

Winlaton West Lane Community Primary School

Inspection report

Unique Reference Number	108346
Local Authority	Gateshead
Inspection number	337056
Inspection dates	2–3 December 2009
Reporting inspector	Gordon Potter

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	258
Appropriate authority	The governing body
Chair	Mr Paul Collins
Headteacher	Mrs Angela Exley
Date of previous school inspection	Not previously inspected
School address	West Lane Winlaton Blaydon-on-Tyne NE21 6PH
Telephone number	0191 414 2557
Fax number	0191 414 0764
Email address	angelaexley@gateshead.gov.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited fourteen lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised 57 questionnaires returned by parents as well as questionnaires from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of teaching and its impact on pupils' progress
- what the school's own data indicates about current rates of progress
- how the leadership of the school ensure that strategies for improvement are having an impact on pupils' progress.

Information about the school

Winlaton West Lane Community Primary School is larger than average. The proportion of pupils eligible for free school meals is above average. Most pupils are from White British or other White ethnic backgrounds. A few pupils do not speak English as their first language. The proportions of pupils with special educational needs and/or disabilities and of those who have a statement of special educational need are below average. The school has achieved the Active Mark and the Healthy Schools Award. Children begin in the Little Acorns Nursery on reaching their third birthday and commence full-time education in the Early Years Foundation Stage in the autumn term of their Reception Year.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Improvements in teaching and in the Early Years Foundation Stage have built effectively on the school's strengths so that Winlaton West Lane Community Primary is a good school. Good care and support provide effectively for pupils' well-being, personal development and good behaviour. Parents are very supportive of the school and pupils are happy, feel safe and know how to stay healthy. However, despite the best efforts of the school, a very small number of pupils still do not make the progress they should because of their poor attendance. Pupils' attainment is average because recent initiatives to make the curriculum more interesting and relevant to pupils' interests and abilities have not yet had an impact on standards.

Standards at the end of Key Stage 2 are broadly average overall. They have historically been higher in English and science than in mathematics, although writing has been a weaker aspect of pupils' attainment in English. Standards are broadly average because too few pupils have achieved Level 5. Standards at the end of Key Stage 1 are below average, although there is a trend of improvement as a result of improvements to teaching and the curriculum.

The school has recently implemented good strategies to improve writing and mathematics, building on the success it has had in improving pupils' interest and ability in reading. The school has a great deal of test data and information about pupils' progress and uses this to plan work at different levels for groups of pupils, but has not yet refined the process so that planning for individual pupils' needs is accurate. The headteacher and senior leaders have a clear view of what needs to be done to ensure the school improves. The role of senior leaders has been developed and they now lead teams involving all staff in contributing to the development of strategies that make a difference to the learning experience for pupils. Given the good outcomes for pupils and the fact that strategies have had an impact on improving rates of pupils' progress, the school's capacity to improve is good and it provides good value for money.

Parents and pupils are very positive about the school and most appreciate how the school helps pupils to stay safe and supports their moral and social development. Pupils say that teachers help them so that they know how to improve their work. Pupils have a strong presence in the local community, a good understanding of other faiths and cultures, of life in other countries and of the multi-cultural make-up of modern British society.

What does the school need to do to improve further?

- Raise attainment, especially in Key Stage 1 and in writing and mathematics in Key

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Stage 2 by:

- further developing the range of those learning activities that offer pupils opportunities for practical and investigative activities so that they are more involved and challenged in lessons
 - ensuring that senior leaders and teachers make better use of assessment information when reviewing progress and when planning work for individuals.
- Improve attendance.

Outcomes for individuals and groups of pupils**2**

The extent to which pupils achieve and enjoy their learning is good. Pupils behave very well, have good attitudes and relationships in lessons and show great keenness to do well in their work. They enjoy their learning especially when they are involved in lively activities such as using information and communication technology (ICT) to research about Greek philosophers or create graphs and when they are sharing books to improve their reading.

Achievement has been satisfactory in Key Stage 1 in recent years, so that from starting points which have been below average in English and mathematics, they reach below average standards by the end of Year 2. Recent improvements in the Early Years Foundation Stage mean that pupils now enter Year 1 with skills which are broadly average. Attainment at the end of Year 6 is broadly average. These pupils have made more rapid progress in Key Stage 2 and good progress from their starting points. This is because teaching has been stronger in Key Stage 2 and ensures that pupils make good progress from their starting points. Pupils also show good achievement in sport and in the arts. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are well supported and show good progress and achievement.

