

Westoe Crown Primary School

Sea Winnings Way, South Shields, Tyne and Wear, NE33 3NS

Inspection dates 17–18 December 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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' achievement is good. Standards have risen in Year 2 and Year 6. In 2013, Year 6 pupils made good progress in reading and writing and outstanding progress in mathematics.
- Teaching is good overall and occasionally outstanding in mathematics in Key Stage 2.
- Teachers plan interesting lessons. The range of activities enables pupils of different abilities to make good progress. Teachers use questions very well and check pupils' understanding as lessons progress. The curriculum offers pupils many stimulating opportunities to see the links between subjects and develop their skills in mathematics, design technology and enterprise.
- The school offers pupils excellent care and support and many exciting opportunities to develop their spiritual, moral, social and cultural awareness.
- Pupils' behaviour is good. They care very well for one another and say that they feel extremely safe. Attendance is above average.
- The excellent leadership of the headteacher has inspired senior leaders, subject leaders and all teachers to put changes in place which have significantly improved teaching and raised attainment.
- The headteacher and the governing body have an extremely clear understanding of the school's strengths and relative weaknesses.
- The governing body has made an excellent contribution to school improvement.

It is not yet an outstanding school because

- Pupils are given too few chances to develop their imagination, creativity and writing skills by writing at length in English and other subjects.
- Recent plans to help pupils make even faster progress in reading have not yet had time to have a full impact.
- In some instances, when teachers mark work, they do not give clear advice about how pupils can improve their work.
- Pupils are not clear about the level of their work or what they need to do to reach the next level in their learning.

Information about this inspection

- Inspectors held meetings with staff, groups of pupils and the Chair and four other members of the Governing Body. The inspectors also met with a representative from the local authority.
- They looked at a range of evidence including the school’s improvement plan; the school’s data relating to pupils’ progress; the work in pupils’ books and the school’s documentation relating to safeguarding.
- Inspectors observed teaching and learning in 28 lessons taught by 25 teachers. They listened to groups of pupils in Years 1 and 2 read. In addition, the inspectors made a number of short visits to lessons.
- The lead inspector conducted three joint observations with the headteacher. Team inspectors also conducted joint observations with the deputy headteacher, assistant headteacher and a middle leader. The inspectors also observed school leaders reporting back to the teachers on their findings regarding the quality of teaching, learning and pupils’ achievement in the lessons.
- The inspectors took into account the 114 responses to the on-line questionnaire (Parent View) and spoke informally to parents.
- Forty eight staff completed questionnaires and the responses were analysed.

Inspection team

Gordon Potter, Lead inspector	Additional Inspector
Patrick Hargreaves	Additional Inspector
Derek Sleightholme	Additional Inspector
Lucie Stephenson	Additional Inspector

Full report

Information about this school

- This school is very much larger than the average sized primary school.
- Almost all pupils are White British.
- The proportion of pupils known to be eligible for the pupil premium is average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well-below average.
- There is a breakfast club run by an external provider and the lunchtime and after-school clubs which are run by school staff and external coaches.
- The school meets the government's current floor standards which set the minimum expectations for pupils' progress and attainment in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding, to further raise standards and rates of pupils' progress, by:
 - providing pupils with more opportunities to develop their imagination, creativity and writing skills by writing at length in English and other subjects
 - improving consistency in the quality of marking and target-setting so that pupils have a clear understanding of the level of their work and what they need to do to reach the next level in their learning
 - embedding recent improvements to the teaching of reading, especially for pupils who are finding reading difficult and for those pupils who are ready to develop critical and analytical skills.

