

Wheatlands Primary School

Hundale Crescent, Redcar, North Yorkshire, TS10 2PU

Inspection dates 25–26 September 2014

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.

- The headteacher, staff and governors have been successful in bringing about improvements in teaching and learning since the previous inspection.
- Pupils' good behaviour, their positive attitudes to learning and the way they are kept safe together make a real contribution to the life of this happy school.
- Teaching is consistently good and sometimes outstanding. Teachers plan lessons that interest pupils and keep them keen to learn.
- Children get off to a good start in the Early Years and are ready for Year 1 when they leave Reception
- Good progress continues throughout the school, especially in Key Stage 2. By the end of Year 6 pupils reach standards that are above average in English and mathematics. Pupils' progress is particularly strong in reading, grammar and mathematics.
- Governance of the school is strong and effective. Governors share the same high expectations as the staff and are ambitious for the school to improve further.
- Pupils' spiritual, moral, social and cultural development is good, because the curriculum gives them ample opportunities to experience art, music and other cultural aspects of life in Britain today. They are encouraged to take on responsibilities and as a result, they grow into capable and confident young people.

It is not yet an outstanding school because

- In Key Stage 1 planning does not ensure that learning from one year is not repeated in the next and so pupils do not move on to new learning quickly enough.
- In some literacy lessons teachers do not insist that pupils make the improvements to their work that they suggest when marking, nor do pupils have the time to make these improvements. As a result, the rate of progress in writing is not as rapid as it is in other subjects.

Information about this inspection

- Inspectors observed 20 lessons or part-lessons, one of which was observed jointly with the headteacher.
- Meetings were held with school leaders and two governors, including the Chair of Governors. Inspectors also met with the school advisor.
- Inspectors met with two groups of pupils and spoke informally to pupils during breaks and lunchtimes. They also talked to parents at the start and end of the school day.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Years 2 and 6 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a range of documents concerning pupils' current achievement, development plans and performance management information. They also looked at records relating to behaviour, attendance and safeguarding and child protection arrangements. Minutes of governing body meetings and the school advisor's reports were also considered.
- Inspectors took account of 63 responses to the on-line (Parent View) survey and 30 questionnaires completed by the staff.

Inspection team

Peter Eves, Lead inspector	Additional Inspector
Lesley Richardson	Additional Inspector
Karen Holmes	Additional Inspector

Full report

Information about this school

- This is much larger than the average-sized primary school.
- The proportion of disadvantaged pupils who are eligible for the pupil premium is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those looked after by the local authority.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or by a statement of special educational needs is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' achievement in English and mathematics at the end of Year 6.
- There have been a number of changes in staffing, including at a senior level, in recent years.

What does the school need to do to improve further?

- Increase the rate of progress and so raise achievement even further, especially in Key Stage 1 and in writing by:
 - ensuring that planning builds on what pupils already know and can do so that learning is not repeated unnecessarily
 - insisting that pupils pay attention to the improvements to their work teachers suggest when marking, and giving them the time to make these improvements.

