

Westgate Primary School

Bowling Green Street, Warwick, CV34 4DD

Inspection dates

25–26 February 2014

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils achieve well whatever their ability or background.
- Teachers make lessons interesting so that pupils are enthusiastic about learning, make good progress and enjoy school.
- The school keeps a close eye on how well individual pupils are doing, and takes effective action to help any who are in danger of falling behind.
- Pupils' behaviour is good. They get on well together, and feel safe in school because they trust the adults to look after them.
- There is very good provision to help pupils who have social, emotional or behavioural problems to settle into school and to achieve well.
- Teachers are good at giving pupils tasks that are appropriately challenging.
- Children in the Reception class make a good start to their education. They are doing particularly well in learning to read and write. Staff assess children's progress accurately and in detail.
- Leaders and managers, including governors, check carefully on pupils' learning and on the quality of teaching. They have made sure that teaching is good and that achievement is improving.
- Attendance has improved this year and is now above average.

It is not yet an outstanding school because

- There are occasional weaknesses in how quickly teachers identify pupils' mistakes and correct them, and in how well they make use of extra adults to support pupils' learning.
- There are inconsistencies in how effectively teachers question pupils to check their understanding and challenge them to think deeply.
- On occasions, some pupils lose concentration and do not get as much done as they should.
- There are weaknesses in the way the data arising from teachers' assessments in Reception are interpreted and compared with national averages.

Information about this inspection

- Inspectors observed parts of 13 lessons, three of these as joint observations with the headteacher. An inspector also spent time, along with the deputy headteacher, observing younger pupils being taught reading and writing skills in different groups.
- Discussions were held with staff, members of the governing body and, by telephone, with a representative of the local authority.
- Inspectors took note of the 25 replies to the online questionnaire, Parent View, and an inspector spoke informally to several parents at the start of the day.
- Inspectors talked formally with groups of pupils, and spoke to many more on an informal basis. Several pupils were heard to read.
- A range of documentation was examined, with an emphasis on documentation on keeping pupils safe and information about their progress.
- Pupils were observed in assembly, at lunch, at break-times and around the school.
- Examples of pupils' work were analysed, in books and in displays around the school.

Inspection team

Steven Hill, Lead inspector

Additional Inspector

Rosemary Barnfield

Additional Inspector

Full report

Information about this school

- The school is smaller than the average primary school.
- The majority of pupils are White British, with a broadly-average proportion from a variety of other ethnic groups, and an average proportion who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs, who are supported at school action is average. The proportion of such pupils who are supported at school action plus or who have statements of special education needs is above average. In some year groups, the proportion of such pupils is particularly high. A substantial proportion of these pupils have emotional, social or behavioural problems.
- The proportion of pupils across the school as a whole who are eligible for support from the pupil premium is above average. The pupil premium is extra funding to support the education of specific groups, in this school pupils known to be eligible for free school meals, and children who are looked after by the local authority.
- An above-average proportion of pupils starts at this school or leaves part way through their primary school education. Several of these start in the school with little knowledge of the English language.
- The school meets the government's current floor standards, which are the minimum expectations set for pupils' attainment and progress in reading, writing and mathematics.
- A children's centre and a pre-school provision share the school's site. These are inspected and reported upon separately. The school also runs a breakfast and after-school club for its own pupils.

What does the school need to do to improve further?

- Improve the consistency of teaching so more is outstanding by making sure that:
 - teachers check more carefully that pupils do not lose concentration and always have enough work to do in lessons
 - teachers check pupils' progress systematically, so that any who are confused are quickly identified and given extra help
 - the extra adults employed to support individual pupils and groups are used effectively by teachers at all times
 - the excellent practice evident in some classes, particularly regarding the way the best teachers probe pupils' understanding, is extended across the school so that all teachers consistently challenge pupils to think more deeply about what they are learning.
- Provide better guidance to teachers on how to interpret the data relating to children's achievement in Reception so that their achievement can be compared more accurately with the progress of children nationally by:
 - working with other schools to compare notes and reach agreement about overall scores
 - taking advantage of training provided by the local authority.

