

# Westoe Crown Primary School

## Inspection report

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<b>Unique Reference Number</b>	134187
<b>Local authority</b>	South Tyneside
<b>Inspection number</b>	381630
<b>Inspection dates</b>	23–24 November 2011
<b>Reporting inspector</b>	Janette Corlett

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>	671
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vicky Long
<b>Headteacher</b>	Steve Price
<b>Date of previous school inspection</b>	12 March 2009
<b>School address</b>	Site of Westoe Colliery Village Centre Sea Whinnings Way South Shields NE33 3NS
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors saw 29 lessons or parts of lessons, observing 21 teachers. They examined a variety of pupils' written work. Inspectors held meetings with members of the governing body, teachers, support staff and groups of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans and records of pupils' progress. The inspectors also analysed 182 questionnaires from parents and carers, 101 completed by pupils in Key Stage 2 and 20 completed by teaching and support staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the quality of pupils' learning and progress across the school, particularly in English and mathematics?
- How well do teachers use assessment information to enable all groups of pupils to achieve their potential?
- How effective is the Early Years Foundation Stage in providing children with a strong basis on which to build their future learning?

## Information about the school

Westoe Crown is significantly larger than most primary schools. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special educational needs and/or disabilities is below average. Pupils are predominantly of White British heritage. The school holds a number of nationally accredited awards, including Sports Activemark, Healthy School status and the Gold International Award.

Since the last inspection there have been significant changes to the school's senior leadership team, with the headteacher and deputy headteacher taking up their posts from September 2011.

**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

Westoe Crown is a satisfactory school. It provides good care, guidance and support for its pupils and as a result they feel safe and enjoy coming to school. The school is well regarded in the local community and staff and pupils are proud to belong to the school. A very large majority of parents and carers speaks positively about the school, evidence of the school's positive engagement with them. They typically comment on the caring and helpful staff and appreciate the opportunities the school provides for interesting visits and after-school clubs and activities. The school's effective partnerships with external providers and agencies contribute well to pupils' learning and well-being, including their above average attendance.

From their below expected skills and attainment on entry to the nursery, children make good progress in the Early Years Foundation Stage and reach expected levels of skills and development by the end of the Reception Year. Pupils make satisfactory progress in Key Stages 1 and 2 and their attainment is broadly average at the end of Year 6. An increasing number of pupils are making good progress as they move through the school because of the initiatives recently introduced to improve aspects of the school's provision. Pupils are known well as individuals and there is a strong focus on respect, resulting in good relationships. As a result, many aspects of pupils' personal development, including their spiritual, moral, social and cultural development, their behaviour and their understanding of how to develop healthy lifestyles, are good.

Recent actions to develop links between subjects in the curriculum, which is satisfactory overall, have stimulated boys' greater interest in reading and writing in some classes. This is beginning to have an impact on improving boys' progress and on narrowing the gap in performance between boys and girls in these subjects. In other classes, pupils do not always have enough opportunities to practise their basic skills in reading, writing, mathematics and information and communication technology (ICT) across a range of subjects. This sometimes limits their progress. Teaching is satisfactory and some is good or better. Teachers have secure subject knowledge and use this to enthuse and motivate pupils. Some teachers use assessment information well when planning lessons in order meet the needs of all learners. The impact of this is seen in better progress and an increasing proportion of more-able pupils reaching the highest possible attainment in English in the national tests at the end of Year 6. However, this practice is not sufficiently established in all classes. In some lessons, the tasks and activities set do not closely match the ability

levels and prior learning of all groups of pupils. As a result, pupils do not always actively engage in appropriately challenging thinking and learning activities.

The school's capacity for sustained improvement is satisfactory. The newly appointed headteacher and deputy headteacher have an accurate picture of the school's performance. They have swiftly identified the main priorities for improvement and have the determination and drive to move the school forward. While it is early days to see the full impact of all the strategies introduced to raise achievement, the systems and structures are now in place to secure more rapid improvement. For example, teachers' marking already gives pupils more information on how to improve their work. Furthermore, robust systems set up to track pupils' progress mean that pupils in danger of not achieving as well as they should are swiftly identified and given extra help.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before the next Section 5 inspection.

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

- Raise pupils' attainment and improve rates of progress in Key Stages 1 and 2 by:
  - improving the quality of teaching so that it is consistently good or better throughout the school
  - ensuring all teachers use their knowledge of the stage pupils are at in their learning to plan and teach lessons that more closely match the needs of groups and individual pupils
  - ensuring that teachers plan more opportunities for pupils to develop and apply their basic skills within a range of contexts and subjects of the curriculum.

