

# Baldwin's Gate CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	124290
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340535
<b>Inspection dates</b>	11–12 March 2010
<b>Reporting inspector</b>	James Henry

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr T Barr
<b>Headteacher</b>	Mr Richard Denly
<b>Date of previous school inspection</b>	14 May 2007
<b>School address</b>	Tollgate Avenue Baldwins Gate Newcastle
<b>Telephone number</b>	01782 680649
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<b>Email address</b>	headteacher@baldwinsgate.staffs.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent the majority of time looking at learning, observed eight lessons, seeing every teacher in the school. Meetings were held with the headteacher and staff, a governor and a group of pupils. Inspectors observed the school's work, looked at assessment information, the school's judgements of its own performance, local authority reports on the school and school policies, including safeguarding procedures. Also pupil questionnaires, staff questionnaires and 48 parental questionnaires were reviewed and analysed.

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

- the progress made by pupils in English and mathematics, especially in Key Stage 2
- the quality of learning and teaching across the school
- the school's procedures for assessing pupils' progress
- the safeguarding procedures and the extent to which they meet legal requirements and keep pupils safe
- parental complaints about instances of bad behaviour.

## Information about the school

This school is smaller than the national average with almost all the pupils coming from White British backgrounds. Few pupils are eligible for free school meals and the proportion of pupils with special educational needs and/or disabilities is well below the national average. The school is presently renewing its Healthy School status.

There is before- and after-school childcare provision on site which is privately managed. This provision was subject to a separate inspection and the report can be found on the Ofsted website.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

These are some of the factors that make this school satisfactory overall.

Pupils' attainment is above the national average by the end of Key Stage 1, and generally above the national average by the end of Key Stage 2.

Pupils make satisfactory progress across Key Stage 2.

The quality of teaching and pupils' learning is satisfactory overall. Although teaching has some good elements, lessons tend to be teacher-led with pupils sometimes being passive in their learning.

While the marking of pupils' work is done regularly, it does not consistently inform pupils how to further improve their work.

Pupils have a good understanding of living a healthy life style and regularly take up exercise opportunities offered by the school.

Pupils are effectively involved in their school community and willingly take on responsibilities such as 'playground buddies'.

The major strength of this school is the Early Years Foundation Stage. Children quickly settle on entering school, make good progress and thoroughly enjoy their education. This enjoyment is reflected throughout the school with older pupils commenting on different activities that engage them in their education. One pupil said, 'School is fun because we do different subjects that are linked together like art, history and geography.' This is mirrored in pupils' good attendance. The school has a strong Christian spirit and this effectively nurtures pupils' good spiritual, moral and social development. They have a satisfactory understanding of other cultures and faiths. As a result of their good personal development, pupils show courtesy and respect to each other and adults in school. Behaviour is good both in lessons and generally around the school.

While pupils' progress in English and mathematics is systematically tracked, some teacher assessments judge pupils' attainment as higher than their national test results. This leads to an over-generous representation of the progress that pupils make by the end of Key Stage 2. The capacity for further improvement is satisfactory because, while the school's self-evaluation is broadly accurate, the monitoring of teaching and learning lacks sufficient rigour. Senior leaders have identified and been successful in addressing areas of weakness such as improving pupils' writing. However, monitoring and evaluation of pupils' progress are not sharp enough to ensure that all groups of pupils achieve their potential, especially the more able. Given their good personal development, and attainment that is generally above the national average, pupils are appropriately prepared for the next stage in their education.