Inspection judgements

The achievement of pupils is good

- All the different groups of pupils in the school make good progress. Despite this, overall standards vary considerably from year to year because of the different starting points of each year group, the high levels of disabled pupils and those with special educational needs in some years, and the regular arrival of new pupils in different year groups.
- Attainment in 2013 at Year 6 was broadly average. This is despite five of the pupils not having been in this country at Key Stage 1, and over half the group being disabled or having special educational needs.
- Children start in Reception with skills that vary considerably between individual children and from year to year. They make good progress from levels that are below those typically seen at their age. Official results in 2013 suggest that attainment at the end of Reception was exceptionally low but this was because of a misunderstanding of how overall results should be calculated and related to the new national system. Other evidence suggests that this group were broadly average in their knowledge and skills when they went into Year 1.
- Younger pupils make good progress in learning phonics (how the sounds in words are represented by different letters.) Results in the national phonics check in 2013 were above average. This good start is consolidated as pupils get older, and by Year 6 they are enthusiastic and competent readers.
- The school's records show that pupils' progress in writing has increased since the last inspection, and this is confirmed by work in their books since September. Progress in mathematics, while good overall, was not as rapid last year as it usually is. This, too, is now improving because it is being addressed as a priority by the school.
- The progress of pupils known to be entitled to support from the pupil premium is good, and in some year groups is greater than that of their classmates. Their attainment varies considerably between year groups because of the different proportions of disabled pupils and those with special educational needs in each year. In some years, their standards are behind others because many of them have such needs. In other years, the other pupils have high levels of need, and the pupils entitled to pupil premium outperform them. In 2013, their attainment at Year 6 lagged behind their classmates by a term in reading, by a year in mathematics, and by almost two years in writing. In Year 2, by contrast, the difference was about a term overall, half that found nationally.
- Disabled pupils and those with special educational needs make good progress because they are given work at the right level for them, and they get help that is carefully matched to what they already know and can do. This is particularly effective in helping pupils who struggle initially to behave well to settle into school, and they, too, go on to achieve well.
- Those pupils who start at the school with little knowledge of English are helped to learn the language rapidly, so they achieve as well as others.
- More-able pupils do well. They are given more difficult work and successfully challenged so that they have to think really hard; consequently, they regularly attain above-average standards.
- Pupils make good use of their skills in reading and writing to help their learning in other

subjects.

- Pupils develop good skills in information and communication technology (ICT). For example, Year 1 pupils showed persistence and patience as they worked on a new program to get figures to move in different directions on the screen.

The quality of teaching is good

- Good teaching was observed in every class during the inspection. Work in pupils' books and records of their progress confirm that teaching is good across the school.
- Teachers regularly provide work at just the right level for pupils, so that it is challenging but manageable. This means that all pupils make good progress regardless of their ability.
- Classes are orderly and have a positive, working atmosphere. Expectations are high, routines are well-established and pupils follow them well. They like their teachers and are keen to please them through their hard work and good behaviour.
- Teaching is good in the Reception class, and is particularly strong in developing children's understanding of phonics. The teacher has very high expectations and children respond enthusiastically. They have made an excellent start in developing their skills in reading and writing. Good use is made of both the classroom and the outside area, and children enjoy the variety of interesting activities provided. For example, they have made eggs from which they can hatch model dinosaurs, made dinosaur bones from salt-dough, and sorted different model dinosaurs into predators and prey, using a chart on the wall. Thorough assessments of children's progress are used to plan work that matches their interests and is at the right level of difficulty.
- Teachers lively explanations and clever use of visual display and practical activities mean that classroom activities engage pupils' interest and enthusiasm very effectively. For example, pupils in Y3 were enthralled when they made their carefully-constructed model volcanoes 'erupt' in a science experiment, using fizzy drinks and sweets.
- Teachers develop pupils' speaking and listening skills well and ensure they are able to discuss their ideas aloud and comment confidently on the ideas of others. Occasionally, when teachers' explanations are unnecessarily lengthy, pupils lose concentration and do not learn as much as they should in the time available. Similarly, time is sometimes lost when pupils who have finished one activity, have to wait too long to be given the next task.
- Some teachers are particularly skilled in asking pupils questions that make them think through and extend their ideas, and demand that pupils' explanations are always well-reasoned. This helps them to make rapid progress. Sometimes, however, the questions adults ask pupils require only superficial answers, and do not require pupils to think deeply enough to make really good progress.
- Teachers generally keep a close eye on how well pupils are doing, step in quickly to give help if pupils are confused and challenge those who are doing well to refine their work. Occasionally, this checking is not done systematically, so teachers do not spot individual pupils' misconceptions quickly enough.
- Marking of pupils' written work is good. They are told how well they have done and given good advice about how to improve, which they respond to readily. Older pupils have been shown how to mark their own and each other's work, using clear criteria, to help them to understand what

they are learning better, and so improve.

