

West End Primary School

West End Lane, Horsforth, Leeds, LS18 5JP

Inspection dates 11–12 March 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in their learning from starting school with skills and knowledge which are broadly typical for their age.
- At the end of Year 2 and when leaving school at the end of Year 6, pupils attain standards which are well above average in reading, writing and mathematics.
- Learning tasks are planned effectively, taking into account the wide range of pupils' performance information available to all teachers; this helps pupils achieve well in their learning. Good teaching throughout school results in pupils achieving well over time.
- Disabled pupils and those who have special educational needs make strong progress in their learning because they are supported very well in lessons by highly skilled teaching assistants.
- Pupils' behaviour is impeccable in and around school. They are exceptionally respectful towards each other and towards adults in classrooms, as well as on the playground.
- Pupils confidently report that the exceedingly rare instances of bullying are dealt with exceptionally well by adults when they arise.
- Pupils are kept extremely safe in school and have an exceedingly good understanding of what they should do to keep themselves safe. Pupils are exceptionally well behaved in lessons.
- The headteacher, ably supported by the dynamic and reflective senior leadership team, has a very clear understanding of what should be done to improve the school further.
- Collectively, the team has worked effectively with governors to improve the quality of teaching and pupils' achievement since the previous inspection and the school continues to improve well.
- The good early year's provision is led and managed very effectively. Children get off to a flying start to their development and education because of the highly focused approach of the dedicated and highly supportive early years team.

It is not yet an outstanding school because

- Senior and middle leaders do not always check sufficiently on the quality of pupils' work.
- A small amount of marking does not always help all pupils to achieve well; so occasionally pupils are unable to respond as they should.
- Occasionally, a small minority of teachers do not expect pupils always to produce neat enough work in their books.
- A minority of girls do not make consistently strong enough progress in mathematics.

Information about this inspection

- Inspectors observed learning and teaching in lessons and part-lessons, seven of which were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with senior leaders, school staff and three members of the governing body, including the Chair and Vice-Chair. Inspectors also met with a representative of the local authority.
- Discussions were held with parents and groups of pupils in school. Inspectors also spoke informally to pupils in lessons, during break and lunchtimes. One parent gave information to the inspection team via the inspection service provider.
- Inspectors scrutinised the work pupils produced during lessons and in their books over time. They also listened to a small number of pupils from Year 1 and Year 2 read.
- Inspectors observed the work of the school and looked at the latest school data on pupils' achievement and the progress they are currently making. Other documentation scrutinised included development plans as well as safeguarding information, behaviour logs, attendance records and minutes of recent meetings of the governing body.
- Inspectors took account of the 77 responses to the online questionnaire, Parent View, as well as the 23 responses to the staff questionnaire.

Inspection team

Declan McCauley, Lead inspector	Additional Inspector
Susan Cornwall	Additional Inspector
Rosemary Batty	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs is less than 10%, which is below the national average.
- The proportion of pupils supported by the pupil premium is less than 5%, which is well below the national average (pupil premium funding is used to support those pupils who are known to be eligible free school meals and those who are looked after by the local authority).
- Most pupils are of White British heritage.
- Children are taught in the Nursery on a part-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' progress and attainment in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Strengthen the consistency of the quality of teaching to improve pupils' achievement further by:
 - continuing to boost the confidence of girls to increase the progress they make in mathematics
 - ensuring that all teachers mark pupils' books well to help pupils improve their work further and respond appropriately
 - making sure all leaders check more effectively on the quality of work produced by pupils
 - ensuring that teachers always expect the neatest quality of work from pupils.

