

Westfield Crescent, Springwell, Gateshead, Tyne and Wear, NE9 7RX

Inspection dates 14–15 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their starting points, including those who are most able, disadvantaged pupils and those with special educational needs.
- Standards have improved over time and are above average in reading, writing and mathematics at the end of Year 6.
- Teaching is good. Teachers are skilled in questioning and use this to make sure pupils always understand their work and to make them think even harder about what they are learning.
- Provision in the early years is good. Children's physical development in the early years is supported by the well-planned outdoor learning areas that encourage them to experiment with balancing, climbing and exploring.
- Pupils' behaviour is good. Pupils are very friendly, treat one another kindly and are polite and courteous to adults. Pupils take pride in their work so that presentation in books is of a high quality.
- Pupils are very safe in school. They know that adults will always listen to them and swiftly sort out any worries and concerns. Bullying is extremely rare.
- Leadership, including that of the governing body, is strong. The systems in place to check on pupils' progress are rigorous. Consequently, pupils who need a little extra support are quickly identified and effectively supported.
- Equally, leaders systematically check up on the quality of teaching. As a result, teaching continues to improve and weaknesses are tackled swiftly and decisively.
- The curriculum is especially rich. Pupils take part in a wide range of stimulating activities. These include many interesting outside visits and visitors to the school that contribute to their good spiritual, moral, social and cultural development and prepare them well for future life in modern British society.

It is not yet an outstanding school because

- Pupils' progress in mathematics across Key Stage 2 is not as strong as it is in reading and writing. This is because pupils do not have enough opportunities to apply their skills in mathematics to solve problems in other subjects of the curriculum.
- Teachers' written comments in marking do not always give pupils precise enough guidance on how to improve their work. Additionally, pupils do not routinely have time to respond to comments and this limits the impact of marking on improving pupils' work.

Information about this inspection

- Inspectors observed teaching and learning in a range of lessons or parts of lessons, one of which was a joint observation with the headteacher.
- Inspectors spoke to a range of pupils about their work and play in school.
- Meetings were held with five members of the governing body as well as school leaders and with a local authority representative to discuss support for the school.
- Inspectors considered a wide range of evidence, including the school’s records of the quality of teaching over time and pupils’ current work in books.
- Inspectors took account of 18 responses to the staff survey and the 56 responses by parents to the online questionnaire, Parent View. Additionally inspectors spoke to parents informally at the beginning of the school day or when attending the Year 6 leavers’ assembly.
- Inspectors observed the overall work of the school and checked various documents and procedures including the school’s plans for improvement and arrangements for checking pupils’ attainment and progress. They also examined documents relating to safeguarding, behaviour and attendance.

Inspection team

Janette Corlett, Lead inspector

Additional Inspector

Patrick Hargreaves

Additional Inspector

Full report

Information about this school

- This school is slightly smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by the pupil premium is below average. The pupil premium is additional funding the school receives for those pupils who are known to be eligible for free school meals and children who are 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 by the end of Year 6.
- The proportion of pupils who have special educational needs is below average. Currently there are no disabled pupils in the school
- Children in the early years receive part-time provision in the Nursery and full-time provision in the Reception class.
- The school operates a pre-school club to support families. This is run by the governing body and was part of the inspection.

What does the school need to do to improve further?

- Improve pupils' progress in mathematics in Key Stage 2 so that it is at least as good as it is in reading and writing by:
 - giving them more opportunities to apply their skills in mathematical calculation across the wider school curriculum.
- Improve teaching by:
 - making sure that teachers' marking of pupils' work consistently gives pupils enough information on what they need to do to improve
 - ensuring that teachers routinely give pupils time to respond to their comments in marking to correct or improve their work.

