

# Central Walker Church of England Voluntary Controlled Primary School

Lancefield Avenue, Walker, Newcastle-upon-Tyne, Tyne and Wear, NE6 2NP

## Inspection dates

27–28 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	<b>2</b>
	This inspection:	<b>Good</b>	
Achievement of pupils	Good	2	
Quality of teaching	Good	2	
Behaviour and safety of pupils	Good	2	
Leadership and management	Good	2	

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' achievement is good. From their well-below average starting points, pupils in Year 6 reach standards that are above those expected for their age in mathematics, and similar to those expected in English.
- Teaching is typically good. Activities are interesting and based on a good understanding of what pupils need to learn.
- Behaviour is good. Pupils behave very well in lessons because they enjoy their learning and want to do their best. They behave very well around the school.
- Pupils say they feel safe and understand how to keep themselves safe.
- Pupils' spiritual, moral, social and cultural development is strong. Pupils are polite and courteous. They take on responsibilities willingly and carry out their duties conscientiously and with enthusiasm.
- The highly effective leadership of the headteacher, supported by determined leaders at all other levels, has ensured that the achievement of pupils and the quality of teaching are good.
- Governors are highly ambitious for the school to improve further and are effective in holding the school leaders to account. They know the school very well and bring a wide range of skills they use to good effect.

### It is not yet an outstanding school because

- Not all teaching is good. Pupils are not always given work that is hard enough for them.
- The teaching of reading and writing is not as strong as it is in mathematics.
- Pupils are not given enough interesting first-hand experiences to write about. The range of books for pupils to read is not wide enough.

## Information about this inspection

- Inspectors observed teaching and learning in 18 lessons. Three lessons were observed jointly with the headteacher or a member of the senior leadership team. They also listened to pupils read in Years 2 and 6.
- There were insufficient responses to the Ofsted online questionnaire (Parent View) for the results to be published, but inspectors considered responses to a survey of parents conducted during the inspection. Inspectors took account of 36 responses to questionnaires completed by the staff.
- Inspectors held meetings with pupils in Year 6 and members of the school council, and talked informally with pupils at break times and lunchtimes. They also talked with two members of the governing body and a representative of the local authority. They held discussions with the Early Years Foundation Stage leader, the special educational needs coordinator and other leaders within the school.
- Inspectors observed the school at work and looked at a range of documentation, including internal and external information relating to pupils' progress, their workbooks, school improvement planning and the school's procedures for gaining an accurate view of its own performance. They also considered reports written by the local authority, documents relating to the management of teachers' performance, minutes of governing body meetings, safeguarding and child-protection documents.

## Inspection team

Peter Evea, Lead inspector	Additional Inspector
Jim Hall	Additional Inspector
Barbara Waugh	Additional Inspector

## Full report

### Information about this school

- This is a new school that opened in September 2012, following the closure of two primary schools.
- There have been significant changes in staffing, particularly at senior leadership level, since the school opened.
- This is a larger than average-sized primary school.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils supported by the pupil premium is much higher than average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families, and those children who are looked after by the local authority.
- The school meets the government's current floor standard which is the minimum expectations for pupils' attainment and progress by the end of Year 6.

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

- Improve teaching and so raise attainment higher, especially in reading and writing, by:
  - increasing the number and types of books available for pupils to read in school and at home
  - providing all pupils with a greater number of interesting first-hand experiences to write about
  - always providing pupils with hard enough work.

