

# Western Primary School

Broadway, Grimsby, Lincolnshire, DN34 5RS

**Inspection dates** 20–21 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils of all abilities make good progress throughout school in reading, writing and mathematics.
- Children make a very good start to their school life in the Early Years Foundation Stage. They quickly settle in and grow in confidence and achieve well in all aspects of their learning.
- Teaching is good. Teachers plan well to meet the learning needs of all pupils. Teaching assistants play a key part in the good progress that many pupils make, especially those who find learning more difficult.
- The teaching of reading has improved a great deal and standards are rising.
- Pupils behave well and act safely and with respect for the safety of others. Relationships are strong and pupils enjoy school and work hard in lessons.
- The headteacher and the deputy headteacher are very skilful in helping staff do their jobs better. They are supported and challenged well by the governing body. As a result, teaching and pupils' achievement have improved since the last inspection.
- Parents hold the school in high regard. They like the happy, family atmosphere of the school. Many parents of pupils with special educational needs recognise how well the school helps their children.

### It is not yet an outstanding school because

- Achievement in writing and mathematics is not as strong as in reading and pupils do not apply their writing and mathematics' skills in other subjects sufficiently.
- Pupils are not sufficiently clear about where to focus their efforts to improve their writing and mathematics.
- Although teachers spend considerable time marking work, this has too little effect because pupils are not always made to correct their mistakes.

## Information about this inspection

- Inspectors observed all six teachers in Years 1 to 6 for full lessons, including a joint observation with the headteacher. In addition, inspectors made a number of shorter visits to lessons in the Early Years Foundation Stage and to see particular aspects such as the teaching of basic skills, reading or pupils being taught individually or in small groups. A range of other school activities including playtimes, lunchtimes and an assembly were observed.
- Inspectors scrutinised pupils' past and current work and heard pupils reading.
- Meetings were held with school leaders and other staff, with members of the governing body and with a representative of the local authority.
- Documents, including school records of pupils' progress, school development planning and self-evaluation reports, safeguarding documents and policies and records relating to behaviour, safety and attendance were inspected. A range of information on the performance of the school in comparison with other schools nationally was also analysed.
- Discussions were held with around 50 parents at the beginning of the second day of the inspection.
- Inspectors received the views of staff through discussions and also through analysing 21 responses to the inspection questionnaire. They received the views of pupils through both informal and pre-arranged discussions.

## Inspection team

Roger Sadler, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school with almost all of its pupils from a White British background.
- A well-above average proportion of pupils are known to be eligible for the pupil premium, which is additional funding applied to the school.
- The proportion of disabled pupils and those with special educational needs supported through school action, at school action plus or with a statement of special educational needs is well above average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching of writing and mathematics by:
  - ensuring that teachers follow up their marking of pupils' work to check that improvements have been made
  - helping pupils improve and use their writing and mathematics in other subjects such as science, history and geography
  - helping pupils gain a clearer understanding of which particular aspects of their mathematics and writing are most in need of improvement.

## Inspection judgements

### The achievement of pupils

is good

- Most children start school with skills well below those typical for their age. They quickly adjust to school life and soon grow in confidence and begin to make good progress. Despite this good progress, standards by the end of Reception have remained generally below average, but more children currently in Reception are on track to attain or exceed standards expected for their age.
- Rates of progress throughout the school are far more consistent and even than at the time of the last inspection as leaders' work to improve the quality of teaching bears fruit. The proportion of pupils making better than expected progress in reading, writing and mathematics has improved and is now good. Reading is the strongest subject. The school has done much to improve progress in reading and many pupils enjoy reading and do very well.
- Pupils progress well in Years 1 and 2 and attainment in writing and mathematics, although still a little below average, has for the last few years gradually moved closer to the national average. Attainment in reading has improved to average levels by the end of Year 2.
- The school has established a track record that pupils leave Year 6 with broadly average standards. Pupils currently in Year 6 are on track to reach average levels in reading, writing and mathematics.
- Disabled pupils and those with special educational needs make strong progress throughout the school. Pupils eligible for the pupil premium also progress very well and the gap between their attainment and that of others is narrowing well. This is because the school has spent its money wisely on providing an extensive range of carefully tailored programmes to meet the needs of pupils who find learning difficult. For example, each pupil who has fallen behind with their reading by Year 1 is given 100 short lessons of individual teaching to help them catch up. The school's effective system for tracking pupils' progress shows clearly the positive effect that these lessons are having on pupils' reading.

