

Wallsend St Peter's C of E Aided Primary School

Inspection report

Unique Reference Number	108626
Local Authority	North Tyneside
Inspection number	324809
Inspection dates	2–3 February 2009
Reporting inspector	Mr Joe Clark

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	209
Government funded early education provision for children aged 3 to the end of the Early Years Foundation Stage	0
Appropriate authority	The governing body
Chair	Father Michael Vine
Headteacher	Mrs Helen Clegg Acting HT
Date of previous school inspection	26 November 2007
School address	North Terrace Wallsend Tyne and Wear NE28 6PY
Telephone number	0191 2007248
Fax number	0191 2007308

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized school. The vast majority of pupils are from White British backgrounds and all speak English as their first language. Pupils come from areas of high socio-economic deprivation. The proportion of pupils entitled to free school meals is average. The proportion of pupils with learning difficulties and/or disabilities is average. The Early Years Foundation Stage provision covers a Reception class and Nursery for 20 children. The substantive headteacher's post is vacant and an acting headteacher, who is a National Leader for Education, is temporarily in charge.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

St Peter's provides a satisfactory education for its pupils. Some aspects of its provision are good. The school looks after its pupils well, effectively promoting their personal development and providing good levels of personal support and academic guidance. 'I feel the teachers are dedicated to improving the children's education' was how one parent summed it up.

Pupils mix easily and confidently together and say they enjoy coming to school. Their attendance is good. Behaviour is also good. A minority of parents expressed concerns about pupil behaviour. Inspectors judged that what the pupils told them about behaviour, namely, that it has improved dramatically in the last few months and was now good, was accurate. Pupils have good attitudes to learning and participate enthusiastically in the good range of trips and visits that enhance their learning. Pupils say they feel safe in school where relationships between pupils and with adults are good, reflecting a strong Christian ethos of mutual respect. Good links with other outside agencies provide effective support for vulnerable groups. Pupils know about the importance of healthy lifestyles and adopting safe practices. They love taking on responsibility and make a good contribution to the smooth running of the school. They receive good academic guidance and preparation for the next stage of learning is satisfactory.

The school is satisfactory rather than better because despite their good personal qualities, pupils have not all achieved the standards they have been capable of at the end of Key Stage 2. Children join Year 1 with standards that are generally below average. Until recently their progress was inadequate and their standards at the end of Year 6 significantly below average. However, due to the improvements in pupils' attitudes and behaviour, in teaching and learning and in the clearer direction being given by school leadership, current pupils are progressing well and they are making up for ground lost in earlier years. This better and accelerating progress has not yet had time to translate into better achievement being demonstrated in test results at the end of Key Stage 2. Pupils with learning difficulties and/or disabilities make the same good progress as other pupils. Progress is accelerating because teaching and learning, whilst satisfactory overall, is improving. Lessons are well structured and good use is made of information and communication technology (ICT) to help pupils learn. However, teachers do not set consistently challenging tasks for different ability groups in the class.

This is an improving school largely through the excellent leadership of the acting headteacher. Effectively supported by other senior leaders she has transformed what was a failing school into one that is rapidly improving on several fronts. Whilst not yet judged to be a good school, the trend of decline in achievement and standards has been reversed and the school is now providing satisfactory value for money. Staffing difficulties have been resolved but the contribution of middle leaders to school improvement is variable and underdeveloped. The majority of parents are

supportive of the school and recognise recent improvements. 'I feel there have been many improvements throughout the school in the last eight months', is typical of several comments. The governing body provides good support and encouragement but has not yet overseen the raising of achievement and standards to the highest possible levels. Good improvements in teaching and learning, in pupils' behaviour and in school leadership demonstrate that the school has a satisfactory capacity to improve further.