Inspection judgements

The leadership and management are good

- The determined leadership from the headteacher supported by a well-informed governing body results in a school that is a safe, vibrant and welcoming place where children thrive, behave well and make good progress.
- Most parents endorse this view and typically comment on the good level of information they receive on pupils' learning and progress as well as regular newsletters and the school magazine.
- Leaders make effective use of the pupil premium to make sure that disadvantaged pupils have access to the full curriculum and achieve to their full potential. As a result, gaps in the achievement of these pupils compared to other pupils in school and other pupils nationally are closing.
- Leaders at all levels, including middle leaders, know the school well and have an accurate picture of its performance. Leaders welcome external viewpoints on how well the school is doing and use these to identify areas they can improve on so that pupils will have even better chances to achieve to their full potential.
- The school's procedures to check on the quality of teaching are thorough. Checks on the performance of all staff are rigorous and lead to staff receiving high-quality training. This develops their practice and means that teaching is consistently good and sometimes outstanding.
- Collaborative working with the local triad of schools is particularly effective in supporting school improvement. Leaders and teachers work together to share good practice and raise standards. Equally, governors have participated in a 'Governor Challenge' programme that has improved their skills in holding school leaders to account.
- The rich and varied curriculum is a real strength of the school and contributes well to pupils' good spiritual, moral, social and cultural development. Pupils have an exceptional range of opportunities to develop their skills in creative arts and drama.
- Additionally, the curriculum supports their understanding of fundamental British values and prepares them well for future life in modern Britain. For example, pupils visited a large, local car manufacturing plant where they learned about the wide range of skills necessary for car production, including engineering, science and technology, art and design. Pupils also benefited from a visit from the local magistrates' team, who explained how the justice system works. The recent general election campaign provided the stimulus for a visit from the parliamentary education outreach team that assisted pupils in holding their own election campaign complete with manifestos and ballot boxes.
- The primary school sport and physical education funding is used effectively to give pupils access to a wider range of sports and to increase their participation in sport. The use of external coaches has successfully helped teachers to develop their skills and expertise in teaching physical education.
- The local authority gives light-touch support to this good school that has been effective in improving assessment procedures in the early years and in supporting the school's financial management.
- Leaders are effective in promoting equality of opportunity so that all groups of pupils make good progress and enjoy good relations with one another. Furthermore, there is no racism in the school and pupils are taught to value diversity. They really enjoy celebrating cultural differences.
- Safeguarding arrangements meet statutory requirements and ensure that pupils are very safe in school.
- The governance of the school:
 - Governors bring a wide range of experience and professional expertise to the school. They receive regular updates on pupils' progress and the quality of teaching. They use this information and data about the school's performance to ask leaders to explain where there are any weaker areas and then make sure that the actions taken to address them are effective.
 - Governors know how pupil premium is spent and are beginning to give effective challenge to school leaders about the impact of this on the progress of disadvantaged pupils. They know that any gaps in the performance of these pupils are narrowing and are determined that this trend will continue.
 - Governors know that the quality of teaching is continually improving. They ensure that these improvements will be sustained and built on through giving a high priority to staff development in their good financial management of the school's budget. They are aware of the school's arrangements for staff pay and progression, including that of the headteacher, and ensure that these are used effectively to tackle any identified weaknesses in teaching.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. Most pupils are keen to learn. They respond well to teachers' instructions and listen to one another attentively in class discussions.
- Pupils behave sensibly as they move in and around the school, treating one another with friendly respect. They are very polite and courteous with staff and visitors.
- Pupils are proud of their school and know that teachers have high expectations of them. Staff and governors report that they frequently receive very favourable comments from members of the public on pupils' behaviour when they are out on external visits.
- Older pupils take their responsibilities as the 'Smile Team' very seriously. These pupils look out for children at playtimes who may be feeling a bit sad because they do not have someone to play with and make sure that they are included in a game or are introduced to a new friend.
- Disruptions to learning through poor behaviour are extremely rare. Very occasionally, when the teaching is not quite so stimulating and engaging as it usually is, pupils begin to chatter and fidget a little.
- Attendance has improved over time and is currently in line with the national average for primary schools.

Safety

- The school's work to keep pupils safe and secure is good. The school site is well maintained and very secure. Staff have appropriate levels of training in safeguarding and child protection. Procedures for the safe recruitment of staff meet requirements.
- Pupils know how to keep themselves safe from harm both inside and outside the school. They receive good advice on how to keep themselves safe on the internet and can explain the routines and guidance they follow whenever they use computers and mobile technology.
- Pupils say that staff are friendly and always fair. They say that they trust their teachers and know that they will always help them if necessary. The vast majority of parents agree and typically comment that staff are approachable and willing to listen to any concerns.
- Parents also appreciate the good provision in the pre-school club and in the range of after-school activities. This ensures children are safe and happy at the beginning and end of the school day and supports working families.
- Pupils say that there is very little bullying of any kind, including racist and homophobic bullying. Children say that they sometimes fall out with one another but soon make friends again. As the holders of a gold standard, local anti-bullying chartermark, a group of school councillors recently visited another school applying for this award to check that their procedures to prevent bullying are effective.