### The quality of teaching

is good

- Since the last inspection, leaders have worked effectively to improve the quality of teaching which is now good throughout the school.
- Teachers expect the best from pupils. The vast majority of work pupils are given is just hard enough for them and rarely too easy. The headteacher and deputy headteacher have given staff clear guidance on how to modify lessons to ensure that teaching gets the best out of pupils of all abilities. During the inspection, this aspect was consistently strong and pupils of all abilities were seen to make good progress in lessons.
- Good behaviour is promoted and expected by all staff and so relationships and behaviour are invariably good in lessons.
- The teaching of those at risk of not achieving their full potential is especially strong. Regular small group and individual teaching by teachers and well-trained and deployed teaching assistants, is helping these pupils to do their best.
- Reading is well taught and given high priority in school. Younger pupils are taught daily to read words they have not seen before by learning to sound-out letters and they use these skills well. Many pupils are very enthusiastic readers who enjoy their daily guided reading sessions and also often read at home.
- The school's recently introduced system for giving pupils writing and mathematics' targets is not having its desired effect and many pupils remain unclear about the next stage in their learning. This is because pupils are asked to remember too many things or because they do not fully understand their targets. Also, they are not asked to improve their work in the light of teachers' marking.
- Pupils make good progress in writing and mathematics in their English and mathematics lessons, but chances are missed to develop, practice and apply the skills they are learning in other

subjects throughout the day.

### **The behaviour and safety of pupils** are good

- Pupils behave well in their lessons and around school and school records, staff, pupils' and parents' views support the judgement that good behaviour is quite usual in this school. They understand how to keep safe on the internet. Pupils show good understanding of what constitutes bullying and are proud that there is little bullying in their school and know who to turn to if they have any problems.
- Parents are welcome in school and feel involved with their children's school life. A number of parents travel quite some distance to ensure their children can continue to attend this school because they think that their children are so well looked after. Pupils are proud of their school. One pupil said, 'in my opinion we are very lucky to come to this school'.
- Pupils respond well to the strong moral and social guidance delivered through assemblies and other aspects of school life. The school promotes pupils' spiritual, moral, social and cultural development well. The headteacher sets a very good tone for pupils and all staff encourage them to be caring, confident and ambitious. They are especially good in their social development but the weakest aspect is their cultural development. This is limited by a lack of knowledge or experience of the wide range of cultures represented in modern Britain.
- The vast majority of pupils attend regularly and arrive punctually as a result of the school's close attention to the promotion of regular attendance. Attendance is just below average due to a few pupils who are often absent from school, some due to serious illness.

### **The leadership and management** are good

- The systems for helping staff to improve their work are very thorough. The work of each member of staff is continually observed, analysed and discussed with each individual and clear guidance is provided. Staff are proud to be members of the staff of this school and believe it is well led and managed. They say that senior leaders are helping them do their work better.
- The headteacher and deputy headteacher provide a very strong senior leadership team and work well together and with other leaders to help the school improve. Other leaders carry out their roles very well and help bring about continual improvement in their areas of responsibility. There has been some recent good work to improve the role of subject leadership but senior leaders and the subject leaders themselves recognise that there is more to be done to make their roles fully effective. The recently formed intervention team, led by the deputy headteacher, is central to the school's approach to helping those who find learning more difficult to do their very best.
- The headteacher and deputy headteacher hold regular meetings with each teacher and teaching assistant to discuss the progress of each pupil in their class. These result in the provision of any support that is necessary and are having a strong impact on improving pupils' progress. The school carefully analyses the effect of spending decisions. For example, the school carefully evaluates the effect of the extensive range of useful new programmes to help pupils eligible for the pupil premium to do their very best. It is clear that these programmes are helping these pupils, disabled pupils and those with special educational needs to do better at school and to achieve as well as others in their class.
- School leaders noticed that punctuation, spelling and grammar were weaker aspects of writing. In response, daily basic skills lessons were introduced throughout the school. These are improving pupils' writing in these weaker aspects. The improvement in pupils' reading also shows that leaders are very capable of bringing about improvements and that the school is well set to carry on improving.
- All pupils, irrespective of their background and ability, are well cared for and valued. The school is strongly committed to promoting equal opportunities and discrimination is not tolerated.

- The school receives good support from the local authority. This has contributed well to the improved quality of teaching evident since the last inspection.
  - Child protection and other safeguarding arrangements fully meet requirements and many parents were keen to tell inspectors that they felt their children were very well cared for in school.
  - **The governance of the school:**
    - The governing body is well led and is an effective team. It is well informed through high-quality reports from the headteacher and the governors' own thorough and systematic monitoring procedures. As a result, it makes an important and useful contribution to the school's steady improvement. The governing body is very supportive but is not afraid to stand up to the headteacher where it judges it necessary. The headteacher very much appreciates the support and challenge it provides.
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## 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

<b>Unique reference number</b>	117926
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	401709

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

<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>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judy Colling
<b>Headteacher</b>	Kim Leach
<b>Date of previous school inspection</b>	27 January 2010
<b>Telephone number</b>	01472 311550
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