

Washingwell Community Primary School

Bucks Hill View, Broom Lane, Whickham, Newcastle-Upon-Tyne, Tyne and Wear NE16 4RB

Inspection dates	9–10 February 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher's visible presence and availability is highly valued by staff, parents and pupils. Home and school partnerships are positive and robust.
- Leaders' effective actions are securing improved outcomes and progress for pupils. In all key stages, achievement is at least in line with national standards and improving.
- Teaching is good. Regular checks on the quality of teaching and its impact on pupils' progress are successfully ensuring that leaders' aspirational targets and high expectations are realised.
- The teaching of phonics (letters and the sounds they make) is a strength. The proportion of pupils meeting the standards in the Year 1 screening test exceeds the national average.
- Leaders are creating an early years environment that promotes good achievement and high levels of independence, particularly in writing.
- Leaders use the extra money from the government to promote sports and healthy lifestyles wisely. Pupils benefit from wide-ranging, physical pursuits.
- Subject leaders are taking increased responsibility for the progress of pupils within their area of the curriculum. Frequent work scrutiny and sharing good practice results in improving standards.
- Pupils' behaviour is good within and outside lessons. A strong culture of equality exists and pupils' positive regard for each other is notable.
- Parents value the support they are offered, the good communication and the extra-curricular opportunities that are provided. The vast majority of parents would recommend this welcoming school to others.

It is not yet an outstanding school because

- Occasionally, governors are over-generous in their view of aspects of the school's work and outcomes for different groups of pupils.
- Sometimes, teachers do not demand enough from pupils and have limited expectations of what some pupils can do and achieve.
- At times, teaching is not sufficiently focused on the quality of learning and outcomes for pupils, particularly within mathematics.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching further still, so that all pupils are enabled to reach the highest possible standards and progress even more rapidly, especially in mathematics, by:
 - making sure teachers challenge all pupils to articulate their thinking, deepen their understanding and strengthen their skills through reasoning and problem-solving, particularly in mathematics
 - using systematic checks to ensure that teaching is clearly and consistently focused on learning and rapid progress for all groups of pupils
 - holding teachers strictly accountable for the rates of progress that all pupils make, including pupils who have special educational needs or disability and the disadvantaged, through rigorous monitoring and performance management
 - setting more ambitious targets for all groups of pupils and eradicating any barriers to realising these
 - dispelling the lingering misconceptions of a few adults about the extent and rate of progress that some pupils can be expected to make.
- Equip all members of the governing body, particularly those new to the role, with the skills needed to challenge leaders rigorously and support them effectively to secure sustained improvement.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher's skills, high expectations and dedication have led to considerable improvement. She ensures that actions are driven by the correct priorities. Her ambition for pupils has been successfully communicated to staff, resulting in a positive ethos where pupils are nurtured and urged to work hard.
- Capacity for further improvement is secure because subject leaders are equipped with the skills, knowledge and understanding required to drive improvement. They monitor closely the progress of pupils within their areas of responsibility, challenging colleagues to promote high standards for all pupils.
- The local authority has effectively supported the school on its journey to good. Mathematics, English and early years advisers have helped to train staff, improving their practice. The local authority provides valuable support and challenge for the headteacher and senior leaders.
- Leaders have ensured that the curriculum is preparing pupils well for later life in modern Britain. Pupils are able to discuss the democratic process knowledgeably, linking it to the election that takes place each year to select the pupil council members and a head boy and head girl; all pupils contribute to the voting process and the elected young leaders take their subsequent responsibilities seriously.
- Leaders have enriched the curriculum by ensuring that pupils have frequent opportunities to access wide-ranging experiences. Many and varied school-run clubs take place, with the early morning cross-country club a firm favourite. Visits and visitors contribute to pupils having high aspirations of themselves for later life.
- Senior leaders undertake regular checks on the quality of teaching. Teachers are challenged and supported to improve further and training is linked to the needs of individuals as well as the school. Areas for development are identified and addressed. At times, however, senior leaders do not specify precisely enough for teachers those aspects of practice that can significantly enhance teaching and learning.
- Senior leaders make effective use of the sports funding. Teachers work with qualified sports coaches to improve their skills in delivering high-quality learning. Pupils also benefit from the many sporting competitions and opportunities provided; over 80% of pupils take part in the extra-curricular clubs on offer, such as rugby, tennis and cricket.
- Governors and leaders make good use of the extra funding (the pupil premium) from the government to support disadvantaged pupils. Interventions and small-group support improve outcomes for most. The proportion of disadvantaged pupils in Key Stage 2 making the expected progress in reading, writing and mathematics has grown over time. The proportion of disadvantaged pupils reaching the expected standard in the Year 1 phonics screening test is rapidly increasing.
- Systems are in place to manage the performance of staff. These have resulted in an improved quality of teaching. Targets set for teachers are not always ambitious enough to secure rapid progress for all pupils, particularly for some pupils who have special educational needs or disability, and disadvantaged pupils.
- Leaders are mindful that gaps between the achievement of a few disadvantaged pupils and all other pupils in some subjects are not closing rapidly enough. The actions they are taking have had a positive impact on the achievement of those current pupils who are disadvantaged.
- Leaders have recently introduced a new system of assessment. Teething problems are being tackled by leaders to ensure that new approaches to assessment develop greater precision to pinpoint the progress of individual pupils and to provide a more secure platform for setting work that challenges pupils of all abilities.
- **The governance of the school**
 - Governors bring a strong set of skills to the school and are ambitious for its future. They hold the headteacher in high regard and work well in partnership with leaders and managers. Governors visit the school regularly to monitor its performance, and they receive regular reports from subject leaders. This knowledge of the school's work means they are well-placed to support and challenge.
 - Governors, at times, misinterpret the information presented to them and consequently hold excessively positive opinions of pupils' achievements. While heedful of their duty to hold leaders to account for the progress of disadvantaged pupils, for example, governors hold imprecise notions of what progress for this group should look like.

