

# Westlea Primary School

## Inspection report

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<b>Unique Reference Number</b>	113998
<b>Local Authority</b>	Durham
<b>Inspection number</b>	357464
<b>Inspection dates</b>	11–12 October 2010
<b>Reporting inspector</b>	Susan Waugh

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	283
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs S Mason
<b>Headteacher</b>	Mrs D Hughes
<b>Date of previous school inspection</b>	5 June 2008
<b>School address</b>	Winslow Crescent Westlea Estate, Seaham County Durham SR7 8JU
<b>Telephone number</b>	0191 5813658
<b>Fax number</b>	0191 5813283
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## Introduction

This inspection was carried out by three additional inspectors. They visited 20 lessons and saw nine teachers teach. They held meetings with members of the governing body, staff and groups of pupils and spoke with the School Improvement Partner. They observed the school's work and looked at documentation including pupils' books, the school improvement plan and data on pupils' progress. Inspectors analysed 56 questionnaires from parents and carers, together with those from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following;

- The quality of teaching and whether it is consistently good enough to raise low attainment in English and accelerate pupils' progress further.
- Whether the care, guidance and support pupils receive is a strength of the school.
- The effectiveness of leadership and management at all levels in bringing about and sustaining improvement.

## Information about the school

This larger-than-average-size primary school serves children from a predominantly White British heritage. The proportion of children known to be eligible for free school meals is almost twice the national average. The proportion of pupils with special educational needs and/or disabilities is just below average as is the proportion of pupils who have a statement of special educational needs. The school holds a number awards, including Investors in Children and has achieved Healthy School status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Westlea Primary School provides a satisfactory standard of education and is continuing to improve. The caring and secure environment, together with pupils' good behaviour, results in most aspects of their personal development being good. They feel and know how to stay safe and understand how to stay healthy. They make a good contribution to the school through the many roles they undertake such as buddies and peer mediators.

From low starting points when they begin school in the nursery they make good progress throughout the Early Years Foundation Stage so that they now enter Key Stage 1 with skills and abilities broadly typical for their age. They make satisfactory progress as they move through the school. At the end of Year 6 their attainment is broadly average overall, although lower in English. This is because the teaching is satisfactory overall. Where the pace of teaching is brisk and work is well matched to different ability levels, progress and learning are good. In less successful lessons, children are not clear what they are learning or how to take the steps to achieve their goal, teachers spend too long talking and do not check pupils' understanding in order to help them improve their work.

The curriculum is satisfactory. It has been reviewed recently to provide more interest and motivation and to promote improved attainment, particularly in English. The school recognises the need to adapt the curriculum further in order to ensure sufficient opportunities for pupils to read and write.

Leaders and managers have appropriate priorities for improvement. They monitor the work of the school and know its main strengths and weaknesses. These checks, however, are not made rapidly or frequently enough to ensure that all new initiatives are having a positive impact, or that the best practice in teaching is embedded widely across the school. Nevertheless, there have been improvements to attainment in mathematics and to the number of pupils who reach the higher levels in English. The school therefore has a satisfactory capacity to improve. Recent partnerships with other agencies have been beneficial to the health and well-being of pupils.

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

- Improve the quality of teaching and learning to raise attainment, especially in English, by:
  - planning work so that it is clear what pupils will learn and ensuring they know the steps they need to take to meet the objective
  - giving pupils clearer indications of how to improve their work through feedback in lessons and in marking
  - matching work more accurately to meet the needs of individual pupils

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- reducing the amount of 'teacher talk' and enabling pupils to take greater responsibility for their own work
- ensuring that there is always challenge built into the learning.
- Strengthen the effectiveness of leadership and management by:
  - evaluating the quality of teaching and learning and of pupils' progress at more regular intervals so that any concerns can be addressed promptly
  - monitoring the progress of pupils to ensure that intervention strategies are successful
  - ensuring that members of the governing body regularly evaluate the work of the school and hold it to account more effectively.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

The vast majority of pupils respond well to the teaching they receive because relationships with all staff are good. In lessons, they listen carefully, work hard and make satisfactory and sometimes good progress. Attainment is broadly average overall but has been low in English. Work seen in lessons such as the systematic teaching of phonics (the letters sounds make) in pupils' books and the school's own tracking data indicate that attainment in English is improving and that pupils are making satisfactory progress. Pupils with special educational needs and/or disabilities benefit from the constructive support they are given by teaching assistants and make the same satisfactory progress as their peers.

Pupils enjoy school which contributes to their satisfactory achievement. This was demonstrated in a celebration assembly where pupils shared their talents and looked forward to receiving recognition for their academic and personal achievements. Pupils are polite and considerate of each other, leading to their good spiritual, moral, social and cultural development. They demonstrate a good understanding of the different cultures they have studied. Pupils are well informed about how to stay safe and they demonstrate a desire to be involved in health promotion activities such as the healthy tuck shop and the wide range of after-school sports. They have good opportunities to take responsibilities in school. The school council have played a key role in helping to develop the outdoor sporting facilities. They also contribute to the wider community. For example, they enjoy participating in the annual community carnival, and distribute goods at Harvest time. Their basic skills are developed satisfactorily and they attend school regularly. Consequently, they are suitably prepared for their future lives.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In the lessons where teachers have high expectations of pupils, they move learning along briskly and pupils are encouraged to be active and practise skills on their own. Frequent checks are made to ensure pupils understand what they are learning. In less successful lessons, pupils are not clear about what they are learning and work is not matched well to their differing needs. They spend too long listening passively and their understanding is not checked frequently enough. Consequently, the lesson moves at a slower pace. Teachers mark pupils' work regularly but do not always guide them about the improvements they could make.

