

Inspection of Whickham Parochial Church of England Primary School

Broadway, Whickham, Newcastle-upon-Tyne, Tyne and Wear NE16 5QW

Inspection dates: 5 and 6 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils at Whickham Parochial Church of England Primary School stand by the school's golden rule, 'treat others the way that you want to be treated'. There are many examples of acts of kindness, such as pupils writing to the school crossing patroller to show their appreciation and collecting for a local food bank.

Leaders have high expectations of themselves and everyone in their care, including those with special educational needs and/or disabilities (SEND). Pupils say that teachers 'want us to push ourselves, so that we achieve well'. Pupils are enthusiastic about their learning. They are particularly keen to talk about the books they are reading.

Behaviour in lessons and around the school is exemplary. Pupils live up to the high expectations set by leaders and staff. They feel safe and say they are delighted to attend school. There is always someone on hand for anyone who needs a friend to play with or someone to cheer them up. Pupils say bullying does not happen, but if it did, teachers would sort it out quickly.

Children in the early years get off to a flying start. They are confident, curious learners. Children are keen for a challenge. They enjoy learning to read. Children are eager to take part in problem-solving activities. They help each other to come up with solutions to the problems that teachers set.

What does the school do well and what does it need to do better?

Leaders, including governors, have a clear and ambitious vision for the school. Staff share in this vision. Despite the disruption caused by COVID-19, leaders have designed a well-sequenced curriculum. In most subjects, teachers teach subject content so that all pupils, including those with SEND, learn and achieve well. In phonics and mathematics, the curriculum is particularly well sequenced. Pupils have strong recall in what they have learned. They explain what they are learning accurately. Children in the early years record number calculations and self-correct their work. They talk about number bonds and add three numbers mentally. In art and design, pupils demonstrate the skills they have developed to sketch and paint in the style of artists, for example Henri Matisse.

Provision for children in the early years is exceptional. Staff have expertise in developing children's speech and communication skills. Staff teach children how to manage their own feelings. This helps them to focus on their activities. Children work well together to come up with manageable solutions, for instance when collecting and weighing stones. They add and take away the stones from a container, helping each other to solve a problem.

In almost all subjects, leaders have identified the key knowledge and skills they want pupils to know and remember over time. However, in geography and design

and technology, leaders are not specific enough about what they want pupils to learn in each year group. Sometimes, teachers are uncertain about what pupils have learned in previous years. As a result, some activities are repeated and do not always teach pupils the knowledge they need to develop a deep understanding over time.

Leaders prioritise reading. Staff promote a love of reading from the moment that children start school. Children learn the letters and sounds they need to know to read words. This helps them to read well. Books are well matched to pupils' phonic knowledge. Leaders use regular assessment to spot pupils who are at risk of falling behind. Pupils receive support if they need it, to help them keep up. Pupils enjoy putting their home reading logs in the 'Reading Together Post Box'. They enjoy the rewards they earn for writing book reviews.

There are effective systems for identifying pupils who have additional needs. An autism spectrum 'ambassador' ensures teachers are well informed about useful strategies to support pupils. Staff use this information well to help pupils with SEND.

Pupils behave extremely well, which supports teachers to deliver the curriculum. From the early years to Year 6, pupils regulate their own behaviour successfully. They understand the importance of looking out for each other. 'Playground Heroes' check on pupils who may seem sad at break times. They make sure nobody feels left out. Pupils are helped by the scenarios that teachers use to teach them how to deal with difficulties they may face in life. Pupils understand consent and equality. They feel well prepared for secondary school.

Leaders' curriculum for personal development helps pupils to treat others with respect. They learn to help others through 'advocacy' by participating in acts of service. This includes doing chores to raise money to support an international children's charity. Pupils discuss important global issues. They have a good understanding of diversity. Pupils understand the importance of not judging others, 'because we are all unique'. Pupils enjoy the many clubs on offer such as karate, football and Irish dancing.

Governors know the school well. They know what is working well and what needs to further improve. Staff feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure all staff have up-to-date safeguarding training. Staff are alert to the potential dangers that pupils might face in life. Leaders know the local community well. Staff are quick to pass on their concerns about pupils to leaders who are responsible for safeguarding. Leaders ensure that vulnerable pupils receive additional support. They liaise effectively with other agencies so that these pupils remain safe while they are not in school.

Staff teach pupils about staying safe in a range of situations. This includes when they are online.

Leaders carry out appropriate recruitment checks on staff and volunteers to make sure that they are safe to work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In geography and design and technology, leaders do not make the sequencing of knowledge and skills clear enough. This occasionally results in teachers repeating parts of the curriculum that pupils have already learned in earlier year groups. This delays how quickly some pupils build upon their previous learning to access new knowledge. Leaders must make sure they identify the essential pieces of knowledge pupils need, in all curriculum subjects, step by step across the school.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108381
Local authority	Gateshead
Inspection number	10211884
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair of governing body	Gillian Surtees
Headteacher	Rachel Walton
Website	whickhamparochial.org
Date of previous inspection	7 December 2007, under section 5 of the Education Act 2005.

Information about this school

- Whickham Parochial Church of England Primary School is a voluntary controlled school in the Diocese of Durham. The most recent section 48 inspection took place in June 2018.
- A new headteacher, deputy headteacher and chair of the governing body have been appointed since the previous inspection.
- The school does not currently use any alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher, the special educational needs coordinator, subject leaders and all members of the governing body, including the chair of the governing body, who joined the meeting virtually.

The lead inspector met with a representative of the local authority and with the director of education for the Diocese of Durham.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, art and design, and geography. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector observed pupils reading to a familiar adult.
- The lead inspector met with leaders and viewed documentation to consider the scope and breadth of all curriculum subjects.
- To inspect safeguarding, the lead inspector met with the designated safeguarding lead. Inspectors also spoke with pupils and staff and considered a wide range of safeguarding documents and records, including the school's record of recruitment checks.
- Inspectors gathered pupils' views through meetings with them and visits to lessons. Inspectors also spoke with pupils during morning breaktime and lunchtime. There were no responses to Ofsted's pupil survey.
- Inspectors gathered views of staff through meetings and through their responses to Ofsted's confidential staff survey.
- Inspectors considered the views of parents through their responses to Ofsted's online survey, Parent View, and parents' free-text comments. An inspector also spoke to some parents to gather their views.

Inspection team

Kathryn McDonald, lead inspector	Ofsted Inspector
Oliver Flitcroft	Ofsted Inspector

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