Inspection judgements

The achievement of pupils

is good

- Most children start school with skills that are below those typically expected for their age. Teaching that is good helps children make good progress in the Early Years Foundation Stage so that the proportion of children who are at a good level of development is in line with national average. Further good teaching in Key Stage 1 helps pupils reach standards that are now typically above average at the end of Year 2.
- In the past three years, standards at the end of Year 6 have risen more quickly than standards nationally. In 2013, attainment in reading and writing was slightly above average. In mathematics it was well above average. More pupils than has been the case in recent years achieved standards that were above or well above the expectations for their age, especially in mathematics.
- In 2013, the most able pupils achieved well because the school identified their needs early and gave good focus to meeting them. Pupils currently in Key Stage 2, including those pupils currently in Year 6, are working at levels of attainment which are already above the expectation for their age in reading, writing and mathematics. As a result, they are on track to attain standards that are well above those expected at the end of Year 6. This is a result of good and occasionally outstanding teaching in Key Stage 2.
- In 2013, almost all of the pupils who were known to be eligible for free school meals made the progress expected of them. However, too few of these pupils made better progress than this, especially in writing and mathematics.
- While these pupils attained standards that were in line with national average, they were two terms behind other pupils in the school in mathematics, one term behind in reading and a year behind in writing.
- The school has recognised this shortfall and has introduced successful strategies to identify and tackle the needs of these pupils. Inspection evidence from lesson observations, analyses of pupils' work and scrutiny of school data show that the gap is closing securely.
- Disabled pupils and those with special educational needs make good progress because of the good support that they receive.
- These improvements in standards and the rates at which pupils make progress clearly show the school's successful commitment to promoting equal opportunities and tackling discrimination.
- Inspection evidence shows that progress in reading is good and improving. There is a consistent focus on reading across the school. Pupils speak enthusiastically about the books and authors they enjoy when reading in school and at home and about the rewards scheme which encourages them to read regularly.
- Almost all pupils have a clear understanding of how letters are linked to sounds and understand how this helps them to read words they are not used to. However, there are a few younger pupils who find reading difficult and require more intensive and focused teaching of how letters are linked to sounds. Some teaching assistants lack a clear understanding of the most recent strategies for teaching how to link sounds and letters to help pupils read words they are not used to. Strategies to help those pupils who are very fluent readers to develop their critical and analytical skills have not yet had time to have a full impact.

The quality of teaching

is good

- Teaching is good overall, with some outstanding teaching of mathematics in Year 4 and Year 6. All lessons have interesting topics and a range of stimulating activities, including drama and role play and opportunities to design and make artefacts related to their topics. For example, pupils in Year 4 explored life in Ancient Egypt through making models of the Sphinx and the pyramids and learning about human anatomy through studying mummification. These engage pupils and help them to see the links between subjects.

- Teachers plan work that is very well-matched to the range of needs in the class. They question pupils well and encourage them to talk through ideas and solve problems with their partners. They are very skilful at explaining what pupils are to learn and leading them through ways to do tasks. Teachers are good at identifying where pupils have misunderstandings and adapting their lessons to help them as work proceeds. On such occasions, teaching assistants are used very effectively to support and teach all groups of pupils.
- Outstanding teaching of mathematics was seen in lessons for pupils in Years 4 and 6. For example, in the Year 6 lessons, teachers set a range of challenging activities appropriate to pupils' abilities in ordering, adding and subtracting fractions. Pupils used their mathematical skills, knowledge and understanding to investigate different approaches and test their answers. Pupils were engaged by the task and determined to succeed.
- This excellent teaching of mathematics contributes to the excellent progress that pupils make and the rising proportion of pupils who achieve standards that are above and well above the expectations for their age.
- Teaching of reading and writing is usually good. Despite occasional examples of outstanding teaching in English, not enough is yet of this quality.
- Well-planned topic work encourages pupils to write at length. However, it is not consistent in providing opportunities for pupils to write creatively and some slower learners are given low-level tasks that do not develop their writing skills at a fast enough pace.
- While pupils' work is regularly marked, teachers do not always make it clear to pupils how they can improve their work. Targets are not sharp enough to show pupils the level at which they are working.