The curriculum is reviewed annually and is now being adapted to meet the needs of different groups of pupils. Subjects are being linked together to stimulate pupils' interests and help them practise their basic skills, although this has not yet had a measurable impact on pupils' writing skills. The school offers a wide range of clubs to promote pupils' sporting and artistic skills.

Parents and carers speak highly of the good care, guidance and support the school provides. Pupils whose circumstances make them more vulnerable are particularly well supported by the school and the range of specialist agencies with which the school works in partnership. The school counsellor, for example, has had a positive impact on pupils' well-being, particularly their confidence and self-belief. Transition into the next phase of

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education is organised well. Procedures to check attendance have been successful in reducing persistent absence.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers know what needs to be done to improve the school further and this is communicated clearly to staff. Senior leaders, including members of the governing body, ensure there is a commitment by all staff to providing a safe and happy environment in which pupils can thrive. The governing body supports the school well and fulfils its statutory duties. However, members of the governing body do not always hold the school to account in a systematic way in order to quicken the pace of some improvements. Rigorous monitoring and subsequent actions have been successful in raising attainment in mathematics. The same good practice is not yet always applied when monitoring and evaluating teaching and learning in other subjects, resulting in improvement being slower in some subjects. The partnerships the school forges are one of its strengths and impacts positively on the quality of provision. All groups of pupils have equal opportunities to develop their skills and talents. Discrimination of any kind is not tolerated. Safeguarding procedures are satisfactory and meet current requirements. The school has good links with the local community. It has yet to extend fully its links to promote community cohesion further afield or to evaluate the impact of this work.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly into nursery because staff make sure they get to know the children and their parents and carers well. Staff create a calm and friendly atmosphere which encourages children to behave well and show care and concern for each other. Procedures to ensure children's welfare are met fully. Adults provide good guidance when they are supporting children's learning. They extend children's vocabulary and sensitively question and encourage children to develop their skills. Children enjoy the opportunities to explore and initiate their own learning. These opportunities offer good challenge in the outdoor learning area, but are less successful indoors. From their often low starting points on entry to the Nursery class, children make good progress in most areas of learning. By the start of Year 1 they are working at the expected levels for their age. The Early Years Foundation Stage is well led and managed. Staff have a clear picture of the strengths of the provision and of what needs to be done to improve it further. Partnerships with external agencies support children's learning well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2



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## **Views of parents and carers**

A very small minority of parents and carers responded to the questionnaire. Of those who did, an overwhelming majority were extremely positive about all aspects of the school. For example, they expressed high praise for the leadership of the school, the way their suggestions and concerns are taken account of and the way the school helps their children to have a healthy lifestyle. A very few parents and carers expressed concern that bullying incidents were not effectively dealt with. Inspectors found no evidence to support this during the inspection.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westlea Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 283 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	64	18	32	2	4	0	0
The school keeps my child safe	41	73	13	23	2	4	0	0
My school informs me about my child's progress	32	57	22	39	2	4	0	0
My child is making enough progress at this school	37	66	17	30	2	4	0	0
The teaching is good at this school	39	70	16	29	1	2	0	0
The school helps me to support my child's learning	33	59	21	38	2	4	0	0
The school helps my child to have a healthy lifestyle	31	55	22	39	2	4	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	50	23	41	2	4	0	0
The school meets my child's particular needs	36	64	14	25	4	7	0	0
The school deals effectively with unacceptable behaviour	25	45	25	45	2	4	1	2
The school takes account of my suggestions and concerns	28	50	24	43	2	4	1	2
The school is led and managed effectively	37	66	18	32	0	0	1	2
Overall, I am happy with my child's experience at this school	39	70	15	27	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



13 October 2010

Dear Pupils

**Inspection of Westlea Primary School, Seaham, SR7 8JU**

Thank you for being so friendly and helpful when we visited your school. We really enjoyed our time being able to talk to so many of you. We were pleased to hear that you feel safe at school, know how to stay healthy and enjoy the different responsibilities you have in school. These are some of the other things we found:

- Yours is a satisfactory school where you make satisfactory progress.
- You make good progress in the Nursery and Reception classes.
- The care, guidance and support the school gives you are good.
- Your school works well with different partners to improve your education.

Part of our job is to identify how the school can be even better. We have asked your headteacher, governors and teachers to make the school more effective by:

- improving the quality of teaching overall, especially in English
- ensuring those who lead the school, improve the way they check how well teachers are doing and whether you are learning enough.

You can help your school improve even further by attending school regularly and working with your teachers to achieve the very best you can.

Yours sincerely

Ms Susan Waugh

Lead inspector

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