Inspection judgements

The leadership and management are good

- The school is led well by a determined headteacher, ably supported by an equally determined and effective senior leadership team and by leaders at other levels within the school. Together they have improved the quality of teaching and the achievement of pupils.
- Leaders keep a close watch on the school's work and use the information gathered to agree plans for improvement and to support the staff. Along with their accurate picture of how well the school is doing, there is a shared ambition for the further development of the school.
- The good quality of teaching and learning and its positive impact on pupils' progress and the standards they reach is central to leaders' work. The expectation of good and better teaching is measured rigorously through the Teachers' Standards and there is a clear and well-understood link between classroom performance and salary progression.
- The curriculum is well planned and engages pupils effectively in their learning. All pupils are included and equality of opportunity for all is secure. There is a good range of enrichment activities, including visitors to school and visits out to places of interest, some of them residential. Pupils are particularly appreciative of the sporting opportunities available to them.
- The school is making good use of the additional primary school sport funding to improve the quality of physical education in the school. Additional equipment and training are being provided in a range of sports, including tag rugby and gymnastics. This has broadened the range of activities in the school and pupil participation, and is having a positive impact on pupils' physical well-being and lifestyles.
- The roles of middle leaders have recently been developed and there are higher expectations of the impact of their work. The leaders are responding eagerly to the increased challenges and the impact of their work is already beginning to be seen.
- Pupils' spiritual, moral, social and cultural development is good. Pupils have opportunities to take on roles of responsibility such as the school council and running the library. They take their responsibilities seriously and carry out their duties conscientiously. Older pupils care for and about younger pupils and act as positive role models for younger pupils to aspire to.
- The local authority has provided a light touch support since the previous inspection.
- **The governance of the school:**
 - The governing body is very supportive of the school, but nevertheless rigorous in the way it holds school leaders to account. Governors bring a range of skills to their roles which they use to good effect and where there is a gap in their skills, they are quick to fill these gaps through training. Governors are skilled at interpreting data to analyse the school's performance in relation to pupils' achievement and the quality of teaching. As a result, they are able to set challenging targets and have a clear understanding of the performance of staff, including how good performance is linked to pay scales. Governors are aware of how well the pupil premium and sport funding are helping pupils. Their robust checking on the progress of different groups ensures that there is equality of opportunity. Governors ensure that all current safeguarding requirements are met.

The behaviour and safety of pupils are good

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning, take pride in their work and are keen to do well. They get on well with their teachers and other adults and with each other. They behave well in lessons so that learning typically proceeds smoothly and without interruption.
- The school's behaviour records and other evidence gathered during the inspection show that poor behaviour is rare. A small number of pupils sometimes misbehave, but the school manages this effectively and it is not often repeated.
- Inspectors observed good behaviour in lessons and around the school. Pupils play enthusiastically, but safely, during break times and lunchtimes. They act responsibly at all times and are proud of their school.
- Pupils enjoy coming to school and attendance is above average. The number of persistent absentees has decreased as a result of the work the school is doing to encourage attendance.
- Pupils have a good knowledge of the different forms bullying can take, including cyber-bullying, and understand the difference between bullying and falling out. They say that bullying is very uncommon and are confident it would be sorted out quickly if it occurred.

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel very safe in school and parents spoken to during the inspection agree that their children are happy and safe. Responses to Parent View and other evidence gathered during the inspection confirm this.
- Pupils have a good understanding of how to keep themselves safe in a range of situations, including when using the Internet and when using roads and pavements.

The quality of teaching

is good

- Teaching is typically good and there is some that is outstanding. Teachers typically have high expectations of their pupils who usually work hard to rise to the challenges presented to them.
- In Key Stage 1, planning is not coordinated carefully enough and as a result, pupils repeat some work that they mastered in the previous year and so the rate of progress is not as rapid as it is in Key Stage 2.
- Teachers' subject knowledge is good and their enthusiasm is infectious and rubs off on their pupils who are keen to learn.
- Pupils throughout the school read enthusiastically. From an early age pupils use their developing knowledge of the sounds letters make to read in school and at home. Older pupils talk about their favourite authors and regularly help younger pupils with their reading. There is a well-used library run by older pupils.
- Pupils write for a range of different purposes and can adapt their style to suit different audiences. They have opportunities to practise their writing skills in other subjects, for example when writing about the First World War in a history topic.
- For many pupils, mathematics is their favourite subject. They are challenged to do well and teachers provide enjoyable ways to consolidate the basic skills that pupils can build on. In a mixed Years 5 and 6 set, pupils had to use their 8 times table and catch a ball simultaneously, before moving on to a thoroughly enjoyed problem-solving task involving consecutive numbers.
- Pupils are known well and there are good relationships between pupils and teachers and teaching assistants. Pupils say that teachers try to make learning as much fun as possible and that everyone would help them if they needed it.
- Pupils' work is marked regularly and pupils are told what they have done well and what they could do to improve their work. However, not all teachers insist that pupils make these improvements and do not systematically make time available for them to improve their work.
- The needs of disabled pupils and those with special educational needs are understood well and they are supported well by teachers and teaching assistants, either in class or in smaller group or one-to-one sessions.
- The small number of disadvantaged pupils make good progress because their needs are similarly understood well and appropriate support is provided.
- The most-able pupils make similar good progress because teachers routinely provide them with appropriately challenging work.

