

# Whitehouse Primary School

## Inspection report

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<b>Unique Reference Number</b>	108577
<b>Local Authority</b>	North Tyneside
<b>Inspection number</b>	337105
<b>Inspection dates</b>	10–11 December 2009
<b>Reporting inspector</b>	Kate Pringle

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	133
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Tony Tatam
<b>Headteacher</b>	Ms Rachel Woods
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Whitehouse Lane North Shields Tyne and Wear NE29 8PE
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff, groups of pupils and parents. They observed pupils at work, and looked at pupils' books, assessment information, records of the school's reviews of its actions for improvement, school development plans and updates of progress towards meeting identified priorities. Inspectors also considered 75 questionnaires from parents and carers, 66 from pupils and 12 from staff.

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

- current attainment and the progress made by different groups of pupils
- how well teaching and learning supports progress for all pupils to meet challenging targets
- pupils' understanding of cultural diversity beyond the immediate locality
- how effectively all leaders and managers monitor, review and evaluate the impact of their actions to improve outcomes for pupils.

## Information about the school

Whitehouse Primary School is a smaller than average primary school in which most pupils are of White British heritage. The proportion of pupils who are eligible for free school meals is over double the national average and a higher than average number of pupils have special educational needs and/or difficulties. Early Years Foundation Stage provision consists of a Nursery and Reception class. The school hosts an Additional Resource Provision for pupils with moderate learning difficulties which is accessed by pupils from across North Tyneside.

The school holds awards for: Artsmark Gold, Eco Schools, Healthy Schools and Activemark. In collaboration with the local authority, pupils from the school worked with community leaders to publish 'Tag Mag' in autumn 2009, a magazine for all pupils across North Tyneside, raising issues of responsible attitudes to safety. The school is part of Creative Partnerships Change Schools and Enquiry Schools initiatives.

**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

This warm and welcoming school is one in which the care and support of pupils is central to its ethos. Leaders and managers work very well together to ensure pupils' individual needs are met and as a result they feel extremely safe and secure. Exciting learning opportunities, together with good teaching, provides pupils with new experiences which trigger their enthusiasm. As a result, pupils really enjoy school. They have very good attitudes towards each other and they work hard which enables them to make good progress. An overwhelming proportion of parents and carers appreciate the happy and friendly atmosphere of the school in which every child is treated as an individual.

Pupils make good progress. From entry points well below those expected nationally, pupils leave with standards in line with national averages. The outstanding progress children make in the Early Years Foundation Stage slows slightly in Key Stage 1 before accelerating again in Key Stage 2, towards increasingly challenging targets. Good teaching together with a good understanding of pupils' strengths and weaknesses motivates pupils to learn. Teachers usually use assessment well to track pupils' progress. However, this information is not used consistently well across the school to support pupils effectively enough in reading and writing, particularly for those of higher ability. The work of the additional resource provision, together with effective interventions for those with special educational needs and/or disabilities enable these pupils to progress equally as well as others. Pupils' confidence in their own abilities is at the core of the curriculum and the school works effectively to provide activities to engage interest and raise expectations for their future.

The strong working relationships of school leaders promote a concerted vision towards clearly defined aspirations. They understand the qualities of the school well and strive towards providing opportunities which improve outcomes for pupils. Good quality self-evaluation successfully identifies and addresses key areas for action and is effective in the improvement of pupils' well-being and developing supportive systems to raise standards. Excellent links with different groups support pupils' understanding of issues and how to improve their community. Exploration of wider cultural differences, nationally and globally, is at an early stage of development. A well defined programme of monitoring and review has successfully changed pupils' attitudes to school and to learning and has had positive impact upon the areas for improvement identified at the last inspection. The unswerving focus of leaders to constantly improve the quality of teaching and learning through the development of an innovative and creative curriculum further supports the good capacity of the school for sustained improvement.

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## What does the school need to do to improve further?

- Increase the challenge in reading and writing, especially for those of higher ability, to improve progress and standards by using information about what pupils do well to plan their next steps in learning.
- Extend the opportunities for pupils to develop their knowledge and understanding of the diversity of modern day cultures and beliefs.