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

<b>3</b>
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Pupils' good behaviour and positive attitudes to learning play a major part in their learning and satisfactory overall achievement. They enjoy coming to school, are punctual and their attendance is above average. Attainment in English and mathematics is beginning to improve. Where teaching is strongest, pupils are engaged, motivated and inspired to give their best. This is usually because the teacher provides learning which links to their interests, allows them to participate fully in their own learning and challenges them sufficiently to make faster progress. For example, in one lesson a group of pupils enthusiastically applied their problem-solving skills to work out whether a selection of ingredients would be sufficient for them to make chocolate crispy cakes in a follow-up session. Where teaching is not quite so well matched to pupils' interests and abilities, pupils usually try to complete their tasks but very occasionally become distracted and do not make as much progress as they could.

The learning and progress of pupils with special educational needs and/or disabilities are satisfactory overall and sometimes good. This is because they usually have well-

targeted support and the activities set are increasingly well matched to their individual needs.

Pupils enjoy taking on responsibilities, such as becoming playground buddies or taking an active part in the school council. School councillors can point to examples of where they have made a positive difference to life in the community. They have re-designed an area in a local park to make it more attractive for local families. Pupils say that they feel safe in school and have every confidence in the adults who support them. They say that bullying is unacceptable, extremely rare and always dealt with appropriately. Pupils have a good understanding of how to stay healthy. Many pupils and their families take part in holiday and after-school sporting clubs and events. Pupils have a good understanding of healthy eating and are able to make healthy food choices at breaks and lunchtimes. Pupils understand the difference between right and wrong and treat each other fairly. They have interesting opportunities to develop their understanding of other faiths and cultures through the school's international links.

Pupils' basic skills give them a satisfactory preparation for their future. They leave the school with sound skills in problem solving and are increasingly confident learners. They develop the ability to reflect critically on the effect of their own and others' ideas and actions.

*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:	3
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	
<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:	2
Pupils' attendance <sup>1</sup>	
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory and an increasing proportion is good or better. In the most effective lessons, clear learning intentions are shared with pupils and carefully chosen and well-organised activities are closely matched to pupils' abilities and interests. A lively style, good class management and helpful questioning encourage pupils to respond readily, maintain their interest and work hard. This was seen to good effect in a science lesson where pupils enthusiastically linked their history work on the Ancient Egyptians with a scientific investigation into preserving by 'embalming' a hot dog sausage. Occasionally, teachers' planning is not so tightly

<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

focused on a secure assessment of pupils' prior learning. As a result, tasks and activities lack challenge for more-able pupils, while other pupils sometimes struggle to understand what they are expected to do.

Visits and visitors make a strong contribution to enriching the curriculum and to broadening pupils' experiences. Many older pupils learn team building skills through outdoor activities on a residential visit to the Lake District. They broaden their cultural awareness through an annual trip to France. Teachers are beginning to plan more links between subject areas. This provides a rich context for pupils' learning, making it more relevant to their own individual experience. However, this practice is not consistent across all year groups. As a result, pupils sometimes miss out on valuable opportunities to apply their basic skills in English, mathematics and ICT in the wider curriculum.

Pastoral support, especially for those with special educational needs and/or disabilities and for those pupils whose circumstances make them potentially vulnerable, is fully established and particularly effective. The school draws well on the expertise of external agencies to work collaboratively upon programmes for those with more complex needs. Similarly, links with the local secondary school are used effectively to provide specialist teaching of mathematics and to support enrichment activities for more-able pupils. Secure transition arrangements mean that most pupils are confident in moving between key stages in the school and ultimately on to secondary education.

*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 at all levels demonstrate a strong commitment to school improvement. They recognise that outcomes for pupils need to improve and these are being addressed with a real sense of urgency and the determination to succeed. There is a shared vision for improvement through team work and staff morale is high. School self-evaluation is increasingly robust and rigorous in assessing the impact of provision on outcomes for pupils. This is because monitoring and evaluation of provision across the school are clearly planned and focused on the key priorities for improvement. As a result, teachers' expectations of pupils' learning and progress are rising. Their full impact on improving attainment, however, is yet to be realised.

Leaders and managers strive to ensure all pupils have full access to what the school provides and to tackle discrimination effectively. Not all groups of learners achieve equally well, however, because the quality of teaching and of the curriculum overall is not yet consistent. This means that equality of opportunity is satisfactory rather than good. The school's effectiveness in promoting community cohesion is good.

Pupils have a good understanding of the local community and of the range of cultures, faiths and communities in the United Kingdom and the wider world.