Pupils are very aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their keen involvement in sporting activities, the large number of pupils who cycle to school and the high take-up of healthy school meals. They have great respect for each other and for the adults in the school, and say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils make a good contribution to the school community, taking on a range of roles as prefects and as school council members. There are good links in the local area through a range of charities, participation in competitions and performances and activities with older residents and with the local churches. Pupils raise money for international charities such as 'Seeds for Africa' which has led to the development of an orchard in an African village. They have links with a school in Leeds which has a different cultural make-up from their own. Therefore, their understanding of different faiths and of life in other parts of the world and of the multicultural make-up of modern British society is well-developed. They have confidence in using information and communication technology (ICT) and have developed an understanding of the world of work through a

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range of enterprise activities, including a local travel agency, 'Kids in Biz' and the school 'Business of the Year' award. Despite the school's below average attendance figures, which mainly reflect a very small number of poor attenders, the majority of pupils have good skills in working collaboratively and sound basic skills that they can use in a range of contexts, and so they are well equipped for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good and improving teaching is a strong feature of the school and contributes to pupils now making good progress in both key stages. Teachers encourage pupils to understand how to learn and how to apply a variety of learning strategies. They use questions very well to ascertain what pupils already know, check what they have learnt as the lesson progresses and skilfully adapt lessons to advance learning. Pupils assess their own and others' work so that they can improve their understanding. Teachers' marking is very well done so that pupils are clear about what they have achieved and know what they have to do to improve further and this contributes strongly to pupils making good progress. However, in some lessons, pupils are not given enough opportunity to learn

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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through practical and investigative activities. Teachers use discussion, investigation and interactive whiteboard technology, to engage pupils and to stimulate their thinking. While teachers plan a range of interesting activities, which are matched to the abilities of groups of pupils, they do not as yet use data rigorously enough to ensure that work is closely matched to the needs of individual pupils. Also, the strong focus on the quality of teachers' interventions in learning means that occasionally pupils are not always allowed sufficient opportunities to get on with their work either independently or with their friends.

The curriculum satisfactorily meets pupils' needs because initiatives to offer pupils a wider range of interesting and creative activities have not yet impacted on standards and are not yet sufficiently focused on the needs of individual pupils. However, it has many good features and is increasingly based on pupils' own interests. There are satisfactory opportunities for pupils to develop their skills, including writing, across the curriculum and to see the links between subjects, but this could be developed more thoroughly. The Key Stage 1 curriculum offers opportunities to pupils, where appropriate, to learn through play-based activities. There is a strong focus on learning about religious education and life in other countries. All pupils learn French, they enjoy physical education and all learn to play a musical instrument. They enjoy welcoming theatre groups and business leaders to school and their own visits to places such as Beamish Museum and Robinwood activity centre for residential visits. They participate enthusiastically and successfully in a range of extra-curricular activities in sport and the arts.

Pupils benefit from the good care and support by all staff. Developing all pupils' self-esteem, respect for others and sense of responsibility is central to the school's work and is reflected well in the day-to-day life of the school. Provision for pupils with special educational needs and/or disabilities and for those who are vulnerable is well managed and there are effective programmes for intervention and support so that these pupils make good progress. Well established practices to involve parents when their children enter school, good procedures as pupils move through school and close relationships with the local secondary schools, all ensure that pupils are confident in moving on to the next phase of their education. The school identifies those pupils who are persistent absentees and works closely with families and through the local authority to encourage attendance.

These are the grades for the quality of provision

<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	<p>2</p>
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	<p>3</p>
<p>The effectiveness of care, guidance and support</p>	<p>2</p>

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How effective are leadership and management?

