

# Western Community Primary School

## Inspection report

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<b>Unique Reference Number</b>	133384
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	381499
<b>Inspection dates</b>	22–23 February 2012
<b>Lead inspector</b>	Janet Bennett

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>	423
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Robson
<b>Headteacher</b>	Claire Johnson
<b>Date of previous school inspection</b>	19 November 2008
<b>School address</b>	Rutland Road Wallsend NE28 8QL
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## Introduction

### Inspection team

Janet Bennett  
Jane Beckett  
Patrick Hargreaves

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 23 lessons or parts of lessons, taught by 17 teachers. They also observed a range of activities for small groups of pupils and the support provided by additional adults within lessons. Inspectors talked to different groups of pupils about their learning and scrutinised the work in pupils' books. In addition, discussions were held with staff and members of the governing body. A range of documentation was scrutinised, including records relating to pupils' achievement, monitoring by leaders, behavioural records and safeguarding. Account was also taken of the 148 questionnaires returned by parents and carers, and the 172 received from pupils. The inspection team took account of the on-line questionnaire (Parent View) in planning the inspection.

## Information about the school

This school is much larger in size than the average primary school. Almost all pupils are of White British heritage, with only a very small number learning to speak English as an additional language. The proportion of pupils who are known to be eligible for free school meals is average, as is the proportion of disabled pupils and those who have special educational needs. The school meets the current floor standard. There have been significant staff changes since the last inspection, particularly at senior leadership level. The current headteacher joined the school in June 2010. The school is a Creative Partnerships Change School and is using this work to complement and support school improvement activities.

Childcare is provided on the school site by a private company. This provision did not form part of this inspection, but a report of its quality 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

<b>Overall Effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key Findings

- This is an outstanding school. Achievement is good and rapidly improving because of the motivational leadership of the headteacher. Parents and carers value highly the support that staff offer their children. Pupils' spiritual, moral, social and cultural development is promoted exceptionally well through a rich curriculum and carefully planned opportunities for thoughtful reflection.
- Pupils' progress has recently improved rapidly and is now outstanding because expectations of what pupils can achieve are high. Teachers maximise every opportunity across the day to extend and consolidate understanding and this continuous focus on learning is raising standards rapidly so that current attainment is above average by Year 6.
- Teachers plan interesting, highly imaginative lessons, based on precise assessment, which enthuse and engage learners. In the most effective lessons, they allow time for pupils to consider their responses and challenge them to use precise vocabulary to articulate their thinking. Thoughtful use of texts promotes pupils' literacy skills extremely well. Sensitive support from staff ensures that children make a good start to their learning in the Nursery and Reception classes. The opportunities for extending their learning are more imaginative and successful indoors than outside. It is in this key stage that strong foundations are laid for children working together and helping others.
- Behaviour is outstanding. Pupils are motivated, enthusiastic learners who work extremely hard. They say they enjoy school and feel very safe because their views are valued and their concerns are taken seriously by staff.
- Monitoring by leaders is rigorous and incisive. It has led to swift, well-planned action to improve teaching and has ensured that the most effective practice is fully embedded in all classes. Regular tracking of pupils' progress identifies any variations in performance accurately and leads to precise support for those needing help. Strong partnership working ensures that swift action is taken to

support the families of children who may be experiencing difficulties and meticulous monitoring of absenteeism has improved attendance.

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

- Sustain at least above-average standards at the end of Key Stage 2 and consequently raise achievement to outstanding by:
  - maintaining the current, high quality of teaching in the school
  - improving further the rate of progress made by children in the Early Years Foundation Stage through providing high-quality outdoor learning opportunities
  - ensuring that all teachers give pupils time to consider their responses and expect them to use precise vocabulary when answering questions.

## Main Report

### Achievement of pupils

Until recently, the standards reached by pupils in Year 6 have been average, reflecting good progress from their starting points. Highly effective teaching and school leadership are accelerating progress and, therefore, standards are improving rapidly, but, as yet, this improvement is only evident in the most recent Year 6 national test results. Because these improvements are recent, achievement is judged to be good, rather than outstanding. Learning in lessons is outstanding because pupils work extremely hard and contribute enthusiastically throughout. Older pupils articulate their views clearly, demonstrating a mature and confident use of language. They use their well-developed literacy skills to support learning in other subjects and their conscientious completion of well-planned homework extends learning beyond the school day. Pupils' ability to work collaboratively is extremely well developed. They draw exceptionally well upon the skills and ideas of others to inform their own learning and, as a result, produce work of consistently high quality.

