

# Wingate Infants' School

## Inspection report

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<b>Unique Reference Number</b>	114149
<b>Local Authority</b>	Durham
<b>Inspection number</b>	325952
<b>Inspection dates</b>	6–7 October 2008
<b>Reporting inspector</b>	Doug Lowes

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	133
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 Robert Taylor
<b>Headteacher</b>	Mrs Marie-Louise Binks
<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>	Church Street Wingate County Durham TS28 5AQ
<b>Telephone number</b>	01429 836843
<b>Fax number</b>	01429 836843

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<b>Age group</b>	4–7
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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Wingate Infants' School is a smaller than average sized school. The intake has risen since the last inspection. The school serves a community where socio-economic disadvantage is above average. Pupils come from families with a predominantly White British heritage. There is a very small number of pupils whose first language is not English. The proportion of pupils eligible for free school meals is above average as is the percentage of pupils with learning difficulties and/or disabilities. The school has Early Years Foundation Stage (EYFS) provision. In recent years, the school has gained the Healthy School Award, Artsmark and Activemark Gold Awards and the Basic Skills Agency Quality Mark for the third time. In the current year, the school has gained Investing in Children and the International School Awards.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Wingate Infants' School is outstanding. The school has a strong learning ethos in which everyone is valued. It fully lives up to its vision statement as being a school 'where everyone can shine'. It provides high quality education that enables each child to develop to their potential, learning through play and an enriched curriculum. Comments such as 'this school is brilliant' and, 'they are always doing different things to teach children' reflect the school's popularity with parents.

When children enter the EYFS their skills and knowledge are below what is typical for their age. As a result of outstanding provision, many pupils enter Year 1 having exceeded the goals for their learning. This rapid progress continues through Key Stage 1 and pupils leave the school with exceptionally high standards in comparison to national averages. A minority of boys do not make the same progress as others and the school is taking action to improve this. Personal development and well-being are outstanding. Throughout the school older pupils help younger ones and, in this positive family atmosphere, relationships are very constructive and behaviour is excellent. As a result, pupils love learning and attendance is improving. Pupils feel safe in school and they know the essential features of a healthy lifestyle. They appreciate that visits, helping others and after-school activities give them many interests, which add greatly to their learning and enjoyment. Great care is taken with children's induction into school, their transition within it and their move to junior school. Their preparation for the future is excellent.

The school provides excellent care, guidance and support. Pupils' progress is very well tracked, so that any difficulties are quickly spotted and support is provided for individual pupils. Teaching and learning are inspirational. Except for a small minority of boys, work is closely matched to the needs of the of pupils and they are told how well they are doing and how to improve. Parents are kept well informed of their child's development. The curriculum is outstanding and subjects are creatively linked to make learning exciting.

The school is exceptionally well led by the headteacher. She communicates well with parents and encourages staff to have very high expectations of pupils both academically and personally. School self-evaluation is accurate and staff are fully involved in improving the school. The governing body is extremely hard working and supportive of the school. The school has successfully addressed the issues from the previous inspection, and is very well placed to improve in future.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

The EYFS is outstanding. Children enter the Reception class with skills and knowledge that are lower than is typical for their age. They settle very quickly, form positive relationships and make excellent progress. This is the result of excellent leadership and management, outstanding teaching and learning and an exciting learning environment and curriculum. Learning is a joyous enquiry-based experience so that children learn at their own best rate. By the time they enter Year 1 most children meet, and a large number exceed, the goals set for their learning. Staff provide exceptionally good care, support and safety. Children's behaviour is exemplary because staff set an excellent example in the way they respect the children. Very good use is made of assessment to provide very effectively for the interests and abilities of all children. Every opportunity is taken to develop language and communication skills. The outside environment

is used imaginatively to support all aspects of learning. Induction is well managed and relationships with families are particularly harmonious.

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

- Apply strategies to check all groups of pupils, in particular boys, make the same progress as others.

## **Achievement and standards**

### **Grade: 1**

Standards are exceptionally higher and pupils' achievement is outstanding. In the 2007 national assessments for Year 2 pupils, standards were well above average. The percentage of pupils reaching the higher levels in these assessments was well above average in reading and mathematics, and above average in writing. Results at Year 2 have been above average since 2005 and significantly higher than average since 2006. Provisional results for 2008 indicate that pupils again made exceptionally good progress. Girls outperformed boys in speaking and listening, reading, writing and science but boys did better than girls in mathematics. The school has identified the need to improve the progress of a minority of boys in reading and writing and this is a priority this year. Pupils with learning difficulties and/or disabilities make very good progress. Pupils achieve well in information and communication technology (ICT) which is used effectively to develop reading skills. Pupils also achieve very well in creative subjects and physical education (PE).