The headteacher and senior leaders have a clear view of what needs to be done to make the school even better. Recent initiatives have already led to improvements in the Early Years Foundation Stage and in reading and in the quality of teaching which have led to pupils' making more rapid progress in Key Stage 2. They have identified as key areas for development, creating a livelier curriculum, developing pupils' writing and refining systems for tracking pupils' progress. The senior leadership team is focusing on these areas and teams have been created to involve all staff in planning new strategies intended to develop pupils' skills and make the curriculum more exciting. Senior staff are involved in decision-making and contribute to the school improvement plan and the monitoring of its impact. There is a well organised programme of continuing professional development which uses the skills of staff in school to coach less experienced colleagues, as well as working closely with the local authority to advance school improvement. The school is proud of its inclusive nature and has close links with outside agencies through the 'Teams around the Family' initiative that supports the individual needs of pupils from a range of backgrounds and those with autism. This is one example of the school's commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any group is avoided at all times. Governors have been instrumental in supporting the school and have rigorous procedures for developing close links between governors and individual classes and for evaluating subject areas. The school's arrangements for safeguarding pupils meet government requirements and satisfactorily secure pupils' safety. The school makes a good contribution to community cohesion. The sense of community in the school is strong and there are good links with the local community. There is a good awareness of life in other countries and a clear understanding of Britain as a diverse, multicultural society. The school has good relationships with parents and carers, who are provided with frequent information about their children.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with skills and abilities below those expected for children of their age. They make good progress in the Early Years Foundation Stage and enter Year 1 with skills which are broadly average. Staff get to know the children well before they start in the Nursery so that children settle quickly and make good progress in their social and emotional development. They soon play and work confidently and safely together and behave very well. Children know about staying healthy and both boys and girls enjoy physical activities, such as jumping in puddles or building with large blocks. Welfare requirements are met and children are cared for well. There is a very clear understanding of how children learn and child-centred activities are well-supported by the skilful teaching of key skills. For example, an enthralling performance by the nursery nurse in the role of a clown with a magic box of sounds enthused children and helped them link sounds and letters. Adults provide a range of stimulating activities which are based on children's interests, such as when children went fishing for 'sh' sounds from their pirate ship or shopped for shoes. The outdoor provision is appropriately resourced and is used well and plans are in place to make it more directly accessible from the indoor areas. The Early Years Foundation Stage is well managed by the Nursery and Reception leaders who work closely together to monitor and assess children's progress. They identify next steps for learning and modify work accordingly so that children make good progress in all areas of learning. Parents are well informed about their children's progress and are increasingly well involved in supporting their learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A total of 57 parents and carers responded to the Ofsted questionnaire and analysis showed that support for the school is very strong. Most parents and carers support the work of the school and the way it helps pupils to feel safe, be healthy and enjoy their learning. They comment especially upon the way children are encouraged to respect one another. Parents and carers are also strongly supportive of the leadership and

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management of the school, the quality of teaching and the way the school meets their children's needs. However, a very small minority indicated that they believed the school could give more information about pupils' progress, especially those who are more able, and be more consistent in the use of homework. Inspectors agree that these are areas for improvement.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Winlaton West Lane Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 57 completed questionnaires by the end of the on-site inspection. In total, there are 258 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	79	11	19	0	0	0	0
The school keeps my child safe	34	60	18	32	4	7	0	0
The school informs me about my child's progress	30	53	25	44	1	2	0	0
My child is making enough progress at this school	37	65	19	33	0	0	1	2
The teaching is good at this school	39	68	17	30	1	2	0	0
The school helps me to support my child's learning	36	63	18	32	3	5	0	0
The school helps my child to have a healthy lifestyle	35	61	21	37	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	49	20	35	1	2	0	0
The school meets my child's particular needs	35	61	18	32	2	4	0	0
The school deals effectively with unacceptable behaviour	32	56	19	33	1	2	1	2
The school takes account of my suggestions and concerns	24	42	25	44	1	2	1	2
The school is led and managed effectively	34	60	20	35	1	2	1	2
Overall, I am happy with my child's experience at this school	39	68	16	28	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



3 December 2009

Dear Pupils

Inspection of Winlaton West Lane Community Primary School, Blaydon-on-Tyne, NE21 6PH

On behalf of the team, thank you so much for making us welcome when we inspected your school.

You go to a good school which knows what to do to make itself even better. The staff care for you very well. Teachers help you learn well and tell you clearly how to improve your work. The team was impressed by the pride you take in your work and how hard you work in lessons. You behave well, show respect for one another and look after one another admirably. You are polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and sports activities. Your parents and carers like the school very much.

I have asked your teachers to do the following things to help your school to improve.

- Help you to reach higher standards in Key Stage 1 and in the tests at the end of Year 6, especially in writing and mathematics.
- Make sure that your teachers use information about how well you are working so that the work you do is well matched to your abilities.
- Develop the curriculum further so that your lessons are more exciting and involve you more in your learning.
- Improve your attendance.

You can help by continuing to do your best and improving your attendance. I wish you every success in the future.

Yours sincerely

Gordon Potter

Lead inspector

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