Effectiveness of the Early Years Foundation Stage **Grade: 3**

Provision in the Early Years Foundation Stage is satisfactory. Children start in Nursery with skills and abilities that are generally below those expected for their age. They make sound progress and their achievement is satisfactory. Achievement is satisfactory. By the time they leave the Early Years Foundation Stage standards are below average, although there is some fluctuation from year-to-year. Steps to improve provision are beginning to make a positive impact on children's learning, for example, through planned, practical activities to promote discussion and in the increased use of learning outside. However, children spend too much time working as a large group in both Nursery and Reception. As a result, they are less confident in taking responsibility, working independently and making choices. Leaders have recognised the need to raise children's attainment in personal development and in aspects of communication, language and literacy. The introduction of a detailed 'You and Me' assessment booklet that involves parents is a good development that provides a comprehensive overview of children's learning. Behaviour is good. Relationships with adults are secure and children are well-cared for. Regular checks are made of equipment inside and outside to ensure their safety for the children. Children learn and develop satisfactorily. Recent steps to provide activities linked to a Polar topic are providing many exciting experiences to develop sensory awareness by making ice sculptures and investigating the properties of ice. The headteacher is currently leading the Early Years Foundation Stage. The positive impact of this is notable in the improvements to resources.

What the school should do to improve further

- Ensure that the tasks for different ability groups of pupils match their capability and provide greater challenge and engagement.
- Develop the role subject leadership plays in promoting higher achievement and standards.
- Improve provision in the Early Years Foundation Stage.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

Achievement and standards **Grade: 3**

Achievement is satisfactory. Pupils enter Year 1 with standards that are generally below average. Until recently they made inadequate progress and underachieved. In

the 2007 national tests at the end of Year 6, standards overall were significantly below average, especially in mathematics where pupils' achievement was in the bottom 8% in the country. In both English and mathematics, higher attaining pupils failed to achieve the higher Level 5+ grades they were capable of. At the end of Key Stage 2 in 2008, results markedly improved and were broadly in line with national expectations. The most significant improvement was in mathematics, including for higher attaining pupils, where the proportion of higher grades increased by almost 90%. In 2008, teacher assessments at the end of Key Stage 1 indicated that standards were broadly average, as they had been in 2007. Pupils' current progress, including that of pupils with learning difficulties and/or disabilities, is satisfactory but accelerating.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral social and cultural development is good. The school places a strong emphasis on developing pupils' spirituality in line with its mission to '...promote a Christian way of life'. Consequently relationships are good throughout the school. Behaviour is good. Although the behaviour of a small minority of pupils can sometimes cause problems, especially with new teachers or adults, the vast majority of pupils are polite and friendly and behave well. Pupils get on well together and the support that older pupils give to Reception children is excellent. Pupils say bullying has greatly reduced this year and now there is very little bullying in the school. Pupils say they enjoy school and this is reflected in their good attendance. Authorised absence is above average due to parents taking holidays during school time. Pupils have a satisfactory understanding of what constitutes a healthy lifestyle and know how to stay safe, including Internet safety. They make a good contribution to the life of the school and enjoy taking on responsibility, for example, as school councillors or Infant helpers. They make a satisfactory contribution to the local community, not only the parish community, but through, for example, links with a local residential home. Preparation for the next stage of learning is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning, whilst satisfactory overall, is improving. Much of it is good and none is less than satisfactory. Relationships are supportive, and encourage pupils to want to learn. ICT is used effectively to present lessons in an interesting way. The structure of lessons is good with clear objectives to guide pupils' learning as the lesson progresses. Too often, however, the work set does not match pupils' capabilities, for example, setting work that is either too difficult or too easy. The use of questioning to help pupils learn is well established but is not always used effectively to ensure that, as the lesson proceeds, pupils are learning and understanding and not being left behind. Marking is good and assessment is used well to set targets that pupils can understand and aspire to. Teaching assistants offer good support but are insufficiently involved in planning activities and creating resources for pupils, especially pupils with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. An extensive range of visits and visitors, including residential visits, help to enrich and enhance learning. The enterprise transition project helps to develop teamwork and encourages Year 6 pupils to develop creativity and communication skills. The curriculum is improving, but does not yet provide a secure enough framework to ensure that all pupils achieve as well as they can. The curriculum is fully inclusive and satisfactorily develops pupils' awareness of how people live in other countries, for example through visitors in school on multicultural days. There are an increasing number of after-school activities, mostly in conjunction with local secondary schools, for example, a weekly sports session. A recent Activemark award reflects the priority given to promoting fitness. Pupils said how much they enjoyed the dance club. Community links are developing satisfactorily. The recent allotment initiative helps pupils learn about the environment and become involved with the local community.

