

Westcliffe Primary School

Dryden Road, Scunthorpe, Lincolnshire, DN17 1PN

Inspection dates 11–12 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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 achieve well and make good progress in their lessons and over time. The proportion making better than expected progress is increasing.
- Good, and sometimes outstanding, teaching motivates pupils to do their best. Teachers, aided by highly trained support staff, establish a purposeful atmosphere in lessons and small-group activities.
- Teachers keep a careful eye on pupils who may be struggling in lessons and quickly support them to make good progress.
- Teaching in the Early Years Foundation Stage helps children to make good progress in their reading, writing and number work. They make outstanding progress developing their personal and social skills.
- The curriculum has been carefully planned with good links between subjects. Lessons are practical, fun and interesting.
- The school is a safe and harmonious community where pupils' behaviour and safety are outstanding. Their incredibly positive attitudes to learning are a significant factor in the good progress they make in their lessons.
- Attendance is high and pupils enjoy what this improving school has to offer.
- Leaders, including governors, want the very best for the pupils. They use data effectively to identify those pupils who could be making better progress and then provide the right support to help them improve. The leadership of teaching is good.

It is not yet an outstanding school because

- Achievement is better in reading and writing than it is in mathematics.
- Teaching is not yet strong enough to ensure all pupils make the best possible progress in every class.
- In a small number of lessons more-able pupils are given the same work as others in the class. This is not challenging them to achieve as well as they could.
- The quality of marking and guidance given to pupils about how to improve their work is stronger in writing than it is in mathematics.
- While the school is very effective in helping pupils make expected progress in mathematics, the proportion making better than expected progress is not as high as it could be.

Information about this inspection

- Inspectors observed 22 parts of lessons or small-group activities.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and met a group of pupils from Key Stage 2.
- Inspectors took account of 15 responses to the online questionnaire (Parent View), responses to a recent school survey and spoke to a number of parents at the start of the school day.
- Inspectors took account of the 26 questionnaires returned by members of staff.
- Inspectors observed the school's work, looked at progress data, performance management information, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector	Additional Inspector
Claire Fisher	Additional Inspector
Lynne Davies	Additional Inspector

Full report

Information about this school

- This school is a larger than the average-sized primary school.
- The proportion of pupils who are supported by pupil premium funding is over twice the national average. The pupil premium is additional government funding provided to the school for children in local authority care, those from armed-services families and those known to be eligible for free school meals.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus, and who are disabled or have a statement of special educational needs, is average.
- The proportion of pupils from minority ethnic groups is much lower than average.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.
- Staff and pupils moved into a new school building, which opened in April 2012.
- The headteacher is a Local Leader in Education and support is offered to other schools within the local authority.
- A breakfast club is organised by the school and runs daily.

What does the school need to do to improve further?

- Improve the quality of teaching so that a greater proportion is outstanding by:
 - ensuring strategies that have been so successfully implemented to improve pupils' writing are now adopted to improve their mathematics
 - providing more-able pupils with work that challenges them from the start of every lesson
 - ensuring teachers' marking always shows pupils how to improve their work, and then making sure all pupils act swiftly on this guidance.

- Further raise achievement by:
 - helping pupils to make as good progress in their mathematics as they do in their reading and writing
 - ensuring the proportion of pupils making better than expected progress, especially in mathematics, continues to improve.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are exceptionally low in all areas of learning compared with those typically expected for their age. They are helped to make good progress and are increasingly well prepared to start Year 1.
- Across the school pupils are encouraged to read frequently and they enjoy a wide range of challenging and interesting books.
- Attainment in pupils' reading, writing and mathematics by the end of Key Stage 1 is low, but in 2012 improved significantly. This rising trend continues this year.
- By the end of Key Stage 2 pupils' overall attainment is typically below average, representing good progress from their exceptionally low starting points.
- The school is exceptionally successful in helping pupils to make expected progress in reading, writing and mathematics.
- Improvements in the way writing and reading are taught have been successful and the proportion of pupils exceeding expectations compares well with the national average in these subjects.
- Leaders recognise that progress in mathematics could be better still, particularly for the more-able pupils. They have organised some small-group and one-to-one activities to help pupils catch up.
- Those pupils who are supported by the extra funding made available through the pupil premium are provided for in small-group and one-to-one activities. This carefully planned approach is helping all make good progress and a significant proportion make outstanding progress. As a result, any gaps in their previous attainment are closing quickly and many are now working at the same level as others in their class.
- The small proportions of pupils from minority ethnic groups make the same good progress as others in the school.
- Well-tailored support for disabled pupils and those with special educational needs helps them to make good progress from their low starting points. This is one of many examples of how this good school promotes equality of opportunity and effectively tackles discrimination.