The quality of teaching is good

- Teaching is consistently good and sometimes outstanding.
- Teachers' good subject knowledge and skilled use of questioning help pupils to develop their understanding and to think more deeply about what they are learning. In the early years, for example, teachers frequently join in with children's play and ask just the right questions to stimulate their creativity and imagination.
- In most lessons there is an appropriate level of challenge for pupils across the full range of abilities, and particularly for the most able pupils. For example, in one lesson in Year 6, the teacher skilfully made sure that pupils were absolutely secure in their understanding of how to add and subtract mixed fractions. At the same time, the most able pupils who were already confident in their understanding were given a really challenging problem that moved them forwards in their learning. As a result, all pupils made excellent progress in this lesson.
- The teaching of literacy and mental mathematics has improved and standards in these subjects are rising. Equally the teaching of phonics, the sounds that letters make, is good and this helps pupils swiftly develop fluency in reading. Reading skills then develop rapidly across the rest of the school where frequent opportunities for independent and reading with an adult allow pupils to read for pleasure as well as to develop their comprehension and research skills.
- Teachers take every opportunity within the curriculum to give pupils time to read widely and to practise their skills in writing for extended periods of time. Opportunities to practise skills in mathematical calculations through applying them to solving problems are less frequent and this is why pupils' progress in mathematics is not quite as strong as it is in reading and writing.

- Recent training and improvements to the resources available to teachers to teach computing are helping teachers to develop their skills in this area of the curriculum. Currently pupils do not have enough opportunities to learn about computer programming, but good plans are in place to remedy this next year.
- Teachers have high expectations of the amount and quality of pupils' work. Pupils know this and take pride in doing their best handwriting and presenting their work neatly and attractively.
- Marking has improved. Almost all work is marked conscientiously and most teachers give pupils good advice on the next small steps in their learning. However, this is not found consistently in all year classes. Furthermore, teachers do not routinely give pupils time to respond to their comments by correcting or editing their work. This sometimes limits the effectiveness of the teachers' marking.

The achievement of pupils is good

- At the end of Key Stage 2, standards have improved and are now above average in reading, writing and mathematics. The most significant improvement is in relation to pupils' achievement in the English, grammar, spelling and punctuation test at the end of Year 6. Results this year show that all pupils have reached the level expected for their age and two-thirds of them have reached beyond this level.
- Standards in mathematics are not quite as high as in other subjects because pupils' progress in this subject across Key Stage 2 is not as strong. Leaders are aware of this and have already been effective in improving pupils' agility in mental mathematics. This is helping to improve pupils' progress in mathematics but has not had time to ensure that this matches their progress in reading and writing.
- The proportion of Year 1 pupils who reach the expected standard in the national check on phonics is well above average. Reading skills are developed from an early age.
- At the end of Key Stage 1, standards over time in reading, writing and mathematics are above average and this represents good progress from pupils' starting points at the end of the Reception Year.
- The most able pupils are well challenged in lessons. As a result, they make good progress and the proportion of pupils reaching higher-than-expected levels at the end of Key Stages 1 and 2 is above average.
- Pupils with special educational needs make just as much good progress from their starting points as other pupils in the school because they receive good support for their personal and academic needs and feel very much part of the life of the school.
- Equally, disadvantaged pupils make good progress because teachers are aware of any gaps in their learning and act swiftly to make sure that they catch up. As a result, there are currently no significant gaps in the standards they reach compared with other pupils nationally or with other pupils in their year group in the school.

The early years provision is good

- Children enter the Nursery with levels of skill and development that are typical for their age. They make good progress and, by the end of the Reception Year, the proportion of children reaching the expected good level of development is above average. An increasing proportion of children reach beyond expectations for their age.
- Strong shared leadership of the early years has secured a stimulating and vibrant learning environment both indoors and outdoors. The outdoor learning areas contribute to children's good physical development. Children enjoy running about, climbing and balancing as they play. They are well able to take risks and to develop independence.
- Children receive lots of praise and encouragement as they learn and play together in a safe and nurturing environment. This sets them off to a flying start in school and contributes well to their good behaviour, physical and emotional health, safety and well-being. Parents appreciate this and typically comment that they feel welcome in school and know that their children are very well cared for.
- Leaders recognised the need to improve the systems in place to check on children's progress. Support from the local authority has helped them to develop this and teachers' assessments are now secure.
- Teaching is good because adults really understand the ways young children learn best and make sure that they use all the information they have about the children's learning in school and at home to follow their interests and extend their learning.
- Learning journals are beautifully presented, pictorial records of children's learning. Children are very pleased to share them with one another and with visitors to their classroom. Teachers' comments show progress against all the areas of learning but do not yet identify the next steps children need to take.

Leaders have plans to change this so that the journals are even more effective in helping staff and parents support children in making even more 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

Unique reference number	108800
Local authority	Sunderland
Inspection number	461687

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Wendy Lindsay
Headteacher	Louise Wiegand
Date of previous school inspection	26 March 2012
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