

Wardley Primary School Profile



Wardley Primary School

Keir Hardie Avenue, Wardley
Gateshead, Tyne and Wear, NE10 8TX
Telephone: 0191 4693012
<http://www.wardleyprimary.org>

Children's Service Authority:	Gateshead
Age range:	3-11
Number of pupils:	286
Head teacher:	Mr M. Malik
Chair of governors:	Mr Ian Punton

What have been our successes this year?

Results at the end of Reception and the end of Year 2 show that children are reaching good standards in English and maths. There has been particular improvement in Year 2 where more children have secured their learning to reach the national standard.

At the end of Year 6, English results have remained strong with 96% of children making two levels progress from the end of KS1 to the end of KS2. Girls have been particularly successful at reaching the national standard (level 4) in all subjects whilst boys have achieved extremely well at Level 5.

New developments for pupils who require additional support in order to reach their potential have been successful and are continuing to improve. The school is able to track pupils' progress regularly and provide the appropriate intervention to support the next steps forward.

The new "Creative Curriculum" that the teachers are designing each half term has enthused children more than ever before. All children are showing great excitement at learning about new and interesting topics; whilst parents are telling us that their children want to tell them all that they have learned when they get home.

What are we trying to improve?

Our main areas of improvement are as follows:

Leadership & Management:

- Ensure leaders and management, including governors, are able to monitor and evaluate school practice, from a range of sources, to accurately support progress

Teaching & Learning:

- Raise attainment in mathematics
- Support boys to achieve as well as girls at level 4, particularly in English
- Support more able girls to achieve level 5 by the end of KS2

The Curriculum & ICT:

- Develop a more creative and personalised curriculum
- Embed the outdoor provision for Early Years and KS1

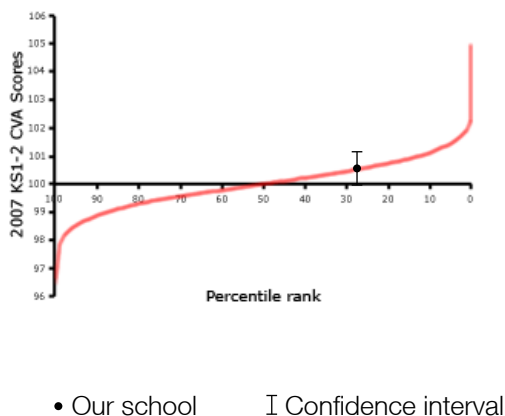
Care Guidance and Support:

- Use data analysis and targets to effectively organise staff and resources in order to support groups of pupils to achieve

Extended Schools/Community Cohesion

- Develop the use of visits and visitors to support curriculum provision
- Work with the Children's Centre to support families of children within the Early Years
- Develop understanding of Community Cohesion

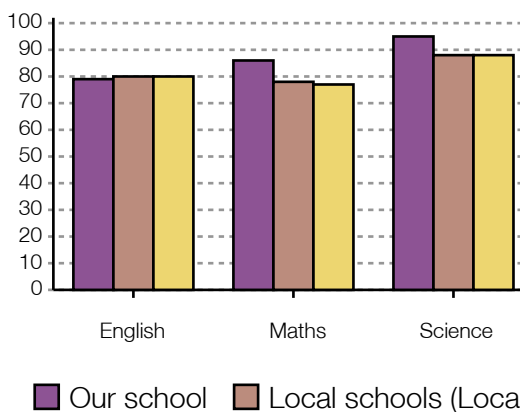
How much progress do pupils make between age 7 and 11?



The chart shows our school's contextual value added (CVA) score relative to that of other primary schools. CVA is a statistical means of assessing how effective a school is, by measuring pupils' progress using their test and examination results. The confidence interval shows the range within which we can be confident the score (calculated on the results of only one year group) represents the overall effectiveness of a school. The percentile rank shows the percentage of schools with a score equal to or higher than ours.

Between the end of KS1 and the end of KS2 the progress made by pupils is above the local and national average. The graph shows that the achievement of pupils at the end of KS2 in 2007 placed Wardley Primary in the top 30% of schools nationally.

How well do pupils achieve at age 11?



This chart shows the Key Stage 2 results for 2007. It indicates the percentage of pupils eligible for KS2 tests (usually 11 year olds) who achieved or exceeded the expected level (level 4)

As can be seen in the bar charts, by the end of KS2 children are performing at least in line with local and national averages but in most cases they are achieving above these averages. This is a great credit to the staff across the school, as the progress from nursery and reception through to the end of Year 6 is very good with children exceeding many expectations.