- The arrangements for safeguarding are effective. Regular training ensures that staff are kept up to date with guidance. Staff are vigilant and highly aware of their duties regarding the protection of pupils. 'Prevent' duty training has heightened awareness and equipped staff with the skills required to assess risks for pupils and to use pre-emptive teaching to reduce these. Pupils are safe and feel safe.

Quality of teaching, learning and assessment is good

- Teaching is good. Teachers use their strong subject knowledge and effective questioning skills to equip pupils with knowledge, skills and understanding of subjects across the curriculum. In using accurate technical vocabulary and encouraging pupils to do the same, teachers ensure that pupils are well-prepared for the next stage in their learning.
- Teachers explain and teach new concepts to pupils skilfully. They use demonstrations and stimulating resources to clarify key points. In a science lesson, pupils examined and labelled a life-size skeleton, sang songs to memorise the names of bones, considered the function of ligaments and watched video clips to understand the role of muscles. Tackling these concepts, sharing their ideas and explaining their thinking developed their understanding effectively.
- Teachers use the school's marking and feedback policy effectively. Pupils are given opportunities to respond to teachers' comments and to practise their skills appropriately.
- The teaching of phonics (the sounds that letters make) is good. Teachers articulate sounds clearly, making sure that pupils see and hear the way in which letter sounds are produced. Teaching is targeted precisely to meet the needs of different groups of pupils, so that early reading skills are secure for most pupils.
- On most occasions, teachers' planning takes account of the existing capabilities of pupils so that lessons are matched to needs. This helps pupils to move forward in their learning rather than treading old ground. As a result, most pupils make good progress from their starting points.
- Teaching staff have positive and mutually respectful relationships with pupils. Listening is a two-way process and pupils know their voices are heard. Learning behaviours, as a result, are usually exemplary. Where pupils' occasional lack of concentration occurs, it is because teaching is less stimulating, less well-matched to pupils' needs or lacking in challenge.
- Pupils' contributions are valued and pupils recognise this. Displays show a fitting appreciation of the good-quality work of pupils, setting high standards and instilling pride. Similarly, pupils' books are presented neatly and the good quality of writing in English books is upheld in other subjects.
- Occasionally, teachers do not challenge pupils to excel. This happens when teachers' expectations of what pupils can do are too low. On these occasions, some pupils do not reach the standards of which they are capable. This limits the rate at which pupils make progress.
- On rare occasions, it is not clear what pupils should be learning from an activity. When this happens, learning and progress are less rapid.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are involved in decision making, which effectively promotes their self-confidence and self-belief. Members of the pupil council, for example, are rightly proud of the changes they have wrought. The improved outdoor spaces, with new exciting resources, are a testament to their efforts. This school respects pupils and their ideas and acts upon them.
- The warm buzz that permeates the school, its positive ethos, helps pupils feel settled and welcome. The orderly environment is comforting and supports skills of independence. Consequently, teaching and learning get off to a good start every morning.
- An array of extra-curricular activities before and after school inspires pupils to learn new skills, as well as offering opportunities for constructive social interaction. Cooperation and collaboration are promoted well through team games and sports. Pupils and parents appreciate that staff try to accommodate their interests.