Inspection judgements

The leadership and management are good

- The school is led very well by a headteacher and senior leadership team who have very high expectations of what all pupils can achieve. This vision is shared by all staff and translated well in lessons where teachers expect pupils to work hard and achieve well.
- Pupils are supported well in their learning in a very caring and nurturing environment which promotes success for all. High standards are expected at all times, both in pupils' achievement and in their behaviour. Pupils flourish in their learning because of the support and challenge of the dedicated team of teachers and teaching assistants.
- Teaching is led very well within their subjects by subject co-ordinators with leadership responsibility, who have a very clear understanding of the strengths and minor areas of weaknesses within their subjects. This knowledge is used effectively to create robust plans for further improvement. Recently much has been done within school to boost the confidence of girls in mathematics to increase the rates of progress they make in their learning. Although this is beginning to have a positive impact, this is not yet on all groups of pupils.
- Special education needs and early years are managed very well by diligent and very knowledgeable middle leaders, resulting in strong progress being made by children and pupils in these groups. School leaders and managers do much to ensure equal opportunities for all pupils, both academically and socially. Good relations are fostered well in this very supportive learning environment and no one is discriminated against in any way.
- Pupil premium is spent wisely by school leaders to support the small number of pupils eligible for the additional support. The use of this additional funding enables this small group of pupils to achieve well.
- Additional primary school physical education and sport funding is used effectively by the school to develop the skills of staff further in teaching a wide range of sports well. The school focus on strengthening the teaching of tennis resulted in pupils opting to participate regularly in a tennis club, which is now funded by parents because it is so popular. Much additional sports equipment has been purchased using the additional funding; it is used well by pupils and teachers in lessons.
- The high quality curriculum is focused well on the needs of pupils and they have opportunities to direct their own learning well. This has been a particular area of focus for senior leaders in order to ensure that learning experiences for pupils are inspirational and innovative. One Key Stage 2 group of highly motivated pupils in an English lesson was observed excitedly extending their historical knowledge about who reached the summit of Everest first.
- The curriculum is carefully designed to prepare pupils well for living in modern Britain. All classes are involved in a democratic process at the start of each academic year, when they negotiate and agree the class rules by which they will abide as the year progresses. Spiritual, moral and social education is promoted well within the curriculum.
- The school has effective arrangements in place to ensure that it meets all statutory requirements for the safeguarding of pupils. These arrangements are effective and pupils are protected well. Pupils speak confidently about how well they are kept safe in school, citing examples such as all visitors needing to report to the school office to sign in and wear special visitor badges while they are in school.
- The school is supported well by the local authority and when additional support is requested, it is provided willingly by the local authority. For example, senior leaders very recently attended local authority-led training on how they could check on the quality of pupils' work more effectively to help improve achievement for all pupils. This is something which senior and middle leaders have not always done as rigorously as they might in the past.
- **The governance of the school:**
 - Governance of the school is effective. Governors have securely driven the improvement and increased the success of school since the previous inspection. Members of the governing body have an accurate knowledge of the strengths and weaknesses of the school. They know about, and are beginning to tackle effectively, the variability in the rates of progress made by girls compared to boys in mathematics. Governors use data well to check on the performance of specific groups of pupils in school.
 - Governors have a good knowledge of the strengths in teaching and are focused well, through their effective management of the performance of teachers, on working to ensure that it is of a good standard across school. Governors ensure that individual teachers have specific targets to achieve which reflect the priorities of the whole school as identified in the school development plans. Good teaching is rewarded well and very effective support is provided to ensure that no teachers underperform.

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

- The behaviour of pupils is outstanding. Pupils are extremely polite and well mannered around school. They socialise exceptionally well at break and lunchtimes on the playground and around school. At lunchtimes pupils sit and dine very sociably in the very well ordered dining area which is managed effectively by midday supervisory staff.
- In lessons pupils have exceptionally positive attitudes to learning which helps learning in lessons to proceed at a fast rate. One group of lower Key Stage 2 pupils was observed moving well from a reading task to playing a game about what they had read with no fuss or disruption caused for the rest of the class.
- Pupils, parents and school staff agree that behaviour is of an exceptionally high standard in school and the school community is rightly very proud of this achievement. This exemplary behaviour, allied with the caring and supportive learning environment, has a very positive impact on pupils' achievement.
- Pupils are extremely proud of their school and their achievements. They are particularly complimentary about how the school council represents their views and school leaders take note of what they say and act upon pupil recommendations.
- Pupils have an exceedingly wide knowledge about a range of different types of bullying and proudly report that instances of bullying are exceptionally rare in school, but are dealt with effectively by adults when they arise.
- Attendance is consistently above the national average.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils have an exceedingly clear understanding of how to keep themselves safe, both in school and beyond. They speak exceptionally knowledgeably about how they are taught to stay safe when using the internet and are clearly aware of the potential risks they could face.
- Pupils know that school staff work hard to ensure that they are safe. They speak about how they could easily spot someone who was an official visitor to their school because they would be wearing an official blue and yellow badge reserved for visitors. If they ever spotted an adult in school not wearing a badge, pupils are well aware of the actions they should take.
- As pupils move around school they are exceedingly careful to ensure that everyone is safe and inspectors observed no running in corridors.