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

- Increase the rate of progress across Key Stage 2, especially in mathematics by:
  - ensuring tasks are meeting the needs of all groups of pupils, especially the more able
  - ensuring teacher assessments are accurate in order to effectively track pupils' progress
  - rigorously monitoring pupils' progress to identify and address any underperformance.
- Increase the proportion of good teaching by:
  - ensuring marking consistently informs pupils how to improve further
  - providing more opportunities in lessons for pupils to develop their independent learning skills.
- Increase the rigour with which leaders monitor and evaluate the school's work to improve outcomes for pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Children make a good start to their education in the Early Years Foundation Stage from starting points that are broadly in line with that expected. They enter Year 1 with well developed reading, writing and mathematical skills for their age. In Key Stage 1 pupils make good progress, and by the end of Year 2 their attainment in reading, writing and mathematics is above or significantly above the national average. Over time, progress in reading and mathematics has been better than in writing. Observations of pupils learning in lessons show that they make satisfactory progress in Key Stage 2 and attain above the national average in English and mathematics by the time they leave the school. A review of pupils' work confirms that the school has worked effectively to improve their writing skills. This has raised attainment in English at the end of Key Stage 2 from below the national average in 2008 to above in 2009. The small numbers of pupils with special educational needs are effectively supported so that they make good progress. However, not all pupils achieve their potential, especially the more able in mathematics.

While a few pupil questionnaires commented on 'some naughty children at dinner time', when asked, pupils said they felt safe in school. They had confidence in adults in the school to listen and deal with any of their problems. Pupils are helpful and supportive of each other and their good behaviour creates a pleasant and happy atmosphere around the school.

Given their positive attitudes and enjoyment of school, pupils willingly take part in the good variety of activities offered, such as judo, cookery, street dance and guitar playing.

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This not only broadens their personal development but also develops their good understanding of the importance of living a healthy lifestyle. The school also helps pupils appreciate the needs of others. As well as willingly taking on responsibilities around school, pupils are also involved in supporting charities such as Children in Need and an orphanage in Kenya.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
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>2</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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?

The curriculum is well planned over a two-year programme to meet the needs of pupils taught in mixed-age classes. Pupils enjoy the links made between different subjects, for example, when the opportunity arises to use their writing and art skills in history. To support the broad and balanced curriculum, there is a residential visit every two years and days based on particular themes that bring the curriculum to life. During the inspection pupils thoroughly enjoyed a day on 'Ancient Egypt', with an opportunity to dress up as Egyptians and play ancient board games. Good use is made of external expertise to offer a wide variety of extra-curricular activities that are eagerly taken up by pupils.

<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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Teachers' subject knowledge and use of question and answer sessions are effective in helping pupils develop their thinking and vocabulary skills. Teachers consistently share with the pupils the purpose of lessons and explain what they expect them to learn. Where teaching is good, planning is carefully matched to the learning needs of pupils of different abilities. In the more effective lessons observed, teaching assistants were used to assess pupils' responses and understanding. However, some lessons were teacher-led with lengthy explanations. This led to a minority of pupils losing interest and focus on their learning and missed opportunities for pupils to learn for themselves. Also some teacher assessments of pupils' progress were inaccurate when compared with their national curriculum tests at the end of Key Stage 2. This gave an impression that pupils had made more progress than was the case.

The school provides a very welcoming environment with a strong focus on pastoral care that parents appreciate. Pupils with special educational needs are well supported in school through the effective use of external agencies. Transition arrangements are very effective both for the induction into school and in preparing pupils for their move to secondary school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

**How effective are leadership and management?**

Staff work well together and have a strong sense of mutual support and close teamwork. Leaders in school at all levels have a sound commitment to improving the performance of the school. The headteacher and other senior leaders monitor the work of the school but monitoring lacks consistency and rigour. Senior leaders have begun the process of reviewing teacher assessments of pupils work. However, this is at an early stage and has not had an impact on ensuring that all groups of pupils make good progress. As a consequence, teaching and the use of assessment are satisfactory overall. Therefore, while pupils with special educational needs achieve well according to their abilities, some of the more able and middle attaining pupils make satisfactory progress.

Sound systems are in place to ensure that pupils are safeguarded and to support those who have particular needs. The good pastoral support given to all pupils, especially those with learning difficulties and/or disabilities, demonstrates the school's commitment to equality of opportunity.

The school has a good understanding of its context in relation to promoting community

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cohesion and recognises that there is scope for improvement, especially in establishing links with other local communities of different cultures and faiths.