How have our results changed over time?

Although each group of children are different and therefore there are variances in results from year to year, three-year averages show that our end of KS2 results are increasing since 2002.

2002-2004 Averages

	L4+	L5+
English	78%	24%
Mathematics	74%	24%
Science	87%	29%

2005-2007 Averages

	L4+	L5+
English	79%	37%
Mathematics	85%	36%
Science	92%	43%

2006-2008 Averages

	L4+	L5+
English	81%	36%
Mathematics	81%	33%
Science	91%	41%

How are we making sure that every child gets teaching to meet their individual needs?

Careful tracking of pupils' progress alongside monitoring of work and targets each half term leads to plans being put into place to close the gaps in learning. These plans involve specific timetabling, reorganisation of class provision and the use of Teaching Assistants, to support various groups of children, and individuals.

During English and mathematics lessons in the morning session, classes in KS1 and KS2 are 'set' according to ability. This allows teachers to plan more focused teaching around the needs of children who are at a similar starting point.

Where children have very specific learning needs, specialists from outside of school will be utilised. Staff from Learning Support, Speech & Language and Educational Psychologists, are just some of the people who will work with children on a one-to-one basis to provide further support. Children with English as an additional language receive scheduled one-to-one support in class.

Children who are recognised as being *Gifted & Talented* are also catered for through a specified programme. This programme indicates the need to provide extension activities in school as well as opportunities to take part in events outside of school.

How are we working with parents and the community?

The governors and staff at Wardley see the school as being at the heart of the community. Consequently, we are becoming much more of an Extended School.

Parent Support

Family Learning programmes run each term and are used to invite parents/carers to attend courses which will help them support their child's education. Children are also involved in supporting their parents/carers' understanding of what happens in school through presentations of work. During these presentations, children become the teachers and educate parents/carers on a particular topic that the pupils themselves have studied.

Wardley Children's Centre

The Children's Centre works in conjunction with school to support parents to interact with their children and meet other families. There is a range of courses that run for free, for children under 5, as well as advice and support every week day. Continued developments include an on-site Speech and Language worker and medical support, particularly for pregnant women.

Community Use

The school lets its facilities to the community. Presently, we are accommodating the following:

- *Slimming World* and *Weight Watchers*
- *Activ8* summer clubs

- Wardley Baby & Toddlers group

What have pupils told us about the school, and what have we done as a result?

Through questionnaires, interviews and informal conversations, children tell us that they generally like school. They state that their lessons are interesting and that they like their teachers.

Through a topic in Y3/4 children told us that they wanted the school site to be improved by painting it and making repairs. During the summer, the school underwent a full internal and external painting programme along with replacement of window frames in the KS2 building that were beginning to rot. The learning environment is now much more pleasant and the children are pleased with the results.

Children have made it clear that they haven't always liked the topics they have studied. This was a key motivator for developing a curriculum which would engage and enthuse children. The new curriculum topics that we are implementing have been a resounding success with the children who love learning about things that interest them such as Fashion and Chocolate!

How do we make sure our pupils are healthy, safe and well-supported?

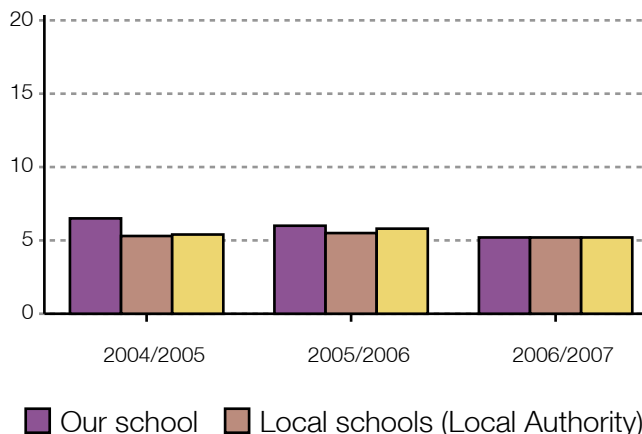
Our main focus for supporting pupils' well-being is the creation of strong, positive relationships in order to allow children to feel safe and secure, enabling them to share their successes and concerns.

The school ensures that all of its systems and procedures are rigorous and supportive of children's well-being. Clear policies and procedures are in place for discipline, bullying, racial incidents, health & safety and child protection.

