

Inspection of a good school: Windy Nook Primary School

Albion Street, Gateshead, Tyne and Wear NE10 9BD

Inspection dates: 27 and 28 June 2023

Outcome

Windy Nook Primary School continues to be a good school.

What is it like to attend this school?

The school is an oasis of calm. The whole school community works hard, shows respect, courtesy and good manners, and enjoys being together. Bullying is exceptionally rare. Pupils know that any misbehaviour is swiftly addressed by adults. Pupils behave very well. Movement around school is quiet and sensible as pupils follow the 'STAR' rules – silent, to the left, arms down and respectful.

Teachers expect pupils to try hard. There are high expectations. Pupils speak about mistakes as signs of 'having a go'. Random words displayed like 'yet' remind pupils to show perseverance as they have not achieved a goal 'yet'. The well-being display reminds pupils to preserve their mental and physical health. 'Windy winners' reward good attitude and effort. Good work is celebrated on a small football in the 'back of the net' display.

Pupils feel safe because of fire drills and 'lockdown' practises in case of intruders. Monitors check access to the top yard is safe along the 'curly wurly' path. Respecting each other's rights lies at the heart of the school. Pupils know that everyone has the right to food and clothing, and to having rest and play. They describe the importance of their 'mojo' as 'never giving up and reaching for the stars'.

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

Leaders have designed an exciting curriculum aimed at meeting the needs of pupils. They use the same curriculum thinking across all subjects. The essential knowledge pupils need to learn is clearly identified. The curriculum is mapped out, so that knowledge builds progressively. Lessons are well sequenced. Pupils are increasingly skilled in applying and using subject knowledge to become geographers, scientists, artists, mathematicians and the like. Their learning in mathematics is especially strong. Teachers are skilled in making checks in lessons and helping those who might be falling behind. More formal checks help teachers to pick up any gaps in pupils' knowledge. In a small number of subjects, like physical education and computing, the important knowledge that pupils need to know and the main ideas to link learning are not as clearly identified.

Leaders make reading a top priority. Staff have received appropriate training and support from leaders to teach reading well. This, along with the purchase of new books and resources, represents a fresh and invigorated approach. Phonics teaching is a strength of the school. Lessons follow the same structure. Adults use the same phrases and resources to help pupils. Phonics starts in the Nursery Year with familiar stories and children learning some sounds. Daily phonics lessons from the Reception Year onwards help children to build their knowledge of letters and sounds well. Pupils learn to blend sounds to read unfamiliar words. They read books to practise reading and build their self-belief and confidence. Pupils are quickly becoming skilled and fluent readers.

This is an inclusive school where everyone is treated equally. Pupils know they all have a right to learn so they behave well in class. Disruptions to learning are very rare. All pupils access the same curriculum. Pupils with special educational needs and/or disabilities (SEND) are supported in their work. Skilled adults explain and assist pupils, when needed. Teachers provide vocabulary sheets or break work down into smaller steps. Physical support and resources are offered when needed, such as movement breaks, wobble cushions or ear defenders. All pupils enjoy learning and making progress.

Children in the early years make a strong start in learning. Children in the Nursery Year are calm and settled. They are encouraged to make choices, such as choosing activities to do on their own or with a friend. Adults support children's investigative play well. They model vocabulary while engaging children in conversation. Reception Year children show enthusiasm in their learning. Whether it be investigating numbers on a 'tens frame' or sitting and writing more formally, they enjoy learning and are well prepared for Year 1.

Pupils grow into sensible and determined young people. They have a deep sense of each other's rights. This promotes respect and acceptance of others, including those with protected characteristics. Pupils show sensitivity to others, typified by their ability to explain the reasons for the remembrance poppy garden. Older pupils discuss issues raised on the weekly 'Newsround' broadcast, giving them a global perspective. Leaders make sure that pupils have a range of experiences, visiting places some may not otherwise see. These include art galleries, museums and castles. Pupils can learn how to play an instrument and take on extra responsibilities, such as a school councillor or reading buddy.

Staff morale is high. Staff share the same vision and ambition to provide the best for pupils. Leaders have the trust of staff in a positive working environment. Leaders are sensitive to the needs of all adults in school, protecting their mental health. Governors know the school well. This helps them to support and challenge leaders in equal measure.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular safeguarding training, including for local safeguarding concerns. Leaders and staff know pupils and their families well. Potential safeguarding issues are spotted early. Leaders ensure that action to address concerns is swift and meets pupils' and families' needs. Staff know systems and routines to report issues.

Leaders know poor attendance could be a safeguarding risk. They provide appropriate support to ensure pupils do not miss school. Pupils learn how to stay safe. They learn about road safety, riding a bike safely and stranger danger. Pupils also learn how to be safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum in some foundation subjects is not as well structured as it is in others. Leaders should ensure that the main ideas which link learning are clarified for staff and pupils, and the most important knowledge that pupils need to know and remember is crystal clear so that they can learn and remember equally well across all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in September 2013.

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.

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	108374
Local authority	Gateshead
Inspection number	10269221
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	The governing body
Chair of governing body	Julie Wiper
Headteacher	Lucie Forrest
Website	www.windynookprimary.org
Date of previous inspection	15 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

The inspector carried out this ungraded inspection under section 8 of the Education Act 2005.

- This was the first routine ungraded inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- Meetings were held with the headteacher, assistant headteachers, the early years leader, subject leaders, teachers and the SEND leader. The inspector also met with the office manager.
- The inspector met four members of the governing body, including the chair. He also met with a school improvement partner from the local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspector discussed the curriculum with leaders, looked

at curriculum plans, visited a sample of lessons where available, spoke to pupils and looked at samples of pupils' work.

- The inspector listened to a range of pupils read from different year groups.
- The inspector looked at curriculum documents and spoke to leaders about a range of curriculum subjects.
- The inspector observed pupils' behaviour during lesson visits, at break time and at lunchtime. He spoke to pupils about their views of behaviour. A group of pupils gave the inspector a tour of the school.
- The inspector looked at the single central record of recruitment and vetting checks. He looked at documents and records relating to safeguarding. The inspector spoke to leaders, school staff, governors and pupils about safeguarding.
- The inspector considered the views of parents through the responses to Ofsted's online questionnaire for parents, Ofsted Parent View. He also took note of the views of pupils from Ofsted's pupil questionnaire.
- The inspector considered the well-being and workload of staff. He took note of the responses and comments from Ofsted's staff survey, including comments made by staff about their well-being.

Inspection Team

Phil Scott, lead inspector

Ofsted Inspector

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