The quality of teaching is good

- Teaching overall is typically good and some is outstanding. Teachers plan enjoyable lessons that meet the needs and interests of pupils well. They do this particularly well in writing, which has been a whole-school focus since the time of the last inspection.
- The overwhelming majority of teachers ensure pupils do not spend too much time sitting and listening but quickly settle to work which is set at just the right level. This effectively helps to develop pupils' independence as well as build their skills to cooperate and work well together.
- In the very best lessons teachers have developed an exceptionally positive climate for learning where taking risks is seen as the norm. Pupils are encouraged to 'aim high' and not to fear failure but to 'learn from it'.
- The school is built around a central library area, known to pupils as 'the heart of the school'. This area is used for small groups or one-to-one support activities. Well-deployed teaching assistants support pupils' learning so they make frequently good and often outstanding progress during these sessions.
- In many classes mathematics is taught well and pupils are provided with fun and practical activities; however, this approach is not consistent across the whole school.
- In a small minority of mathematics lessons more-able pupils are provided with the same work as others in the class; it is not until this work is completed that they are given more challenge. On other occasions pupils clearly understand the task provided but the exercise goes on for too long

and teachers do not step in quickly enough to provide work at the next level. This limits the progress pupils make in these classes.

- The quality of marking has improved since the time of the last inspection and pupils receive effective guidance about how to improve their written work. While the marking of mathematics work is accurate, some opportunities are missed for pupils to practise the skills which they have been asked to improve.
- The teaching and support provided for disabled pupils and those with special educational needs is very effective. Some pupils who are known to be eligible for free school meals are also supported in small groups or in one-to-one sessions so that the vast majority make good progress, and for many it is excellent.
- In the Early Years Foundation Stage children are helped to make outstanding progress in developing the skills required to work independently for sustained periods of time, and they cooperate well together.

The behaviour and safety of pupils are outstanding

- The overwhelming majority of pupils consistently display exceptionally positive attitudes to learning. This is a significant factor in the good progress they make in their lessons.
- Pupils' attendance is above average and continues to improve every year. Pupils say they look forward to coming to school and appreciate the many opportunities that are provided for them.
- Throughout the school pupils are polite, respectful and encourage one another to do their best. By the time pupils leave Year 6 they have developed into very thoughtful and caring young people. They consider the well-being of others very highly. An example of this is the recent collection made for a local Food Bank.
- Pupils say they get on very well together and feel very safe in this caring school. They are well informed about all types of bullying and know, for example, how to use the internet safely. School records show that incidents of bullying are exceptionally rare and always managed effectively.
- All parents who spoke to inspectors, or who responded to the online survey, say their children feel safe and happy at school and are encouraged to do their best.

The leadership and management are good

- The determined leadership and high expectations of the headteacher, senior leaders and united staff team ensure this good school continues to improve.
- Leaders' view of the school's performance is accurate and provides a firm foundation for school improvement plans, which focus on the correct priorities. For example, leaders recognise the actions taken to effectively improve reading and writing now need to be adopted to improve the teaching of mathematics. Plans are already in place.
- Lessons are checked regularly and feedback given, identifying where improvements are needed. This helps teachers know how to improve the quality of their work.
- Many assessment data is collected and used to identify which pupils need additional support. Swift action is then taken to ensure the right help is offered.
- Leaders have allocated the pupil premium funding in a wide variety of ways, for example additional tuition to help improve pupils' reading during the well-attended breakfast club. This is helping them make rapid progress and is another example of the school's commitment to equality of opportunity for all pupils.
- Leaders appreciate the effective support provided by the local authority in recent years. Indeed, the school is now so well regarded by the local authority that it is used to support other schools within the authority.
- **The governance of the school:**
 - Governors bring a wide range of skills and experience to help them steer the school's work.

They know how well the school is performing in relation to other schools in the country. This information is used, together with a range of monitoring activities, to help them gain a clear understanding of what is working well, in terms of pupils' progress, and what needs to improve. Governors are skilled at offering praise when due, and challenge when required. Governors use the information from performance management procedures to ensure teachers' pay awards are justified. They are aware of how pupil premium funds are being used and are currently developing ways to monitor the difference this is making to pupils' progress. They ensure safeguarding arrangements meet requirements in this good and improving school.

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

Unique reference number	131216
Local authority	North Lincolnshire
Inspection number	412038

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	285
Appropriate authority	The governing body
Chair	Ian Berridge
Headteacher	Kate Buckley
Date of previous school inspection	22 June 2010
Telephone number	01724 861602
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