- Pupils say that school is a safe place to be, and there are always 'smiley' adults who help where needed. The curriculum fosters healthy choices and effectively develops an understanding of how to stay safe in this technological age. The breakfast club offers support to families and a positive start to the school day.

Behaviour

- The behaviour of pupils is good. Pupils' conduct and attitudes to learning are strengths of the school's work. Bullying is rare. The few incidences of poor behaviour are well managed and all pupils are extremely clear about rules and boundaries. Pupils modify their own behaviour, where necessary, with very little prompting by adults.
- Playtimes are happy, busy affairs that are well supervised by 'Buddies' and adults. Pupils say they appreciate the stimulating range of resources available during breaks, and play respectfully and sensibly with them. Pupils' caring and inclusive attitudes are very evident.
- Overall, attendance is average and the very few instances of persistent absence are declining. The recently appointed family support worker effectively supports families and pupils to understand the value and importance of regular attendance.
- Teachers use a wide range of positive behaviour management techniques skilfully. Pupils feel valued and welcomed by teachers, who always meet them on the playground in the mornings and after breaks. This engenders positive relationships and means that incidences of poor behaviour are rare.
- Learning behaviours in class are almost always good. Pupils are attentive and keen to learn. They listen respectfully to each other and to adults. Signals or instructions are followed dutifully and pupils settle to tasks quickly. Occasionally, pupils become distracted when tasks fail to meet their needs or interests.

Outcomes for pupils

are good

- The school's own assessment information shows that progress is good and pupils across the school are on track to meet end-of-year expectations. Observations in lessons, discussions with pupils and the progress seen in pupils' books corroborate this information.
- Most pupils in both Key Stages 1 and 2 reach the standards expected nationally in reading, writing and mathematics. Outcomes for pupils in Key Stage 2 improved in 2015 across all subjects.
- The school's wider curriculum effectively supports good development of pupils' basic literacy and numeracy skills. Pupils' writing skills in particular have improved well since the previous inspection, partly because pupils have regular extended opportunities to write within other subjects, such as science, geography and history. This is contributing to improved outcomes for pupils in writing across the school.
- Phonics teaching is strong. As a result, a greater proportion of pupils reach the expected standards in the national phonics screening test in Year 1 than that seen nationally. Pupils resitting the test in Year 2 also do better than others nationally. This prepares pupils well, offering a vital reading strategy as they begin to read more challenging texts.
- In Key Stage 2, in 2015, the gaps in achievement between disadvantaged pupils and all other pupils nationally narrowed considerably in reading. Gaps in achievement in writing also narrowed for this group. In the early years, all disadvantaged children reached a good level of development in 2015, preparing them well for Key Stage 1. These outcomes are indicative of leaders' high expectations and successful deployment of resources.
- Most pupils who have special educational needs or disability are on track to meet end-of-year national expectations. The headteacher's careful monitoring of pupils' progress leads to carefully targeted interventions taking place where necessary. Barriers are identified and addressed, and progress ensues.
- Occasionally, some pupils do not reach the standards that are expected of them. For example, in Key Stage 1 in 2015, several boys performed below expectations in writing and a small group of girls underperformed in mathematics. Leaders recognise these issues and are conducting more regular moderation and analysis of pupils' work in order to provide support for any pupil identified as falling behind.
- Pupils' outcomes in mathematics are recognised by leaders as an area for improvement. Although pupils reach the national standards, some do not make the progress that should be expected of them given their starting points. Consequently, several interventions and programmes of work have recently been put in place, but it is too soon to measure their impact on outcomes for pupils.