## Inspection judgements

### The achievement of pupils

is good

- Children start in the Nursery class with skills and abilities that are well below those typical for their age. They make good progress in their knowledge, understanding and skills so that, by the end of Key Stage 2, they reach standards that are above average in mathematics and average in reading and writing.
- Children in the Early Years Foundation Stage do well. The caring staff, good teaching and the detailed knowledge that all adults have of the children's needs mean that children get off to a very good start.
- Pupils respond well to the programmes to help develop their reading skills. Pupils in Year 2 decode new and difficult words with increasing confidence and accuracy. This good foundation is built upon as they move through the school, so that by the end of Year 6 pupils read fluently.
- Although achievement in reading is good, it is not as good as it is in mathematics. This is because there is not a sufficient number or variety of books to interest all pupils and make them want to read frequently in school and at home.
- Pupils write with imagination, particularly when the subject matter captures their interest and imagination. They can adapt their writing styles to suit a range of audiences and purposes.
- Pupils' mathematical skills and understanding are good. They develop a sound understanding of basic numeracy skills early in their school life and these are systematically built on through their time in school.
- The school's data and other inspection evidence shows that pupils throughout the school are making consistently good progress. Pupils in Year 2 and Year 6 are on track to reach standards that are above average in mathematics and average in English. This represents good progress from their low starting points.
- The most able pupils make very good progress to reach standards that are above average in English and mathematics because they are very well supported and given work that challenges them and makes them think hard. A number of pupils in the current Year 6 are already working at a high level in English and mathematics.
- Pupils who are known to be eligible for free school meals and supported by the pupil premium achieve as well as other pupils within the school. The school's data for these pupils' attainment in English and mathematics shows that there are no significant gaps between the attainment and progress of these pupils and others. This is due to the good quality of the extra help provided for them, such as the very effective learning in the well-organised small group sessions.
- Disabled pupils and those with special educational needs make progress that is similar to that of others because their progress is checked and reviewed regularly, in order to make sure that carefully planned support closely matches individual pupils' particular needs.
- Equality of opportunity is central to the work of the school and successfully removes any barriers to learning, so that there are no differences in the achievement of different groups of pupils.

### The quality of teaching

is good

- Teaching is good and has a positive effect on pupils' learning and achievement, enabling them to make good progress. The school's records and other evidence gathered during the inspection shows that good or better teaching is the norm.
- Children in the Early Years Foundation Stage are provided with a range of interesting indoor and outdoor activities, which cover all areas of learning. Good attention is paid to developing children's speaking and listening skills, which prepares them very well for the future.
- Activities are interesting and pupils enjoy learning. In a Reception class, for example, children were absorbed in the Parable of the Sower and then planted their own seeds in different planting materials, including stony ground. As a result, children saw the links between different

areas of learning.

- Adults and pupils have created very positive relationships and the well-established routines mean that lessons proceed without interruption.
- Usually, tasks are based on a good knowledge of pupils' different level of ability and provide work that is just right for them. However, occasionally the work set for the pupils is not hard enough to keep them fully involved and interested in their learning.
- The marking of pupils' work and the feedback given to them about how to improve their work is very good and pupils routinely respond to suggestions for improvement.
- In mathematics, pupils develop and apply the skills they need to make good progress. In Year 4, for instance, pupils confidently used coordinates to translate accurately regular shapes.
- Pupils, including the most able, respond to high expectations and typically try their hardest to rise to the challenges set for them. In Year 6 pupils, for example, the most able enthusiastically used their writing skills to rise to the challenge of creating a newspaper report about the resurrection of Jesus.
- Teaching assistants are deployed very effectively and carefully guide pupils' learning. They have a very clear picture of the needs of individual pupils, especially disabled pupils and those with special educational needs because they know pupils, and their needs, very well.