The quality of teaching is good

- Teaching over time results in pupils achieving well in reading, writing and mathematics. As a result of this good teaching, pupils make strong progress through early years, continuing through Key Stage 1 and Key Stage 2, to attain standards which are well above average at the end of Year 6.
- Learning progresses at a fast rate in lessons and pupils use a wide range of high quality resources well to support their learning. One pupil, when stuck on the spelling of a word, rapidly found the spelling in a dictionary which was at the correct level for her to use easily. Other pupils were observed using tablet computers to support their learning effectively. Learning is supported well in lessons through the use of information and communication technology (ICT) by teachers when working with whole-class groups to motivate and inspire pupils.
- Pupils' books show they are taught to write and apply their mathematical skills well in a wide range of subjects.
- Disadvantaged pupils and those with special education needs make strong progress because of the high quality support provided by highly skilled teaching assistants in lesson and in small groups.
- Most able pupils achieve well because teachers have a good knowledge of how well these pupils are progressing and can plan precisely what they should do next to improve their learning.
- The teaching of reading in school is a particular strength. In a lesson designed to improve children's knowledge and use of the sounds which letters make (phonics), the learning was made more challenging for them when it was recognised they were capable of working at a higher level. This demonstrated the high quality of assessment which is taking place continually in school.
- Pupils learn well in lessons where they are expected to produce the highest possible quality of work, although occasionally their presentation can be a little untidy when a minority of teachers do not have

high enough expectations of pupils.

- Pupils' books show that their work is marked regularly, although marking is not always of a consistently high quality to help pupils improve further. Pupils do not always respond as fully as they might to the marking.

The achievement of pupils

is good

- From their individual starting points with knowledge and skills which are broadly typical for their age, pupils progress well in reading, writing and mathematics to leave school attaining standards which are well above average. Children get off to a strong start in early years and their achievement continues to strengthen as they progress through school because of effective teaching. Boys make particularly strong progress in their learning in Key Stage 2 in mathematics.
- In 2014, there was a very small proportion of disadvantaged pupils in Year 6 and it is not possible to make a reliable comparison with the attainment and progress of other pupils nationally or in school, although this group achieved well.
- In the Year 1 phonics screening check in 2014, pupils attained much higher levels than other pupils nationally because they are taught to read so well by highly skilled teachers and teaching assistants.
- The most-able pupils achieve well. In 2014, the proportions of pupils attaining the higher Level 3 in Year 2 and Level 5 and above in Year 6 were above average overall. In Year 2 they were well above average in reading and mathematics and in Year 6 they were well above average in reading and writing.
- The high quality education provided for disabled pupils and those with special education needs meets their needs well, enabling them to make fast progress in their learning and achieve well over time.
- A small minority of girls make slightly less progress in mathematics than boys. School has identified this well and the latest school data show that this remains the case for some groups of pupils. This is because the many strategies which school leaders and staff are employing to improve the progress girls make in mathematics have not yet had time to impact fully on their achievement.

The early years provision

is good

- Children get off to a good start to their learning and development when they join school. This is because the early years team works very well with parents to help children settle quickly into school life and routines. This work of early years staff with parents is a strength and children are the beneficiaries of this high quality partnership.
- Children learn well in the exciting and highly stimulating indoor and outdoor learning environments.
- The early years team is led and managed well by an enthusiastic and highly focused leader. Collectively, they have improved the rates of progress children make in their learning to bring about an increase in the proportion of children who join Year 1 well prepared for the next stage in their learning. Last school year the large majority of children were well prepared to join Year 1 in September. The proportion of children leaving early years having reached a good level of development has been above the national average for the past two years and is forecast to improve well again this year.
- Behaviour in early years is exemplary because the early years team of teachers and teaching assistants has high expectations of what children can achieve.
- Children are taught well in early years, enabling them to achieve well. There is a very careful balance, thoughtfully planned by the team, between activities chosen by adults and activities chosen by the children. All activities carry a high level of challenge and so help children make good progress.
- Children are kept exceedingly safe in early years, because the team ensures that all risks are assessed well before any children undertake activities or use any equipment.

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	107846
Local authority	Leeds
Inspection number	449734

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	280
Appropriate authority	The governing body
Chair	Linda Whitfield
Headteacher	Lorraine Wadkin
Date of previous school inspection	30 September 2009
Telephone number	0113 258 2819
Fax number	0113 258 7323
Email address	westendschool@westendprimary.org.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

