusive school well captured in comments from parents of pupils with learning difficulties and/or disabilities, such as, 'My son has made fantastic progress due to the professional but caring nature of all members of staff.' As a result, it is later stated, 'This caring ethos passes through to the pupils who accept and include my son on every occasion.' The school has improved in every way since the previous inspection. Pupils' achievement is good and standards are well above average in English, mathematics and science throughout the school and in the national tests.

Pupils' personal development and well-being are good. Behaviour is consistently good in lessons. Independence and self-reliance are excellent, so that when pupils work in pairs or small groups they learn effectively. Pupils confidently rise to the challenge of the range of responsibilities they have around school, for example, as buddies. Pupils' enjoyment is evident in the bustle of activity in and out of classrooms and in their above average attendance. Healthy lifestyles and keeping safe in and around school are first rate. Teaching is good with some examples of outstanding teaching in both key stages. The recent priority of raising expectations and challenging pupils is a key feature of the outstanding teaching, although this is inconsistent throughout the school which means that more able pupils are not always challenged sufficiently to reach their potential, especially in writing. A varied range of after-school activities and residential visits enriches the curriculum effectively. These help to prepare pupils very well for the next stage of their education and to develop basic information and communication technology (ICT) and literacy skills. Parents' views that the school, 'Is friendly, supportive and committed to allow each child's individual talents to shine', aptly sum up the effective care and concern for the individual child. Pupils' care, guidance and support are good. Good use is made of external support for pupils with additional learning needs. Support staff play an invaluable role in supporting individuals and small groups of pupils in the classroom to enable them to take part fully.

Leadership and management are good. The headteacher is successful in nurturing staff and distributing responsibilities equably. The deputy headteacher plays a key role in supporting and implementing new initiatives. However, there is insufficient time given to checking the impact of improvements. Parents appreciate the approachability of the headteacher and the strong relationships that permeate the school. However, procedures to keep parents informed about coming events have slipped in recent months and this concerns some parents. The school has a good capacity to improve and gives good value for money.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Provision in the Early Years Foundation Stage (EYFS) is outstanding. This is most evident in the rapid progress children make in knowing the sounds and letters and writing captions for displays around the indoor classroom. Children start in the EYFS with skills in line with age related expectations. Children achieve very well and make excellent progress. Standards when they leave Reception are above average. Exceptionally high levels of independence, curiosity and concentration are evident in their indoor and outdoor learning. Children's personal development and well-being are outstanding. They persevere with tasks and take part in

innovative play in a harmonious and enjoyable way. Adults are skilled in supporting learning and ensure that children are challenged because of the exemplary planning. Detailed observations provide information for individual progress folders that serve to provide a comprehensive record for parents. The children's welfare is well promoted; staff are fully trained and up-to-date in the latest developments in EYFS. The inspirational leadership of EYFS has transformed the outdoor provision recently to enable children to enjoy their learning inside and outside to the highest level. A common sense of purpose pervades the exciting range of learning. For example, the activities arising from the 'Elves and the Shoemaker' topic are endless and always have at their heart inspirational ways of learning basic skills. This was seen when a group of children paired shoes and demonstrated their ability to count in twos and other children designed and painted different kinds of shoes. Displays fully reflect the whole school priority given to improving writing. Links with the pre-school on site help to ensure a smooth transition from pre-school to the Reception class.

### **What the school should do to improve further**

- Raise the level of challenge for more able pupils in writing.
- Improve communication with parents.
- Make sure that time is allocated for checking the progress made towards meeting key priorities for improvement.

## **Achievement and standards**

### **Grade: 2**

Achievement is good. Attainment on entry to Year 1 is above average. By the time pupils leave school in Year 6, standards reached are well above average in English, mathematics and science. This is an improving picture for the past two years, although more able pupils do not reach the higher standards in writing, which is currently an area the school is tackling. Good improvement in mathematics was made in the past year. Year 2 pupils achieve consistently well and teacher assessments have been significantly above average over the past two years in reading, writing and mathematics. All pupils with learning difficulties and/or disabilities make particularly good progress as a result of the additional support provided in lessons. Boys and girls achieve equally well.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good: pupils say they feel safe and secure because lessons are fun and they know everyone. Friendships are valued and pupils say their peers are always well behaved and they are always free from any bullying at playtimes. Pupils are well prepared for the later stages of education because of the range of responsibilities they undertake. For example, as 'buddies' pupils organise games and play with others who may be new to school and ensure everyone is safe at lunchtimes. The school council helps pupils understand the democratic process and take on particular roles that help to improve the school. Behaviour is good in lessons and around the school. Pupils are respectful and get on well with each other. This makes a good contribution to their learning. Pupils commented on the equally mutual respect shown by their teachers which helps them develop confidence and know there is someone to turn to if they have a problem. Pupils' spiritual, moral, social and cultural development is good because pupils are encouraged to learn in an ethos that values their ideas and makes effective connections between aspects of their learning. They develop an