### The behaviour and safety of pupils are good

- The behaviour of pupils is good. Behaviour is very good in class and often when pupils are out of class and on visits. Pupils are always polite and courteous and welcome visitors warmly. Pupils are proud of their school and eager to talk about it.
- Pupils are enthusiastic learners. They listen carefully to their teachers and other adults and show a real interest in what they are learning. As a result, lessons proceed without any interruptions and the school is calm and orderly at all times.
- All staff have very high expectations of pupils' behaviour and set excellent examples for pupils to follow. Older pupils provide good role models for younger pupils.
- Pupils contribute fully to all aspects of school life. They willingly take on roles of responsibility, such as House Captains. They take these responsibilities very seriously and are conscientious in carrying out their duties.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and parents agree that their children feel safe in school. Pupils have a good understanding of how to keep themselves safe, including when using the internet.
- Pupils say that bullying of any type rarely happens and that if any occurred it would be swiftly dealt with by the staff.
- Attendance is average. It has improved since the school first opened because there are thorough systems to check on, and follow up, any absences. In addition, there is a very effective attendance bus, which is transport provided by a group of local schools to assist those pupils who find it difficult to attend school regularly or on time.

### The leadership and management are good

- The school is very well led by a very effective executive headteacher ably supported by a determined and equally effective senior leadership team. Leaders at other levels within the school and an effective governing body also play a key role in driving school improvement.
- The headteacher and governors have skilfully guided the school through an unsettled period following the creation of the new school and a new senior leadership team.
- The school has an accurate picture of its strengths and areas for development and produces good plans to tackle these. All staff and governors play an important part in creating these plans and in checking on the progress made.

- The headteacher and senior leaders carry out regular checks on the quality of teaching and learning and have an accurate view of its quality. Where improvements are needed, teachers are able to improve their skills through effective professional development. The links between the checks on the quality of teaching and training for staff are effective and arrangements for pay and promotion of staff are closely linked to staff performance and pupils' progress.
- This is a very caring and inclusive school where all pupils are known and cared for as individuals. All pupils access all that the school has to offer. Staff work to make sure that all groups of pupils do as well as they can, for example, by making sure there are no gaps between the achievement of those pupils who are eligible for pupil premium funding and the small proportion who are not.
- The school's survey of parents' levels of satisfaction indicate that the overwhelming majority of parents have a positive view of the school and would recommend the school to another parent.
- The curriculum caters well for the needs of pupils, particularly in relation to developing their basic skills across different subjects. The curriculum is enriched by many opportunities for pupils to be involved in additional clubs and activities and they appreciate the opportunities to go on educational visits, for example, to a bookshop and to Vindolanda, the Roman fort.
- The development of pupils' moral, social, cultural and, in particular, their spiritual awareness is very important to the school and, as a result, pupils' personal development is strong. Pupils develop into confident, inquisitive and effective learners who, by the time they leave Year 6 are ready for the next stage in their education.
- The primary school sport funding to promote pupils' physical development and extend sporting activities is very well used. Support to enhance teachers' skills in a range of different sports and in providing additional sporting opportunities, such as the multi-skills sessions. Pupils have a wide range of after-school and lunchtime activities and clubs which they appreciate, including the '*Shokk*' circuit training and gym work, and other sporting activities.
- Safeguarding and child protection procedures meet all current statutory requirements.
- The local authority has provided high level support which is much appreciated since the school opened, particularly working with the governing body to create a strong leadership team.

- **The governance of the school:**

- The governing body is very effective. Governors bring a range of skills they use to good effect in carrying out their roles. Governors are determined to help this new school to do as well as possible and are ambitious for pupils' achievement and welfare.
- They are well informed about all aspects of school life and have a good knowledge of the comparative achievement of pupils through their analysis of national data. They monitor the school's performance and ask challenging questions to promote further development.
- Governors are knowledgeable about the quality of teaching and are familiar with the Teachers' Standards and use them to help manage teachers' performance and award pay increases for good teaching.
- They oversee the spending of pupil premium funding and are aware of the positive impact this is having on eligible pupils' achievement. They are also involved in planning the spending of the primary school sport funding and in how its impact on the physical well-being of pupils will be measured.

## What inspection judgements mean

<b>School</b>		
<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
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>	136741
<b>Local authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	425682

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>	Academy alternative provision converter
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	368
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Canon K. Hunt
<b>Headteacher</b>	Mrs. B. Redhead
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	0191 224 0222
<b>Fax number</b>	Not applicable
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