

# Westcliff Primary School

Crawford Avenue, Blackpool, Lancashire, FY2 9BY

**Inspection dates** 22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	This inspection:	<b>Good</b> <b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' behaviour is excellent. They are extremely well mannered and polite, try hard in lessons and make visitors feel welcome. Pupils' attendance is above average because they are proud of their school, enjoy learning, and feel safe.
- Achievement is good because pupils make good progress from their starting points.
- Teaching is good across the school and some is outstanding.
- Teachers make sure that pupils understand what they have been learning before moving on to the next topic. They also demonstrate new concepts well.
- Children get off to a good start with their learning in the Early Years Foundation Stage.
- The curriculum is good and provides a wide range of stimulating and exciting experiences for pupils.
- The school contributes very well to pupils' spiritual, moral, social and cultural development.
- The headteacher is ambitious for the school. She is well supported by school leaders and the committed governing body. Together they are making sure that the quality of teaching is good and working to improve pupils' progress still further.

### It is not yet an outstanding school because

- There is not enough outstanding teaching across the school.
- Too few pupils make better than expected progress in English and mathematics.
- Teachers do not always question pupils effectively enough to make sure that they are learning as best they can.
- The skills of teaching assistants are not always effectively deployed throughout the whole lesson.
- Targets in the school development plan and those set for teachers are not consistently clear, precise and measurable to give a clear picture of how well the school is doing.

## Information about this inspection

- Inspectors observed 12 lessons or parts of lessons; one being a joint observation with the headteacher and a second joint observation with the deputy headteacher. They visited sessions taken by teaching assistants and listened to pupils reading.
- Meetings were held with groups of pupils, parents, school staff, members of the governing body, a local authority representative and a member of staff from the Smile Centre.
- The inspectors took account of 35 responses to the on-line questionnaire (Parent View) and two letters from parents. They also considered 21 staff questionnaires.
- Inspectors looked at a range of documents, including the school’s analysis of how well it is doing, the school development plan, information about pupils’ progress, checks on the quality of teaching, minutes of governing body meetings and records relating to attendance, behaviour and safeguarding. The inspectors also examined work in pupils’ books.

## Inspection team

Louise Murphy, Lead inspector

Additional Inspector

Sheila Iwaskow

Additional Inspector

## Full report

### Information about this school

- Westcliff is an average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is below average. (The pupil premium is additional funding provided for those pupils who are known to be eligible for free school meals, children from services families and those children that are looked after by the local authority.)
- Most pupils are from a White British heritage and speak English as their first language.
- An average proportion of pupils are supported through school action.
- The proportions of pupils who are disabled or with a statement of special educational needs or supported through school action plus are similar to national levels.
- The school works in partnership with the Smile Centre which is a Special education resource facility which provides for the needs of dual registered pupils.
- The headteacher is a national leader of education and works closely with the local authority to provide support for local schools.
- Westcliff Primary converted to become an academy on 1 September 2011. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding.
- The school meets the government's current floor standard, which is the minimum expected for pupils' attainment and progress in English and mathematics.

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

- Increase the proportion of outstanding teaching and thereby increase the proportion of pupils exceeding expected progress by making sure that:
  - teachers always carefully question pupils to help deepen their understanding and drive learning forward
  - the skills of teaching assistants are used well throughout the whole lesson.
- Further develop the leadership and management of the school by making sure that targets set out in the school development plan and those set for teachers are consistently clear, precise and measurable to give the school a clear view of how well it is doing.

## Inspection judgements

### The achievement of pupils is good

- Children usually enter the Nursery class with knowledge and skills that are typically expected for their age. However, this varies within the areas of learning and tends to be below expected levels in language and number skills. The stimulating learning environment, good teaching and a curriculum that really appeals to the interests of the children helps them to make good progress across the Early Years Foundation Stage.
- By the end of Year 2, standards are slightly above average in reading, writing and mathematics. Pupils' progress in reading is supported by the school's effective programme for the teaching of letters and the sounds they make. Progress across Key Stage 1 is good given pupils' starting points.
- The end of Key Stage 2, 2012 test results were the first published by the school since converting to academy status. They show standards in reading as broadly average, writing above average and mathematics well below average. The school recognises that too few pupils made better than expected progress in English and mathematics and are confident that this is being addressed.
- The introduction of effective support activities and the teaching of mathematics by a specialist teacher are making sure that attainment and progress are now accelerating. Approximately one half of the pupils are expected to reach the higher levels in English and almost three quarters of the pupils in mathematics this year. What is more, work in pupils' books confirms that they are making good progress across the school.
- Disabled pupils and those who have special educational needs make good progress throughout the school because of good teaching, and because of the high quality care, guidance and support they receive either individually or in small groups.
- In 2012, Year 6 pupils known to be eligible for free school meals attained standards below those of similar pupils nationally and two years behind other pupils in their class in English and mathematics. However, these pupils had additional needs and school tracking data now shows that gaps between pupils supported by the pupil premium funding and others are closing. This confirms the school's commitment to equal opportunities for all.
- Pupils leave Year 6 as polite, well-rounded and responsible young people well prepared for the next stage of their education.

