

# Wingate Junior School

Moor Lane, Wingate, County Durham, TS28 5BA

**Inspection dates** 8–9 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Achievement is good overall. Pupils progress well and are well prepared for the next stage in their education.
- Pupils start school with skills and understanding that are broadly average. They make good progress overall and reach above average standards in reading, writing and mathematics by the end of Year 6.
- Teaching is good overall and expectations of what pupils can achieve are high. Higher-level teaching assistants make a very valuable contribution to pupils' learning.
- Parents are very pleased with the progress their children make and with the way in which they are looked after at school.
- Pupils' behaviour is good. Pupils are well mannered and usually very respectful. Pupils say they feel safe in school and are cared for well.
- The school is very well organised and well led and managed by the headteacher. All staff support each other well and share the same clear vision. Leaders are determined to raise the quality of teaching and achievement even higher. As a result, the school continues to improve.
- The governing body makes a good contribution to leadership. They hold the headteacher to account strongly.

### It is not yet an outstanding school because

- On occasions, targets set for teachers in the management of performance are not sharply enough linked with the salary scale.
- Too many families take holidays in term time.
- Teaching, although very largely good in enabling pupils to achieve well over time, does not always succeed in doing so.
- The teaching of mathematics does not always enable pupils to develop their understanding of mathematical ideas to a deep enough level and to see how they apply more broadly. As a result, attainment in mathematics, including for that of the most able pupils, is not as high as it is reading and writing.

## Information about this inspection

- The inspectors observed 18 lessons, two of which were joint observations with the headteacher.
- The inspectors listened to pupils read during lessons and also looked at pupils' work in their books.
- Meetings were held with the headteacher, pupils, two members of the governing body, members of the teaching staff and two representatives of the local authority.
- The inspectors took into account 12 questionnaires from staff and 11 responses to the on-line parent questionnaire (Parent View).
- The inspection team looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Pauline Hilling-Smith, Lead inspector

Additional Inspector

Paula Thompson

Additional Inspector

## Full report

### Information about this school

- Wingate Junior School is a smaller-than-average sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of disadvantaged pupils supported by the pupil premium is well below average. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school has recently begun working together more closely with staff from the neighbouring secondary school.

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

- Improve teaching further to be consistently good or better, in order to continue to raise pupils' achievement, especially in mathematics, and for most able pupils by ensuring that:
  - teaching in mathematics always provides pupils with opportunities to develop a deep understanding of mathematical concepts and to see how to apply more broadly.
- Improve leadership and management further by refining procedures for performance management so that targets set are always sharp and commensurate with pay scales.
- Reduce the amount of absence resulting from families taking holidays in term time.

## Inspection judgements

### The leadership and management are good

- The headteacher is a very well respected leader by both parents and staff. He has set out a clear vision and has consistently modelled high expectations over a long period of time. This means that the organisation of learning and procedures for ensuring good behaviour are firmly established.
- The leadership of teaching is effective. The monitoring of teaching has a positive impact on improving its quality. School leaders use the observation of lessons and data well to set targets for teachers and to improve classroom practice continuously.
- Although procedures for senior leaders to check the quality of teaching are securely in place and rigorous, as yet, targets set for the management of teachers' performance are occasionally not sharply enough linked to teachers' pay scales.
- Middle leadership is effective overall, although it is stronger in English than in mathematics.
- The school has an accurate picture of its strengths and areas for development. Leaders use data meticulously to analyse the progress made by individuals and groups of pupils.
- The curriculum is extensively enriched by clubs, for homework, music and sport. Visits and residential visits contribute to as a clear understanding of life and the values of modern Britain. Outdoor activities incorporating an appreciation of the natural world are the basis for pupil's spiritual, moral, social and cultural development.
- Everyone in the school is highly committed to removing any barriers to learning for all pupils. This shows the school's commitment to equality of opportunity for all.
- Partnership with parents is good and all parents who responded would recommend the school to another parent.
- The local authority knows the school well and provides light touch support.
- Primary school sports funding is used effectively to increase competition between schools, provide sports coaching in school and offer sports training for teachers.
- **The governance of the school:**
  - The governing body receives good information about the work of the school and the achievement of pupils. Governors have a clear understanding about the quality of teaching and data on the school's performance. Minutes of governing body meetings show that governors use this knowledge well to challenge and support the headteacher about all aspects of the school's work.
  - Governors review spending decisions carefully. They ensure that any disadvantaged pupils who wish to attend clubs are able to do so and this has a good impact on the achievement of those pupils. Governors ensure that pupil premium funding is spent effectively to raise the achievement of the pupils for whom it is intended.
  - Governors are rigorous in annually reviewing the performance of the headteacher. They receive detailed information about the performance targets set for teachers and reward good teaching and tackle underperformance.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- Pupils behave sensibly and follow school rules at all times during the school day both outside and inside. The school's highly-organised procedures are supervised well by 'traffic monitors' and buddies make sure that everyone feels comfortable.
- Although pupils are usually well mannered and polite, occasionally, if pupils are not fully challenged in their learning, their attitude to their studies is not as good as it should be and thus hinders their progress.
- Pupils are aware of different types of bullying, including cyber-bullying. Records show that incidents of inappropriate behaviour are very unusual. Any incidents are dealt with effectively and quickly by staff.

#### Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are well aware of how to keep themselves and others safe at all times both on the school site, as well as when they are not in school.

- Policies and procedures meet requirements.
- Governors are vigilant in ensuring that full checks of safety are regularly undertaken and acted upon. For example, they are aware that the design of the building, including 'blind corners,' requires close supervision by staff.
- Staff are well trained in behaviour management and their good relationships with pupils mean that pupils say that there is always someone to talk to if necessary.
- There have been no exclusions for many years.
- Although pupils enjoy school and usually attend well, overall attendance is affected by too many pupils' families taking holidays in term time. This has a negative effect on achievement.
- All parents who responded on Parent View are of the view that their children feel happy and safe.

### **The quality of teaching** is good

- The good quality of teaching has been maintained since the previous inspection. It is good because it enables pupils to make good progress over time.
- Staff reflect on the success of their teaching alongside other staff in the school and with staff in the neighbouring secondary school, when they work together on recently introduced 'creative days'. As a result, teaching is improving continuously and pupils learn and achieve well during their time at the school.
- Teaching enables pupils to make a successful move to secondary school. This is because their basic skills are carefully built up as they progress through the school.
- Expectations of a swift start to lessons and the amount of work to be completed by pupils in a given time are high. Pupils rise to meet these expectations and work hard.
- Teachers and teaching assistants ensure that pupils have access to a wide range of carefully selected well-organised resources, including reading materials at just the right level for each pupil. This contributes well to pupils' good progress.
- Guided reading sessions are very well organised with a focus on reading for pleasure as well as research. The teaching and reinforcement of phonics (learning letters and the sounds that they make) are good. Pupils can decode and read words well and they have opportunities to develop inference and comprehension skills in their reading.
- Higher-level teaching assistants contribute exceptionally well to the achievement of pupils through good teaching, especially in reading and literacy. The needs of pupils with special educational needs are carefully assessed and met by all staff.
- Assessment of pupils' work and their progress is detailed and used to guide future planning.
- Occasionally, during some mathematics activities, teaching does not allow pupils to deepen their mathematical understanding sufficiently nor to see how mathematical concepts apply more broadly. As a result, progress slows, especially for the most able pupils.
- All parents who responded to the on-line questionnaire believe that their children are taught well.

### **The achievement of pupils** is good

- School assessments and inspection evidence of the skills and knowledge of pupils when they enter the school confirm that attainment is broadly average at the beginning of Year 3. They make good progress across the school and reach above average standards overall by the end of Year 6. The school has recently reversed a decline in attainment in reading and writing and pupils are on track to maintain this improvement.
- In 2014, school data show higher standards of attainment in each subject than in 2013. In 2013, English grammar, punctuation and spelling were already well above the national average and this has continued to be the case.
- Attainment in mathematics fell in 2013, but remained above average. It rose again in 2014, although by less than pupils' attainment in other subjects. Also, fewer pupils reached higher levels in mathematics than they did in other subjects. This is because there are still not enough opportunities for pupils, and particularly the most able, to develop greater depth in their understanding of mathematical ideas.
- Progress across the school is particularly strong in reading because pupils' skills are developed exceptionally well. Pupils have a love of reading and, therefore, read often and widely. Fluent readers are carefully encouraged by staff to read extensively and make use of the school library. Pupils have

opportunities to read from a wide array of books and other materials.

- Disadvantaged pupils make similar good progress overall to their peers. The proportion of disadvantaged pupils making better-than-expected progress compares favourably with national figures. In 2013, disadvantaged pupils were almost a year behind their non-disadvantaged peers in school in mathematics, over a year in reading and between one and two terms in writing. In 2014, the gap in attainment between disadvantaged pupils and other pupils in school also closed by almost 2 terms term in reading, half a term in writing and almost half a term in mathematics. Disadvantaged pupils attain at least as well as other pupils nationally in all three subjects. This is because they benefit from individually-tailored support.
- Disabled pupils and those with special educational needs often make even more rapid progress than their peers because their needs are very well met under the expert guidance of the deputy headteacher.
- The most able pupils achieve well overall. In 2014, the proportion of these pupils who attained the higher levels in reading was well above the national average and was above average in writing. However, it was slightly lower in mathematics. The proportion of pupils reaching the highest levels in writing doubled in comparison with 2013.
- All parents who responded to Parent View agree that their children receive appropriate homework and make good progress.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	114148
<b>Local authority</b>	Durham
<b>Inspection number</b>	449155

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	183
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Taylor
<b>Headteacher</b>	Grenville Long
<b>Date of previous school inspection</b>	20 June 2011
<b>Telephone number</b>	01429 838313
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