- The extra adults employed to support pupils in class, particularly disabled pupils and those who have special educational needs, make a good contribution to pupils' learning. Occasionally, their role is not clear and full use is not made of their skills, particularly when the teacher is addressing the whole class.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They settle to work quickly in class, behave sensibly at all times and enjoy learning because they say it is fun. They are keen to do well and take a pride in their successes and those of their classmates. They work well together and have good relationships with each other and with staff. Pupils and their parents are very positive about behaviour and safety in the school. Just occasionally, when they are not fully occupied in lessons, their attention and concentration wane.
- The school is very successful in helping pupils who struggle to conform to its expectations of behaviour to settle into school, improve their self-esteem, make friends and to behave better. Parents praise the school's work in this area. The work of the Nurture group makes a particularly strong contribution to this, as does the wide variety of other provision, such as counselling, and play therapy that is often carefully tailored to the needs of individual pupils.
- Pupils enjoy the variety of topics they are given to explore as well as the many clubs they can take part in. They particularly enjoy science and art, and are very keen on sport and physical education (PE). They know the importance of exercise, and were seen joining in energetically with lessons during the day, as well as in a dance club after school.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and happy in school and say this is because of staff and each other. They said that, 'Teachers are always looking out for you,' and agreed that, 'If you are hurt or upset, other people will help you.' This was seen during the inspection when a Reception child who had fallen over was quickly comforted and taken to an adult by one of the older boys.
- Pupils have a good understanding of different kinds of bullying and know how this differs from other kinds of misbehaviour. They explained, for example, that while friends might tease each other in fun, teasing could become bullying if it were one-sided or persistent. They say that there is very little bullying in the school, and that the examples they could remember were dealt with very effectively by staff.
- Pupils in Year 6 take their responsibilities seriously, including acting as role models for younger children, and enjoy helping organise their games on the playground in 'Huff and Puff' sessions.
- Pupils' enjoyment of school has been increasingly reflected in their improved attendance, which is now above average. The Nurture group's work with particular children has boosted their attendance substantially.

The leadership and management are good

- The headteacher gives very strong leadership to a team of committed staff who are successfully improving pupils' progress and behaviour. There is a shared ethos of care for the pupils' well-being underlying everything the school does, which ensures pupils' happiness in school and their

good achievement.

- The high expectations set by the headteacher and senior leaders ensure all staff work together to provide a high level of individual care to pupils whose circumstances might make them vulnerable. Their particular personal and academic needs are monitored very well. As a result, these pupils make very good progress personally, and are then able to achieve well.
- The school monitors pupils' progress carefully using an ICT-based system that enables teachers to track the progress of individuals and groups systematically and easily. This is used well by teachers to provide just the right work and support for pupils, and by leaders to gain a clear overview of progress and address any issues that arise. For example, the recent identification of a relative weakness in mathematics is being swiftly being tackled.
- Leaders check regularly on the quality of teaching and the arrangements to manage teachers' performance are effective. Teachers receive clear advice on how to improve, drawing on their strengths for the benefit of colleagues. Good performance is suitably rewarded, and suitable extra training provided to help improve practice.
- Subject leaders play a full part in checking on achievement and teaching, and helping colleagues to raise standards.
- Pupil premium funding has been spent effectively. Much has gone to ensure that eligible pupils are given extra academic support and challenge, but also to ensure that these pupils are able to take a full part in school life, for example on trips or in clubs. The positive impact is seen in their good progress.
- The extra funding for sports and PE is being used well to enhance the school's already strong provision in this area. Specialist support has been obtained from a teacher who provides extra experiences for pupils and works with staff to enhance their skills. Extra equipment has been provided, and the pupils' interest greatly extended through providing competitive opportunities both within the school and with other schools.
- The local authority has had little direct involvement with the school over the last year because it has concentrated its limited resources on schools that were not graded as 'good'. The school has used its own resources and links with other schools to share expertise and done so effectively. However, the lack of clear guidance from the local authority about how to implement the new assessment arrangements for the Early Years Foundation Stage has led to some confusion in the school because teachers were not able to relate their own assessments to national patterns as accurately as they needed to.
- The school provides a wide range of subjects and activities that support pupils' academic learning and their enjoyment of school. There is particularly strong provision for spiritual, moral, social and cultural development that leads to positive attitudes and good behaviour. Year 6 pupils explained how they have enjoyed learning about people from around the world, not just in lessons, but also from the increasingly diverse origins of their friends in school. This is an improvement since the last inspection. A wide range of clubs and visits also contributes to pupils' enjoyment and achievement.
- **The governance of the school:**
 - Governors have good systems to keep a check on pupils' progress and on the quality of teaching. They use data well to reach a good understanding of achievement and to challenge the school about any areas of concern. They also keep a clear overview of teaching and its management, ensuring that good performance is rewarded and that support and training are

provided to rectify any areas needing improvement. They have ensured that the pupil premium is spent well and the money for sports and PE, and have secure systems in place to check on its effectiveness. They give a suitably high priority to safeguarding, and have worked with staff to ensure that procedures meet requirements.

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	125559
Local authority	Warwickshire
Inspection number	440625

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	151
Appropriate authority	The governing body
Chair	Roger Smith
Headteacher	Lynne Daniels
Date of previous school inspection	23 May 2012
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