The behaviour and safety of pupils are good

- Pupils, staff and parents say that behaviour is good. There are clear rules which the school council helps to draw up and teachers consistently apply the school's 'sunshine and clouds' system of rewards and sanctions. Pupils understand these rules and welcome the badges they win for good behaviour and good work. They say that there is very little disruption to their lessons.
- Indeed, good behaviour was evident in lessons during the inspection. In lessons where pupils were fully engaged in their work, their behaviour was outstanding. Sometimes when the pace of teaching slows, pupils' interest and attitudes wane and they are not fully engaged or on-task. The school's records of behaviour show that behaviour has been good over the past three years during which time there have been no exclusions.
- The needs of a very small number of pupils who have significant behavioural problems are managed very effectively by the school. This is a result of the outstanding and sensitive care that pupils receive from adults in the school, including the Family Support Officer.
- Pupils feel very safe and are aware of different forms of bullying, including cyber-bullying or racism. They say that there is no bullying. If any minor problems occur, pupils are able to solve them between themselves or asking school 'buddies' to help them.
- Pupils are extremely polite to adults, very keen to talk about their school, respect one another and work and play well together. They develop social skills well through involvement in the breakfast, lunch-time and after-school clubs.
- The school council is determined to make the school a better place. It has campaigned to make the road outside safer. It organises the 'buddies' scheme, offers ideas to improve the playground, has designed the new community room and is helping to develop a quiet garden habitat in conjunction with the Eco Council.
- Attendance is above average. This is because pupils feel very safe and enjoy their lessons and because of the many exciting topics they study. They are very proud of their school and believe that, as one girl said, 'This is a fantastic school'.

The leadership and management are good

- The headteacher provides excellent leadership. He is ably supported by other leaders and managers. The headteacher has high aspirations and expectations for his staff and pupils and a clear understanding of the school's strengths and relative weaknesses. He has encouraged the involvement of parents in the life of the school and has developed strong community links with local businesses and other schools.
- The school has introduced new leadership roles which are clearly focused on further improving teaching and standards. All teachers welcome and thrive upon the responsibility and accountability offered to them.
- However, although improving strongly, leadership and management are not yet outstanding because some managers are new to their roles and the new structures have not yet had time to have a full impact on raising achievement. While the school has accurate data about pupils' attainment and progress, it is not yet used regularly enough or efficiently enough to allow teachers to set targets for pupils that would help them to make excellent progress.
- Leaders and managers at all levels regularly and accurately monitor the quality of teaching and the work in pupils' books. They are clear in their feedback to teachers who welcome and act upon their advice.
- Training for staff is strongly aligned to teachers' performance management which is managed well by the headteacher with a clear link to pay progression.
- As a result of these measures, teaching and achievement are improving rapidly.
- The school improvement plan is distinct in identifying priorities with equally transparent systems for evaluating the impact of initiatives.
- The allocation of pupil premium funding has been given a much sharper focus. Consequently, the gap between those pupils known to be eligible for free school meals and their classmates is narrowing rapidly and securely.
- The new primary school sports funding has been used effectively to develop competitive sports with local schools and to improve sports equipment.
- The curriculum is very exciting. It is focused on developing pupils' basic skills in reading, writing and mathematics. It is also very strongly and successfully focused on developing pupils' skills and creativity in design technology and enterprise, and helping pupils to apply their mathematical skills in real-life problem-solving activities. It provides very many opportunities for pupils to develop their love of history, geography, drama and science.
- While the curriculum contributes strongly to pupils' well-developed moral and social awareness, their love of local culture and awareness of other faiths and cultures, it is less successful in developing pupils' wider cultural and spiritual awareness through the development of imagination and creativity, especially in writing and in pupils' critical awareness of the books they read.
- The school welcomes the support and advice it receives from its local authority school improvement adviser. She supports the school very effectively and has been engaged in helping the school improve teaching and leadership.
- **The governance of the school:**
 - The governing body offers highly effective support and rigorous challenge to the school. It has reviewed and improved its effectiveness through well-targeted training and through skilfully applying the professional skills of its governors to specific and appropriate roles within school. For example, the expertise of governors has helped to raise attainment in mathematics, improve the provision for vulnerable pupils and refine the management of the budget. The Chair of the Governing Body offers highly effective leadership and all governors are very knowledgeable about the school, including the quality of teaching and pupils' progress and attainment. They have clear systems to monitor the achievement of pupils, the quality of teaching and the curriculum and teachers' performance management. They receive clear information about how the pupil premium funding and the new primary school sports funding are allocated and are very knowledgeable about their impact. They ensure that the school fulfils its statutory responsibilities for safeguarding.

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	134187
Local authority	South Tyneside
Inspection number	425856

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	667
Appropriate authority	The governing body
Chair	Vicky Long
Headteacher	Steve Price
Date of previous school inspection	23 November 2011
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