## Outcomes for individuals and groups of pupils

**2**

Pupils' behaviour and their attitudes to learning are good. As a result, they enjoy their lessons and achieve well. Effective relationships ensure that pupils behave well and they are motivated to learn. Increasing opportunities for pupils to work together in teams and the use of 'talk partners' improve their communication skills, which impacts upon the quality of reading and writing. Best progress is demonstrated in those lessons where teachers provide learning activities which challenge pupils' problem solving abilities and those which engage their imagination and creativity.

Pupils make good progress in Key Stage 2, where activities to involve pupils in practical activities stimulate their engagement in learning. Standards for Year 6 pupils leaving the school have now been maintained in line with national averages over a three year period. At Key Stage 1, the most recent school data indicates that the lower standards of past years are being effectively addressed. Current progress towards very challenging targets is good and builds successfully on the excellent start children make in the Early Years Foundation Stage. Across the school, achievement in reading and writing is lower for those of higher ability. Careful and effective support through a range of carefully selected learning programmes ensure that pupils with special educational needs and/or disabilities progress well and some do exceptionally well.

The dedication of the school to provide an environment in which pupils can improve their self-esteem has been extremely effective. Pupils enthusiastically talk about the considerable experiences the school offers them. They love the range of physical activities provided and recognise this helps to keep them healthy and positively engaged. The enjoyment of pupils is reflected in their willingness to attend, which is above average. They demonstrate an increasing ability to consider their aspirations for the future as they talk about their possible futures including further education. 'Tag Mag', a magazine created by pupils in liaison with community professionals has greatly enhanced their understanding of how to keep safe when out and about. Pupils are extremely proud of the range of their responsibilities as they look after younger children, promote understanding of how to conserve and recycle and work towards providing a harmonious school which actively promotes respect and care for others. There are excellent links with the local community and pupils' understanding of wider cultural differences is developing well. Pupils feel responsibility to those less fortunate than themselves and work unceasingly to support a number of charitable causes.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teachers have good skills and subject knowledge, which they use to good effect in the preparation of lessons. Use of interactive whiteboards contributes considerably to pupils' learning as they interact well with the many different opportunities this resource provides. Teachers conscientiously share learning objectives with pupils who then determine how well they have progressed within the lesson. Improvements in feedback to pupils, together with strengthened assessment strategies, have improved the setting of individual pupil targets which is impacting positively upon their achievements. However, not all teachers use this information effectively enough to address the differing needs of pupils, especially in reading and writing and for those of higher ability. Developments to create an exciting and skill based curriculum are increasing opportunities for pupils to access new experiences which engage their attention and make learning fun. The range of visits and visitors, together with the work with Creative Partnerships, has opened new ways of learning and is extending pupils' access to innovative projects through which they can use their improving skills of enquiry. Information and communication technology and the promotion of literacy are used to support learning in other subjects. The broad range of additional activities encourages pupils to attend well and has enabled pupils to engage in and develop a good range of different life skills. Sport and artistic provisions are very well attended and are particular strengths of the school. Key Stage 2 pupils are particularly enthusiastic about their

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<sup>1</sup> 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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residential visits, as they talk about overcoming fears and gaining in confidence in their own abilities

Every child in this school matters and pupils, together with their parents, praise the strong support that each individual receives. Well established and effective lines of communication ensure that parents are well informed and opportunities for them to engage with, and support, their children are successful. The strongly inclusive ethos of the school and teachers' excellent knowledge of pupils ensure that concerns are quickly identified and addressed. Close working relationships with external agencies mean that support for vulnerable pupils, and those at risk, is rapid and effective involving a breadth of professional expertise. Transition at all stages is a positive experience as teachers work closely with families and other schools to ensure pupils settle quickly and confidently in new surroundings.

*These are the grades for the quality of provision*

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>2</b>
	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The visionary leadership and clear aspirations of the headteacher are shared by all leaders and managers. Teachers are extremely supportive of the school and of each other. They lead their individual areas well and discuss knowledgeably priorities for further improvement. Self-assessment is good and there are positive signs of improving standards as leaders set increasingly challenging targets using developing systems to track pupil progress. This has enabled teachers to identify pupils whose progress has slowed and enabled them to quickly address individual needs. Such developments, together with improvements to the fabric of the school environment have impacted positively upon pupils' personal outcomes and demonstrate the successful addressing of issues from the last inspection.

Governors support the school well and are committed to continual improvement. However, whilst some members have significant expertise, others are less experienced. There is clear understanding of key responsibilities, especially of those which require robust assurance checks. As a result, safeguarding is outstanding and meets all requirements well, including the rigorous practice of regular risk assessment.