Governors are supportive and provide challenge to the school although they are not fully aware of the progress that pupils need to make in order to achieve their potential. The school works effectively with other local small schools in order to share good practice and provide mutual support. Parents and carers value the schools approach in helping them support their children through formal parents' evenings and informal accessibility of staff.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

'I have been so impressed by this school since my child started in September.' This comment, written by a parent with a child in the Early Years Foundation Stage, reflects the good standard of education provided. The main features that make the Early Years Foundation Stage a strength of the school are:

- effective induction procedures to inform parents and carers about school policies and procedures and welcome children into the Early Years Foundation Stage
- follow-up meetings with parents and carers to explain the Early Years Foundation Stage curriculum and child-centred approach to learning
- the balanced curriculum covering all areas of learning using appropriate child-initiated and adult-led activities
- the well-planned incorporation of indoor and outdoor areas to develop children's learning on particular themes



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- good short- and medium-term assessment procedures that effectively track children's progress that are used to inform staff of individual children's next steps in their learning
  - thorough recording of children's progress using their work, staff notes and photographic evidence
  - the effective teamwork, subject knowledge and pastoral care of the Early Years Foundation Stage staff
  - good teaching with children being motivated by staff and enjoying their education.
- With numbers being small, the entry levels of children vary each year. However, assessments show that children enter school with skills that are broadly expected for their age. They make good progress across all areas of learning and enter Year 1 slightly above that expected. Children have a good understanding of being healthy and staying safe. One commented 'You shouldn't eat sweets because you will get rotten teeth!' The good overall achievement of children in the Early Years Foundation Stage is due to good leadership and management. The Early Years Foundation Stage leader has a good understanding of further improvements, including the need to provide a covered area for outside activities.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

The majority of parents and carers indicated that they were happy with the school. A number of parents and carers raised concerns about the way unacceptable behaviour is dealt with and linked this to responses about the school keeping their children safe. Inspectors found that behaviour was generally good both in class and around the school. Also the school has appropriate procedures to deal with instances of bad behaviour. Appropriate support from outside agencies has been used to address instances of unacceptable behaviour.

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

Ofsted invited all the registered parents and carers of pupils registered at Baldwin's Gate CoFE 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 109 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	71	14	29	0	0	0	0
The school keeps my child safe	29	60	13	27	6	13	0	0
The school informs me about my child's progress	27	56	16	33	4	8	1	2
My child is making enough progress at this school	24	50	20	42	3	6	0	0
The teaching is good at this school	25	52	20	42	1	2	0	0
The school helps me to support my child's learning	25	52	19	40	2	4	0	0
The school helps my child to have a healthy lifestyle	31	65	16	33	1	2	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)	25	52	19	40	0	0	0	0
The school meets my child's particular needs	28	58	15	31	3	6	0	0
The school deals effectively with unacceptable behaviour	14	29	25	52	8	17	0	0
The school takes account of my suggestions and concerns	22	46	22	46	3	6	0	0
The school is led and managed effectively	25	52	22	46	0	0	0	0
Overall, I am happy with my child's experience at this school	29	48	29	48	3	5	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.**



Monday 15 March 2010

Dear Pupils

Inspection of Baldwin's Gate CofE Primary School, Newcastle, ST5 5DF

I am writing to thank you for making us feel so welcome when we visited your school recently. We enjoyed watching you do your best in lessons. The school gives you a satisfactory education and cares for you well. By the time you leave, most of you reach standards that are slightly above those found in other primary schools.

Here are some of the good things that we found out about your school.

You enjoy school and being with your friends.

You are keen to learn and to do your best. As a result, you make sound progress and achieve satisfactorily.

You treat each other with respect and are always willing to help around school.

You enjoy taking part in the activities that the school has to offer.

You are always willing to help other people in the community through supporting a number of charities.

To help make sure you do even better, we have asked the headteacher and other adults who look after you to do three things to improve standards in English and mathematics by the end of Year 6.

Make sure that everyone makes as much progress as they can, especially in mathematics.

Check to make sure that teaching challenges you to learn for yourselves and that marking tells you how to improve your work.

Make sure that the school follows your progress accurately to ensure that you make good progress, especially in Key Stage 2.

You can help by continuing to work hard and supporting one another. Good luck for the future.

Yours sincerely

James Henry

Lead inspector

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