In recent years, pupils' progress across the school has been variable, although they have reached broadly average standards by Year 6 and achieved well given their respective starting points. Effective action by leaders has led to a trend of improvement which has accelerated significantly under the leadership of the current headteacher. Progress is now outstanding because weaknesses in teaching have been eradicated and the most effective approaches have been embedded in all classes. Careful monitoring of pupils' progress and well-planned support ensure that variations in learning are addressed swiftly. Therefore, gaps in performance between different groups of pupils are narrowing and standards are rising in all key stages. Attainment in reading by the end of Year 2 is now average and the skills of current Year 6 pupils are above average in reading, writing and mathematics.

Disabled pupils and those with special educational needs achieve well. They make at least good and often outstanding progress because their needs identified are quickly and accurately and work is matched extremely well to their learning needs. They make a full and active contribution in lessons because they are supported effectively

by well-trained staff who pose pertinent questions which challenge and extend their thinking.

Most children enter the Nursery with skills levels that are below those typical for their age, particularly in their personal development and communication skills. Children make good progress and achieve well in the Early Years Foundation Stage, although their learning is stronger indoors than outside. Regular, well-planned teaching of the links between letters and sounds and improved opportunities for writing are accelerating learning. Consequently, children's language and communication skills at the beginning of Year 1 are now close to those expected for their age.

Questionnaires returned by parents and carers endorse the inspection findings. Pupils report that they learn a lot in school and appreciate the help they receive.

### **Quality of teaching**

Teaching is of outstanding quality overall, as appreciated by pupils, parents and carers. Well-trained support staff make a significant contribution to learning in lessons because their roles are well defined and they understand the learning needs of pupils. All staff inspire and motivate learners and the use of open-ended questions challenges pupils to explain their reasoning, ideas and feelings. In the most effective, but not all, lessons time is given for considered responses which demonstrate pupils' thoughtfulness and confident use of language to express their views. For example, in a Year 5 science lesson, pupils used 'transparent', 'opaque' and 'translucent' accurately to describe their findings. These opportunities engender an enthusiasm for learning which promotes pupils' spiritual, moral, social, and cultural development successfully.

Assessment is used exceptionally well to identify pupils' next steps in learning and to plan delivery of the curriculum. Well-understood systems for sharing targets and regular reminders during lessons ensure that pupils maintain a very sharp focus on what they need to do to improve. Pupils are encouraged to evaluate their own learning and they demonstrate a mature approach when determining the challenges they wish to set for themselves. The careful marking of work by staff, together with regular checks during lessons, ensure that misconceptions are identified precisely and addressed swiftly.

Well-structured teaching ensures that pupils' knowledge of sounds and letters is secure. This begins well in the Early Years Foundation Stage where imaginative activities provide meaningful opportunities for reading and writing. Teachers use texts to very good effect to challenge older pupils' understanding of language and to stimulate their writing. Imaginative description by Year 6 pupils such as, 'the shimmering blue sea glistened...' and 'what went through his mind at such a solemn moment..' engage the reader effectively and build tension.

The time invested in teaching pupils the skills needed to work collaboratively is well justified. This begins in the early years, where a child in the Reception class explained that the help with name writing that she was giving to others was called 'reciprocity'. Older pupils demonstrate sophisticated skills in group working. For example, in a Year 4 lesson, pupils drew effectively on each other's strengths,

showed respect for differing viewpoints and actively secured contributions from every member of the group to enhance their planning of a play script.

### **Behaviour and safety of pupils**

Pupils say they enjoy school and this is evidenced by their very hard work in lessons and regular attendance. The 'Good to be Green' behaviour system ensures that expectations are clear and consistent across the school. Pupils are unfailingly polite and respectful, leading to a calm yet enthusiastic and productive climate in school. They are proud of the strong contribution they make to the school as prefects, safety officers and buddies, taking their responsibilities very seriously. Pupils say they feel very safe from any form of bullying and are confident that, should any concerns arise, staff would deal with them swiftly. Parents and carers who expressed a view indicated their confidence in staff to maintain good behaviour, to care for their children and to keep them safe.