Many aspects of the school's contribution to community cohesion within the local community are well established and successful. However, the next steps to engage with others from more diverse backgrounds are at an earlier stage of development. The fully inclusive nature of the school aims to ensure that the school promotes equality of

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opportunity well, which is reflected in a positive and harmonious atmosphere. The school provides good value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with abilities which are at the very earliest levels of skills and development. Due to the high quality of provision, progress is outstanding and by the time children leave Reception, their skills are in line with those expected for their age. Excellent induction and welfare arrangements enable children to settle very quickly in this creative and exciting environment, which provides a wealth of investigative opportunities for them to explore the world around them. Relationships are highly positive and children are happy and confident, interacting well with each other and with the dedicated staff. They are eager to try out the new experiences on offer and enthusiastically engage in activities to promote their curiosity and imagination.

Teaching is outstanding. The close knit team works very successfully to actively promote child-initiated activities through flexible planning which takes account of the children's emerging interests. This means that children are quick to engage in independent learning as they investigate their own lines of enquiry. The discrete teaching of letters and sounds and of number enables children to use this new knowledge effectively through the wide-ranging investigations offered. For example, whilst practicing letter formation, children used mud painting, whilst also considering the quality of liquid mud needed to create the best 'paint'.

Providing interesting and exciting experiences is a priority and children make full use of



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the outdoor activities where they select and choose activities which are carefully prepared to build on previous learning. Assessments, including formal and informal observations, are finely tuned and result in a detailed picture of each child's progress that staff use to considerable effect to plan the next steps in learning. Children thrive in this caring environment in which their needs are paramount.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

### **Views of parents and carers**

The overwhelming majority of parents and carers are extremely positive about the school. They hold the headteacher and her staff in very high regard and greatly appreciate the care and consideration given to their children. They are confident that any concerns are listened to carefully and acted upon appropriately. The school received much praise for the efforts it makes to secure relationships between parents, staff, pupils and others 'to build a strong feeling of community'. Of the small numbers of concerns raised, all were fully investigated and there were no serious issues found.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whitehouse 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 133 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	65	29	35	0	0	0	0
The school keeps my child safe	51	62	30	37	1	1	0	0
The school informs me about my child's progress	42	51	38	46	2	2	0	0
My child is making enough progress at this school	47	57	33	40	0	0	0	0
The teaching is good at this school	48	59	34	41	0	0	0	0
The school helps me to support my child's learning	43	52	37	45	2	2	0	0
The school helps my child to have a healthy lifestyle	49	60	32	39	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)	46	56	33	40	2	2	0	0
The school meets my child's particular needs	45	55	34	41	0	0	0	0
The school deals effectively with unacceptable behaviour	49	60	32	39	1	1	0	0
The school takes account of my suggestions and concerns	44	54	36	44	0	0	0	0
The school is led and managed effectively	53	65	29	35	0	0	0	0
Overall, I am happy with my child's experience at this school	57	70	24	29	0	0	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



12 December 2009

Dear Pupils

Inspection of Whitehouse Primary School, North Shields, NE29 8PE

Thank you for the lovely welcome you gave to inspectors when we visited your school recently. We enjoyed talking to many of you and especially liked the way in which you care for each other and for your school. We were pleased to see how well you all get on together and how you think of others and help them through raising money. We feel it is very thoughtful of you to give up on your time to visit with, and sing to, others in your community.

Children in Nursery and Reception make an excellent start as they are encouraged to explore lots of exciting things to do. We know that older pupils enjoy all of the many wonderful experiences your school provides for you because your attendance is good and you very much appreciate the visits and after-school clubs that help you to broaden your learning and skills. Older pupils, in particular, really appreciate going to Powburn where you learn to conquer your fears and become more confident in your own abilities.

The adults who care for you make sure that you are well looked after and we know that you feel very safe in school. You have lots of lovely experiences at school but we have asked your headteacher and teachers to help you even more. We want them to:

- give each of you, especially the more able, more challenge in reading and writing so that you can make better progress and achieve higher levels. Teachers can do this by using information of what you can do well to plan, with you, what you need to learn next
- provide more opportunities for you to work with pupils from other cultures and backgrounds in this country and around the world so you can understand how they live their lives.

I hope that you all had all lovely Christmas and wish you every success in your futures.

Yours sincerely,

Mrs Kate Pringle

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