Members of the governing body are supportive of the school. Their role is satisfactory overall and they are increasingly able to challenge school leaders effectively on its performance. Safeguarding procedures meet requirements and help to assure pupils' health and safety. The school engages well with parents and carers, especially in the Early Years Foundation Stage, so that relationships are positive. Parents and carers have many opportunities for family learning and good support to help their children continue to learn at home.

*These are the grades for the 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>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The warm and caring family atmosphere in the Early Years Foundation Stage ensures that children settle happily into school life. They make good progress from lower than expected levels, developing skills in reading, writing and mathematics which are in line with expectation at the end of the Reception Year. Adults work together closely and maintain a good balance between adult-directed activities and the opportunities children have to choose the direction of their own learning. Staff are skilled in taking opportunities to extend children's learning through actively engaging in children's play.

The indoor and outdoor learning environments are welcoming and stimulating for young children. Continuous access to the outdoor area means that children enjoy playing and learning together outdoors in all but the most inclement weather. Children know how to keep themselves safe, demonstrate good awareness of personal hygiene and show consideration towards one another. Arrangements to promote children's health and safety are secure, which ensures that children feel very safe and enjoy school. Parents and carers make valuable contributions to their children's learning and are welcomed into school. The experienced Early Years Foundation Stage leader is a reflective practitioner, has a secure knowledge of how young children learn and a clear understanding of how to improve the provision and outcomes for children further.



*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:	2
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 in the Early Years Foundation Stage	2

**Views of parents and carers**

The vast majority of parents and carers are very positive and supportive of the school. They believe their children enjoy school and that the school keeps them safe. They typically comment that their children look forward to school each day and become happy and confident individuals. This concurs with inspection evidence.

A very few parents and carers expressed concerns about their children’s progress and/or the amount of information they receive on this. Further, a similarly very small number of parents and carers expressed concerns over the levels of communication, homework, bullying and pupils’ behaviour.

Inspectors explored these concerns in the course of the inspection. Inspection evidence showed that the amount of information available to parents and carers on their children’s progress is good and that the homework set makes a positive contribution to learning. Inspectors found that incidents of bullying are extremely rare and the school actively promotes pupils’ awareness that it is unacceptable in any form. During the course of the inspection, pupils’ behaviour was good and they treated one another with kindness and respect.

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

Ofsted invited all the registered parents and carers of pupils registered at Westoe Crown 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 182 completed questionnaires by the end of the on-site inspection. In total, there are 671 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	125	69	56	31	0	0	1	1
The school keeps my child safe	135	74	44	24	2	1	0	0
The school informs me about my child's progress	102	56	70	38	7	4	2	1
My child is making enough progress at this school	114	63	61	34	5	3	1	1
The teaching is good at this school	116	64	63	35	1	1	0	0
The school helps me to support my child's learning	111	61	61	34	7	4	1	1
The school helps my child to have a healthy lifestyle	102	56	74	41	6	3	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)	100	55	71	39	2	1	1	1
The school meets my child's particular needs	110	60	66	36	3	2	1	1
The school deals effectively with unacceptable behaviour	85	47	79	43	10	5	2	1
The school takes account of my suggestions and concerns	78	43	90	49	9	5	0	0
The school is led and managed effectively	99	54	76	42	4	2	0	0
Overall, I am happy with my child's experience at this school	119	65	60	33	0	0	1	1

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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.**



25 November 2011

Dear Pupils

### **Inspection of Westoe Crown Primary School, South Shields, NE33 3NS**

Thank you for making me so welcome in your school when I inspected it recently along with three of my colleagues. A special thank you to those of you who gave up your breaks to talk to the inspection team and tell us how much you like coming to school and enjoy learning. You told us that you feel safe in school and you were polite, courteous and behaved sensibly as you moved around the building. I was very impressed with the way in which you look after each other and create a real family atmosphere in such a big school. You also eat sensibly, take plenty of exercise and make a good contribution to the school and to the local community. Well done for your above average attendance.

The school provides you with a satisfactory education. Your headteacher, members of the governing body and all the other staff in school are working hard together to improve the education that you receive. You make satisfactory progress in your subjects and you are looked after and supported well. The children in the nursery and in the reception classes get off to a good start to their education.

I have asked the staff to help you to improve your achievement by making sure that the quality of teaching in all your lessons is good and that you are all given tasks and activities in lessons which are just at the right level and really challenge you to think and to learn as much as possible. I have also asked teachers to give you more opportunities to practise your skills of reading, writing, mathematics and ICT in different subjects to help you to improve even further. You can help by really concentrating on your work and continuing to behave well and to look after one another in school.

Best wishes for the future.

Yours sincerely

Janette Corlett  
Lead inspector

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