It is essential that children are taught to be self-aware with regards to their safety and well-being. The curriculum allows specific teaching as well as the opportunity to raise children's awareness in a variety of contexts through lessons, assemblies and collective worship. The aim is to teach pupils about choices and decision-making along with the possible consequences.

There is a great deal of emphasis within school in order to encourage children to adopt a healthy lifestyle. Activities and events, in addition to the general curriculum, raise awareness of the need for regular exercise and eating a healthy balanced diet. Within school, all children in KS1 and KS2 take part in 2 hours of PE a week as well as a lot of children taking part in additional extra-curricular sports clubs.

How do our absence rates compare with other schools?



This chart shows the percentage of half days missed through authorised and unauthorised absence by all pupils at the school. Information is given for the school, for schools within the local authority and for all schools.

As a school, we are not achieving the target of 95% attendance we have set ourselves (current attendance 94.3%). This is as a result of families taking holidays in term time; genuine illness; and some children being kept from school with very minor ailments.

As part of our drive to improve attendance, we will be tightening up our procedures with respect to meeting with parents whose children's attendance is falling below expectations and involving the Educational Welfare Officer more effectively.

What activities and options are available to pupils?

The general curriculum is supported by a range of educational visits and the use of visitors in order to bring experiences to the children that we could not provide alone.

Beyond the normal school day, there are numerous extra-curricular activities on offer to the children that cover sports, health, academic subjects and the arts. These clubs are mainly offered by the staff giving up their time at lunchtimes or after school. To supplement the clubs offered by staff, some outside providers with specific expertise are utilised such as musicians, artists and sports instructors.

Before school starts, there is the *Active Morning Club*, which caters for children whose parents/carers require some early child care. Within this club, children of all ages take part in a 1 hour fun exercise session with a Children's Exercise instructor.

During break times and lunchtimes, children have a range of resources to interact with. Adventure trails, football nets, basketball/netball nets, a stage, chalk boards and giant Connect Four are just some of the resources on offer. Teachers, Teaching Assistants and Lunchtime Supervisors are all trained to deliver games to support children's involvement.

What do our pupils do after leaving this school?

After leaving Year 6 in 2008, pupils moved onto the following schools:

Heworth Grange Comprehensive School High Lanes, Heworth, Gateshead:

44 pupils transferred

Thomas Hepburn Comprehensive School Saltwell Road, Gateshead:

2 pupil transferred

St. Josephs RC Secondary School Mill Lane, Hebburn:

1 pupil transferred

Emmanuel College Lobley Hill, Gateshead:

2 pupils transferred

Ofsted's view of our school

The quality of teaching is good overall. Relationships between staff and pupils are good, and pupils enjoy school. Behaviour is generally good, but is let down by a minority of pupils in Key Stage 2. The school has identified areas for development to promote pupils' overall well-being in the light of Every Child Matters, but action is still at an early stage.

Leadership and management are beginning to stabilise after a period of disruption, and are now satisfactory. It is to the school's credit that pupils' daily life has been largely unaffected by these difficulties. However, the school does not yet have a clear and consistent sense of direction. There are a number of potentially good developments in hand, but many have not been firmly embedded or are not being evaluated to ensure their effectiveness; for example, assessment and tracking of pupils' progress. The school has, however, addressed all the issues raised in the last inspection and has a satisfactory capacity to continue to improve.

Date of last inspection: 28-Feb-2006

Ofsted graded our school as satisfactory

Inspectors made judgements on a scale: outstanding (grade 1); good (2); satisfactory (3); inadequate (4).



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What have we done in response to Ofsted?

The minority of pupils who showed disruptive behaviour were supported very quickly and over their last two years in school showed behaviour that was good to outstanding. An Assertive Discipline procedure was put into place to reduce low level disruption in a more consistent way. Pupils respond very well to the system and are clear about how they are rewarded for good behaviour as well as the consequences for inappropriate behaviour.

The circumstances in which the Leadership & Management team found itself were exceptional at the time. Since 2006, Leadership & Management has stabilised with a new Deputy Head Teacher and senior managers for key areas of school provision. The team are clear about the strengths and weaknesses of the school and the ways to move forward.

The school has moved forward considerably since the last OFSTED inspection with developments across the key areas of Curriculum, Teaching & Learning and Care, Guidance and Support.

More Information

If you would like more information about school policies, including our policies on special educational needs and disability, admissions, finance, school food and our complaints procedure, please contact us:

By telephone 0191 4693012

Our website <http://www.wardleyprimary.org>