Well-planned opportunities for learning ensure pupils are acutely aware of potential dangers and how they can safeguard themselves, for example when using the internet. Staff are alert and highly responsive to emerging issues, taking swift action when concerns arise. Effective partnerships with other agencies and a flexible approach to curriculum planning ensure that safeguarding issues are addressed swiftly and sensitively.

Pupils' behaviour in lessons contributes exceptionally well to their learning. They are attentive to staff, listen carefully to instructions and respond enthusiastically to the work they are set. They respond thoughtfully to the guidance they receive from teachers, demonstrating their determination to do well. The care they take with the presentation of their work and the effort they make in lessons is impressive. It is reflected in the quality and quantity of work completed over time.

### **Leadership and management**

Leadership is highly effective. Staff share the headteacher's vision for the school and work collectively with the new leadership team to promote a relentless drive towards excellence. Monitoring is rigorous. Every aspect of the school's work is subject to regular and detailed scrutiny, ensuring that school self-evaluation is accurate and that well-planned action leads to swift and sustained improvement. This is evidenced by rapidly rising standards and improved attendance. The governing body knows the school well and contributes to its success through its support for its work and the challenge it provides to leaders. For these reasons, the school has excellent capacity to sustain improvement.

Well-planned professional development and opportunities for staff to learn from one another promote enthusiastic and imaginative teaching. Meticulous monitoring of pupils' work by leaders and their direct observation of lessons ensure that the most effective approaches are securely embedded in all classes and that staff receive precise guidance to help them to improve their practice continually.

The imaginative and engaging curriculum promotes a fascination for learning, which one Year 5 pupil described as 'thrilling'. It is tailored exceptionally well to the needs

and interests of learners. Priority is given to teaching the basic skills through activities that inspire a love of learning and which challenge thinking about non-tangible aspects of life. For example, time for pupils to reflect upon their own personal qualities and to ponder 'what if..' scenarios contribute strongly to their spiritual, moral, social, and cultural development. Play is promoted well in the Nursery and Reception classes, but the pace of learning slows occasionally outdoors, when resources limit children's independent exploration of the world around them. The many lunchtime and after-school clubs are well attended and individual tuition, together with well focused small group work, ensures that those pupils in need of extra help receive the precise support they need.

Leaders and the governing body promote equality of opportunity extremely well and discrimination of any kind is not tolerated. Pupils' progress is tracked carefully and swift action is taken to address any variations in performance. Consequently, standards are rising consistently and attainment gaps between different groups of pupils are reducing rapidly. Staff and the governing body give high priority to protecting pupils. The school site is very secure and checks of its safety are regular and rigorous.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



24 February 2012

Dear Pupils

### **Inspection of Western Community Primary School, Wallsend, NE28 8QL**

Thank you for being so friendly and helpful when my colleagues and I inspected your school. We enjoyed the time we spent with you. We were extremely impressed by how hard you work, the responsible attitudes you show in lessons and around the school, and your enthusiasm for learning.

Your school is outstanding. You told us you enjoy your learning and we can see why. These are some of the things that impressed us most:

- the wonderful work that you produce, your excellent behaviour and the way in which you collaborate with others so that you all learn well together
- the high expectations of staff and the interesting lessons they plan, which ensure that you make extremely good progress in your learning
- the leadership of your headteacher and the people who work with her that is making your school better and better all of the time
- how well you are cared for and listened to by staff, which you told us made you feel very safe in school.

We were impressed by the number of pupils in Year 6 who were able to apply their skills in reading, writing and mathematics exceptionally well. We have asked the headteacher, staff and governing body to do the following things to ensure that the standards you reach by the end of Key Stage 2 continue to be above average or better.

- Ensure that teachers always give you time to think carefully about your answers so that the words you choose precisely reflect your ideas.
- Improve children's learning outdoors in the Early Years Foundation Stage.

We hope that you continue to work hard, to attend school regularly and to enjoy your learning. We wish you great things for the future.

Yours sincerely

Janet Bennett  
Lead inspector (on behalf of the inspection team)

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