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

### **Grade: 1**

Pupils' personal development and well-being including their spiritual, moral, social and cultural development are excellent. Relationships at all levels are extremely good and pupils respond well to teachers high expectations of them. Pupils love learning, are enthusiastic and happy, and their behaviour is exemplary. Through their link with schools in Africa, regular charity fund-raising and environmental work, pupils know a lot about other cultures and different lifestyles. Visitors extend their understanding of the world of work and, as a result, pupils are very well prepared for their future economic well-being. School council members are enthusiastic about helping others and provide a voice for classmates. The school is particularly good at promoting safe and healthy lifestyles and pupils understand the importance of taking regular exercise and healthy eating. They look forward to coming to school and each morning a lively and invigorating 'Early Birds' session prepares them for the day's learning. The school does all that it can to encourage pupils to attend and provides breakfast and teatime clubs to help families with child care. As a result, attendance has improved and is now satisfactory. After-school clubs are well attended and pupils recognise the contribution these make to their enjoyment and development.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Pupils learn quickly because they are taught extremely well. Their work is rigorously assessed and pupils benefit from immediate feedback which enables them to understand what they need to do next. Lessons are planned in detail with a range of activities to challenge pupils. This

results in most pupils making excellent progress. Central to the success of teaching and learning is the very effective teamwork that exists between staff. Teaching assistants are a real strength and contribute significantly to the quality of pupils' learning, particularly for those who find learning difficult. Lessons are stimulating and motivate pupils to work very hard. For example, in a literacy lesson, drama was used to very good effect to reinforce pupils' understanding of adverbs. In another lesson, children were very excited about being in the 'hot-seat' where they could ask and answer questions in the role of Goldilocks or Daddy Bear. Teachers use computers very well to support learning. Drama, physical education and art are taught particularly well. They add excitement to learning and provide opportunities for pupils to speak with confidence and to develop their communication skills.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. It offers many opportunities for pupils to enjoy learning and achieve success. A practical approach to teaching pupils their letters and sounds is used to great effect throughout the school and is taught in a stimulating way. Subjects are creatively linked through themed topics such as 'Europe' and, along with art and drama, help pupils to consolidate and apply their skills in reading, speaking and listening writing, numeracy and ICT. An excellent personal social, health and citizenship education (PSHCE) programme supports awareness of citizenship and there is a clear focus on physical exercise and healthy lifestyles.

Enrichment for learning is excellent, prompting one parent to comment, 'I am very impressed with the amount of after-school clubs on offer.' French is taught from Reception, where 'bonjour' is a regular greeting. Educational visits and visitors are central to broadening pupils' knowledge and understanding. For example, Zulu dancers and links with schools in Kenya and Zambia, expand pupils' knowledge, develop their curiosity and appreciation of other cultures. The school is a bright and colourful place and everywhere pupils' achievements and displays of work highlight the richness of the curriculum.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are outstanding. The school takes excellent care of its pupils and their welfare is at the heart of its work. As a result, the school is a warm and vibrant place in which pupils feel safe and happy. Very good links with Wingate Nursery, Wingate Junior School and families ensure that pupils have a happy introduction to school life as well as a confident and smooth transition to the next phase of learning. Staff have an extremely good reputation amongst parents for caring for pupils with learning difficulties and/or disabilities, as well as developing pupils with special talents. Procedures for safeguarding pupils are in place. Very good information is provided for parents and they express much confidence in the school and its 'family atmosphere'. Guidance to pupils about their learning is excellent. The school tracks progress closely enabling teachers to identify next steps for learning and set appropriately challenging targets. These are communicated very effectively to pupils in lessons so that they understand what is expected of them and know how to achieve them.

## Leadership and management

### Grade: 1

Leadership and management are outstanding. The headteacher is an inspirational leader with a clear vision for the school's future development. She is passionate in her mission to ensure the success and well-being of the pupils and is fully supported in her aims by dedicated staff. All staff are perceived by the headteacher to be leaders and make a contribution to the overall direction and high standards in school. Subject leaders demonstrate a very good level of expertise and use it effectively to support staff in their work. While school self-evaluation is accurate and having a positive impact on change some areas of the school's strengths and achievements are understated. Governors are fully involved in all aspects of school life and have an excellent knowledge of the school through working in classrooms, monitoring and discussions. As a consequence, governors contribute significantly to the school improvement agenda, providing both support and challenge to the school leadership. Community cohesion while good, is a new and developing area. The leadership team of headteacher, staff and governors have successfully sustained high achievement and the school has improved well since the last inspection. It has an excellent capacity to improve in future.

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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?	1
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?	1
The capacity to make any necessary improvements	1

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

<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>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

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

8 October 2008

Dear Pupils

Inspection of Wingate Infants' School, Durham, TS28 5AQ

Thank you for the welcome and help that you gave me when I inspected your school. I thoroughly enjoyed my two days with you all and was very pleased with your friendliness and very good manners. Your parents were also very helpful in their questionnaires. Please thank them on my behalf, their comments were very interesting and your school received a lot of praise.

You go to an outstanding school. Your headteacher, teachers and governors take great care of you. Many of you gave me lots of reasons why you like coming to school but one main reason was that you like your teachers. From watching you in lessons, I know just how hard you work for them and how helpful you can be. You try hard, have imaginative ideas and speak with great confidence. You know much about keeping healthy and safe. You told me how much you have enjoyed the many visitors, visits and topics you have studied. Your teachers and support assistants work very hard to make your lessons as exciting as possible. They are successful because you are so keen to learn and happy. Your school is a bright and colourful place and everywhere there are photographs of your achievements and the things that you have been doing. By the time you leave for junior school, you have achieved very good skills and knowledge. You also work very well with other children.

Your headteacher, teachers and assistants are doing an excellent job, especially in helping you to learn and develop your school still further. They are always trying to make improvements because they want you to have the best possible education and to enjoy it. I am confident that your school will continue to be a very successful and happy place.

To make things even better I have asked your headteacher and teachers to think about finding different ways to help a few pupils, in particular boys, to make even more progress by the time they leave Year 2.

Please continue to enjoy your learning.

With every best wish to each of you,

Doug Lowes

Lead inspector