Early years provision

is good

- Leaders and managers have an accurate view of the early years provision, recognising its strengths and areas where improvement will benefit children. Having secured the support of the local authority's early years adviser, leaders have ensured that early years staff are well trained and the environment is conducive to developing the skills of young learners, indoors and out.
- Teaching is good. A well-balanced diet of teaching and learning enables children to develop and apply their skills. Challenges are accepted by children as they access the provision carefully planned by the teacher. Teachers build upon children's existing strengths and new skills are developed effectively.
- The proportion of children in the early years achieving good levels of development in 2015 was comparable to the national average. Girls, in particular, made better than expected progress across all areas of learning, meaning they are well prepared for the Year 1 curriculum.
- The early years curriculum is rich. Writing is highly valued and children apply their developing skills in many areas of their learning, both in the classroom and outdoors, proudly sharing with adults the results of their efforts. Children are becoming confident writers in a range of situations, for example, making lists in the vet's surgery, writing stories in the book corner, labelling pictures at the art table and creating plans at the construction area.
- Children behave well and respond promptly to requests to tidy up, stop or listen. Children share and take turns happily, considering the feelings of others. A bustling but safe and purposeful atmosphere exists.
- The early years leader monitors the progress of individual children well, knowing precisely where each child's strengths and areas for development lie. Tasks and teaching are tailored to meet these needs, offering challenge and support. This leads to good progress for most children.
- Occasionally, expectations of what some young children can do and achieve are too low. Where this is the case, children make less rapid progress and are under-prepared for the next stage in their learning.

School details

Unique reference number	108356
Local authority	Gateshead
Inspection number	10002126

This inspection 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	164
Appropriate authority	The governing body
Chair	Sharon Johnson
Headteacher	Alison Hall
Telephone number	01914 884400
Website	www.washingwell.gateshead.sch.uk
Email address	admin@washingwell.org.uk
Date of previous inspection	19–20 November 2013

Information about this school

- Washingwell is a smaller than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding) is broadly average.
- The proportion of pupils who receive support for their special educational needs is lower than average. However, the proportion of disabled pupils with education, health and care plans, or a statement of special educational need, is well above the national average.
- Most pupils are of White British heritage. There are few pupils for whom English is an additional language and few pupils from minority ethnic groups.
- The Additionally Resourced Mainstream (ARMS) unit that was set up in the school in November 2010 for up to 16 autistic children has now closed.
- The school has a higher pupil mobility rate than schools nationally.

Information about this inspection

- Inspectors observed teaching and learning in all classes on both days. Several lessons were observed jointly with the headteacher and the deputy headteacher on the first day of the inspection.
- Inspectors took account of the 49 responses to the online questionnaire (Parent View) and also the free-text responses that were submitted during the inspection. Inspectors also spoke to parents informally at the beginning and end of the school day, and also during the school day as several parents attended a mathematics workshop. The responses to the staff and pupils' questionnaires were also considered.
- Meetings were held with the headteacher, several senior leaders (including the special educational needs coordinator and the early years leader), groups of pupils (including members of the pupil council), seven governors (including the Chair of the Governing Body) and two representatives from the local authority.
- A scrutiny of the work in pupils' books was undertaken jointly with subject leaders in mathematics and English.
- The school's own assessment information and a wide range of documents were examined, including the records relating to the performance management of staff, those relating to behaviour, attendance and safeguarding, and monitoring and evaluation documents.

Inspection team

Fiona Manuel, lead inspector

Jennifer Cave

Her Majesty's Inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