Care, guidance and support

Grade: 2

Pupils are well cared for and receive good academic guidance. The school knows its pupils well and the pastoral care of pupils is very strong. Many pupils benefit from the Fuel 4 Kids breakfast club so that they get a healthy start to the day. Relationships throughout the school are warm and encouraging. Good links with outside agencies provide effective support to vulnerable pupils and pupils with learning difficulties and/or disabilities. Safeguarding procedures are effective and conform to current legislation. Governors ensure that health and safety issues, including risk assessments, are addressed through regular site walks. The new tracking system is setting more challenging and realistic targets and identifying which pupils need support through targeted intervention. Pupils are clear about what targets they are aiming for in their work and know what they have to do to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The acting headteacher is providing excellent leadership. With the effective support of senior leaders and well informed and hard working governors she is gradually, but successfully, changing the culture of the school, engendering a greater and much-needed emphasis on pupils' achievement and standards. Effective systems to track pupils' progress and to monitor and evaluate the quality of provision are in place and there is strong evidence that the quality of teaching and learning is improving. Self-evaluation at whole school level is good. The school knows what has to be improved and planning for improvement is good. Subject leaders are not yet effective in promoting higher achievement and standards in their subjects and systems of monitoring and self-evaluation at this level are underdeveloped. Challenging targets at the end of Key Stage 2 have not always been met. However, this improved in 2008 when targets were met in English and science but not in mathematics. Support from the local National Support School has been excellent at administrative, teaching and leadership levels and has played a major part in the improvements seen so far. Good partnerships exist with other providers and parents are beginning to see improvements in key areas. Community cohesion is satisfactory. There is good

community involvement at school level and the school is slowly extending pupils' understanding of the wider national and global picture.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of boarding provision	NA
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well do children in the Early Years Foundation Stage achieve?	3
How good are the overall personal development and well-being of the children in the Early Years Foundation Stage?	3
How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How effectively is provision in the Early Years Foundation Stage led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

¹Grade 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.

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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



4 February 2009

Dear Pupils

Inspection of Wallsend St Peter's C of E Aided Primary School, North Tyneside, NE28 6PY

Thank you so much for the warm welcome you gave us when we inspected your school recently. It was a pleasure to talk to you both in the warmth of the classroom and, when it stopped snowing, out on the playground!

Your views and opinions were very well expressed and were very helpful to us. It was good to hear you talk so positively about your school and hear about interesting and exciting trips the school arranges for you. Clearly you enjoy coming to school where you receive a satisfactory education.

We were pleased to find you to be polite, friendly and confident young people. Your behaviour and attitudes, which have not always been acceptable in the past, are now good. Don't let them slip back – you can't afford to waste time in lessons and get behind in your work.

You get on well together and it is good to see older pupils looking after the younger children in assembly and at breaks and lunchtime.

The school takes good care of you. Teaching and learning are satisfactory and the majority of you are now making good progress. By the time you come to leave school, the standards you reach in your subjects are average, although not always as high as they could be. We think you can do better and reach higher standards.

To help you do this we have asked the school to ensure that in your lessons the tasks you are set match your capabilities and stretch you to the full. Subject leaders are going to have a greater role in making sure this happens. In addition we have asked the school to strengthen provision in the Infants department.

Thank you once again for being so helpful and good luck for the future.

Very best wishes

Joe Clark
Lead inspector