The achievement of pupils

is good

- After a good start in the Early Years, pupils make good progress in Key Stage 1 and reach standards that are increasingly above average by the end of Year 2. However, because some learning is repeated in subsequent years, the rate of progress is not as rapid as it could be.
- Progress continues and accelerates in Key Stage 2 so that by the end of Year 6, pupils reach standards that are above average in writing and more so in reading, spelling, punctuation and grammar and mathematics, with a good number attaining the higher Level 6.
- The school's most recent information for current Year 6 pupils shows that all pupils are on track to make the progress expected of them and a significant proportion to make more than the expected progress.
- Pupils achieve well in reading and pupils read widely and often, both in school and at home. The proportion of pupils who reached the expected standard in the Year 1 national screening check for phonics (letters and the sounds they make) in 2014 was above average.
- Progress in writing is good, but is not as rapid as it is in other subjects. Pupils sometimes repeat what they are learning in Key Stage 1 and so their progress is slowed. Although their progress accelerates in Key Stage 2, the standards they reach are not as high as they are in other subjects.

- Pupils have very well-developed numeracy skills and can apply and use these skills effectively to solve mathematical problems in real-life situations. In a Year 3 class, for example, pupils had to use their numeracy skills to weigh and measure the ingredients accurately to make bread in their topic on Egyptians.
- The most-able pupils achieve very well overall. They are suitably challenged and teachers have high expectations of what they can achieve. As a result, they are typically one year ahead of others in the school by the end of Year 6.
- Disabled pupils and those with special educational needs make good progress, because their needs are accurately identified and they receive good support from knowledgeable and skilled adults.
- Where needed, extra support is provided for the small number of disadvantaged pupils. They typically make good progress and achieve at least as well as their peers do and often better, sometimes from lower starting points. The group is too small to compare the standards they achieve by the end of Year 6 with others in the school accurately. They make better progress than other disadvantaged pupils nationally and so reach higher standards than the national average.

The early years provision

is good

- The Early Years is led by an effective manager who has a clear picture of what is needed and who is ably supported by all the adults in the team. Children are known and cared for as individuals throughout their time in the Nursery and Reception classes and as a result, they settle in quickly and well. Leaders have worked hard to create stimulating learning environments, both inside and outside the classroom.
- Relationships between adults and children are very positive. Children become enthusiastic learners who love to talk about what they are doing. They display high levels of curiosity and sustained concentration.
- Children benefit from good teaching and they are provided with a wide range of tasks and activities which cover all the areas of learning. They are encouraged to discover things for themselves and to develop an enquiring mind. They make a good start in their reading, writing and numeracy.
- Children play and learn together well and their behaviour is good. They quickly learn the routines established in the classroom that help them to get along with each other well.
- Children are safe and secure in the Early Years. There are systems in place to make sure that they are always safe, including at the end of the school day.
- Children start with skills and knowledge that are broadly typical for their age. They make good progress throughout the Early Years so that by the end of the Reception Year, a good proportion has reached a good level of development and so they are ready for learning in Year 1.

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	111659
Local authority	Redcar and Cleveland
Inspection number	448749

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	420
Appropriate authority	The governing body
Chair	Sue Rawlinson
Headteacher	Julie Green
Date of previous school inspection	28 April 2010
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