understanding of the school's values and right and wrong. The school fosters a strong sense of community that enables pupils to work cooperatively and take part in activities in the local community. Effective enjoyment is reflected in the pupils' above average attendance levels which is a good improvement since the last inspection.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is good with some outstanding features. Well prepared lessons that fully involve the pupils in learning, either in groups or working together, are the norm. The introduction of more innovative ways of learning is having a palpable impact on pupils' enjoyment. This was very evident in history lessons that helped pupils to develop their literacy, historical and ICT skills at the same time. High expectations and very clear introductions and explanations contributed to pupils' good progress in note taking and in the identification of facts about Admiral Collingwood that were swiftly pinned to a whiteboard for all to see. Some older and more able pupils are not making as much progress in their written work as they should because there remains an insufficiently high level of challenge or expectation. Learning intentions for writing remain too vague and do not link well enough to the specific assessment statements in the recently introduced scheme to track progress throughout the year.

### **Curriculum and other activities**

#### **Grade: 2**

The good curriculum places a key priority on enjoyment as a result of very recent changes to planning that combines several subjects and promotes more independent learning in pairs or groups. The necessary modification of curriculum planning means that pupils in mixed-age classes do not repeat previous work. Independence and taking responsibility for learning are paramount within a clear framework that makes sure all pupils make good progress. A before- and after-school club contributes well to pupils' personal development and well-being and, also, to the key role the school plays in the local community. The school promotes basic skills well, especially the constant use made of the well equipped ICT suite. After-school activities and two residential visits contribute well to enjoyment and promoting a healthy lifestyle. An understanding of the wider world is achieved well through visits and visitors who share their cultural traditions.

### **Care, guidance and support**

#### **Grade: 2**

Pupils are well cared for and supported in school. The governing body is vigilant over matters relating to a healthy and safe environment. Safeguarding arrangements meet requirements. Close links with external agencies and a partnership with a local special school ensure a smooth transition for pupils with learning difficulties and/or disabilities. All staff are involved in drawing up the individual education plans for pupils with additional needs. Accidents are logged and parents informed. All staff, including mid-day supervisors have various first aid qualifications. A good system to track the progress of individual pupils throughout the year is developing well and pupils have targets to help them to improve their work. Close analysis of the rates of progress of different ability groups takes place and there is additional support or 'booster' classes.

## Leadership and management

### Grade: 2

Leadership and management are good. This is an improvement since the last inspection. The headteacher leads the school calmly on a day-to-day basis while balancing a teaching role. Noteworthy features of leadership are the rigour and pace with which the deputy headteacher is putting in place actions to improve assessment procedures and standards in writing, although time to check the impact of these is not currently timetabled and is not taking place with sufficient regularity. Governance is outstanding, because of the passion and vision shown by the chair and vice-chair and the clear agenda of actions taking place to improve the school. They are very effectively harnessing the talents of the parent body and other governors to raise the profile of the school in the local community and to provide the best they can for all pupils. They accept responsibility for necessary improvements to communication via newsletters and earlier notification of school events. Self-evaluation is good and reflects the school's current position well. Community cohesion is good. The secure and strong relationships between staff and pupils in school help pupils to learn about and understand each other. Pupils have equal access to the curriculum as can be seen in the response to raise the achievement of the more able pupils in writing. The headteacher is working closely with the community governor to develop pupils' further understanding of others from different ethnic backgrounds.



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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

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

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

22 January 2009

Dear Pupils

Inspection of Washingwell Community Primary School, Gateshead,  
NE16 4RB

Many thanks to you all for the pleasant and friendly welcome you gave to me when I visited your school recently. Please thank your parents for their views, which I have taken fully into account when writing this report. You are all rightly proud of your school because there are many exciting ways to make your learning fun and to help you succeed. You attend a good school with outstanding features in the EYFS and in your personal development and well-being.

What is good about your school is:

- you have an excellent start in the EYFS
- you make good progress and reach well above average standards by the time you leave school
- everyone takes great care of you and ensures you are safe
- all those working in school make sure you behave well and expect you to work hard.

I have asked the school to ensure that your parents receive information about what is going on in school in plenty of time. You can help by making sure you give them the letters tucked away in your bags. I have also asked that those of you who are more able are given clear guidance on how to reach the highest standards in writing and that the school makes time to check how well you are doing I hope you continue to enjoy finding out about the Battle of Trafalgar and Admiral Collingwood.

With kind regards

Rosemary Rodger

Lead inspector