### The quality of teaching is good

- Teaching is consistently good and examples of outstanding teaching were observed during the inspection. The school's records show that the proportion of good and outstanding teaching is rising.
- In the very best lessons teachers use the school's assessment data to help them plan lessons that provide the correct level of challenge and get the best from pupils. They revisit any aspects of previous learning that pupils have not securely grasped and explain and demonstrate new ideas carefully.
- Teachers often question pupils skilfully. For example, in one Year 2 mathematics lesson pupils were asked to identify which number was missing. This was quickly followed up with, 'How did you work this out?' and again with, 'Can you think of another way to do this?' The teacher was able to assess pupils' learning and deepen their understanding, helping them to learn quickly. However, teachers' questioning skills are not always so highly effective.
- Matching letters and sounds is taught well to younger pupils. Older pupils are regularly taught to read in small groups until they complete the school reading scheme. Free choice readers are encouraged to read at home every night and reading records are regularly checked to make sure that this happens.

- Teachers are particularly successful at promoting writing across different subjects and an extensive display of examples of writing can be seen around the school. For example, pupils wrote very creative, interesting pieces about their favourite places, Greek Gods and the planets.
- School leaders identified some inconsistency in approaches to marking. They revised the marking policy to make sure that guidance provided by teachers was more effective and pupils could check their own work and the work of their classmates. The few remaining inconsistencies are being ironed out.
- Disabled pupils and those with special educational needs are given extra help. Small group activities led by skilled teaching assistants are well matched to the needs of these pupils and those who are known to be eligible for the pupil premium. However, the skills of the teaching assistants are not always used to such good effect across the whole lesson especially when the teacher is introducing the learning.

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

- Pupils have extremely positive attitudes toward learning and respond very well to the clear and effective systems the school uses to manage behaviour. As a result, behaviour is exemplary in lessons and around the school and school records show that this is typical behaviour. This contributes to the calm atmosphere which surrounds the school.
- Pupils are unfailingly polite and well mannered. They are remarkably thoughtful and considerate toward each other and the adults in the school. Moreover, they are extremely welcoming to visitors, holding doors open and enthusiastically introducing themselves.
- Pupils say they feel very safe in school and their parents overwhelmingly agree that their children are safe and well cared for. Pupils are complimentary about the support they know they will receive from adults should they need it. Pupils understand different forms of bullying including cyber-bullying. They say with conviction that there is no bullying in school but if there were an adult would very quickly and effectively help them to resolve any problem.
- Pupils take their roles and responsibilities very seriously. The school council is proud of the contribution that they have made toward collecting money for charity and resurfacing parts of the all weather pitch. What is more, the eco-team makes sure that everyone is involved in recycling and saving water and electricity, particularly during, 'switch off fortnight'.
- Older pupils are trained as 'pals' and they make sure that no pupil is lonely in the playground. The older pupils really appreciate taking on this role because, 'Pals do not want to see anyone sad.' One girl was disappointed that there was a half-term break coming up because she would miss her turn as a pal.
- The school very carefully considers pupils' social and emotional development. The pastoral team works closely with parents and other agencies. They work relentlessly to make sure that any pupil or members of their family experiencing a period of vulnerability receive the support that they need.
- Attendance is above average and pupils arrive at school on time which reflects their enjoyment of school.

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

- The headteacher has the confidence and full support of her staff and governors and together they work well as a team. She has identified the school's strengths and areas for development and has the skill and determination to improve the school further.
- The quality of teaching and learning is checked regularly by senior and subject leaders. School leaders including the governing body fully understand that the progression of teachers through the pay scales must be linked to how well they do their job. However, targets set for teachers sometimes lack precision and do not make it clear how well pupils in their class or in their area

of responsibility need to be doing.

- School leaders have introduced a new system to track pupil progress. However, the school's view of its own performance is optimistic, particularly over-emphasising the level of progress made by pupils.
- The whole school community including governors and external agencies are invited to contribute towards writing the school development plan. It is focused on improving the progress and attainment of pupils. However, the targets set are not always sufficiently sharp or measurable to show how well the school is improving.
- School's leaders reacted quickly to address issues which emerged from the 2012 national tests. For example, the school's learning and teaching development plan was re-drafted to ensure a focus on improving pupils' progress. However, the impact of these changes is as yet unconfirmed.
- The curriculum is carefully planned. Pupils practise reading, writing and mathematics skills across a range of subjects. There is a wide selection of additional activities provided for pupils to enjoy after school. The curriculum is further complemented by a successful emphasis on developing excellent personal skills, including pupils' spiritual, moral, social and cultural development.
- The local authority maintains a close relationship with the school because school leaders provide valued support to other local schools.
- School leaders work effectively with the local special education resource facility to meet the needs of pupils requiring specialist support.
- **The governance of the school:**
  - Governors know the strengths and priorities of the school including the quality of teaching. They are kept well informed by the headteacher and some visit the school regularly. Governors enthusiastically engage in training and understand school performance data. This helps them to challenge and support the school appropriately. They check how pupil premium funding is spent and how it makes a difference to eligible pupils. Statutory duties, including financial and safeguarding requirements, are fulfilled.

## 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>	137359
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	411752

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hamish Martin
<b>Headteacher</b>	Susan Wilson
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01253 353792
<b>Fax number</b>	01253 353792
<b>Email address</b>	susan.wilson@westcliff.blackpool.sch.uk



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