



Westgarth Primary School

Inspection Report

Unique Reference Number 111563
LEA Redcar and Cleveland
Inspection number 278718
Inspection dates 30 March 2006 to 30 March 2006
Reporting inspector Mr Andrew Scott

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Redcar Road
School category	Community		Marske-by-the-Sea
Age range of pupils	3 to 11		Redcar, TS11 6AE
Gender of pupils	Mixed	Telephone number	01642 485560
Number on roll	350	Fax number	01642 759009
Appropriate authority	The governing body	Chair of governors	Mrs Janet West
Date of previous inspection	1 February 2000	Headteacher	Mr Neil Burton

Age group	Inspection dates	Inspection number
3 to 11	30 March 2006 - 30 March 2006	278718

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Introduction

The inspection was carried out by one inspector. The inspector met with the headteacher, staff, pupils, parents and chair of governors, scrutinised a range of documentation supplied by the school, and analysed the opinions expressed by parents in their questionnaires. The inspection also took account of national and school data to compare the progress of Westgarth Primary School's pupils with the progress made by pupils in similar schools.

Description of the school

This is a large primary school in a seaside town where living standards are broadly average. Virtually all pupils come from white British families and movement in the local population is much as it is nationally. There are fewer pupils with learning difficulties and/or disabilities than in most schools but more with statements of educational need than is typical.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Westgarth Primary is an outstanding school. The school also has this opinion but is modest about saying so. The hallmarks of its success are self-evident in its consistently high standards, impressive pupils and exciting curriculum. Pupils achieve extremely well throughout the school. The Foundation Stage Nursery and reception classes is excellent, a delightful environment where children prosper and achieve high standards. Elsewhere too, the excellent teaching and high level of personal care enable pupils to acquire a pleasure in learning, a sense of responsibility and care for others. The school works closely with parents and has worked very hard to improve attendance and pupils' health through diet, yet recognises that there is still more to do.

Outstanding leadership by the headteacher has inspired the school's success. Ably supported by an excellent deputy headteacher and very effective senior staff, he has enabled the school to evolve robustly and creatively. Not all plans for improvement are sufficiently based on astute analyses linked to pupils' achievement, but the school is in excellent shape and has great capacity to improve further. As a result, the school offers excellent value for money.

Achievement and standards

Grade: 1

All pupils achieve extremely well, including those with learning difficulties or special talents. From average attainment on entry to the nursery, pupils achieve consistently high standards by Year 6. Children benefit from a first-rate start in the Foundation Stage and exceed their expected goals by the end of the reception year, especially in personal, social, emotional and physical development. In recent years, standards by Year 2 have been significantly high, especially in mathematics, and they remain equally good this year. Girls tend to perform better than boys at this stage, but this issue is resolved by Year 6.

By Year 6, standards in English, mathematics and science have been climbing year on year. These high standards should be strengthened in 2006, especially because more able pupils are expected to achieve better. The challenging targets set by the school show even higher predictions for next year.

Pupils achieve equally well in other subjects, notably ICT Information and communication technology and physical education, as well as art and design.

Personal development and well-being

Grade: 1

Pupils are a credit to the school and their families. They develop into mature, reflective and kind individuals. They are excellent in lessons. They maintain high levels of concentration, work with great independence and take considerable pride in their

work. Their co-operative work is outstanding, whether untangling a problem in the ICT suite or helping younger pupils 'huff-and-puff' at playtime.

Pupils are very well aware of how to live healthily. The enthusiastic uptake of the many sports activities underlines their eagerness to become fit. They know all about a healthy diet but this knowledge does not yet influence enough the contents of all lunch-boxes. Behaviour is good. Pupils acknowledge that some older pupils misbehave but stress that this is rare, and that they feel very safe at school. Despite the school's valiant efforts, attendance has fallen recently and is now average.

Quality of provision

Teaching and learning

Grade: 1

Classrooms are inspiring places to be. Teachers create atmospheres where learning is stimulating and rewarding for its own sake. They plan thoroughly and enthuse about their subjects, so capturing pupils' interest and imagination. Pupils say that lessons are hard work but fun. They are encouraged to play a full part and assume responsibility for their own learning, and so they become relaxed, motivated and self-reliant.

Exemplary assessment procedures ensure that teachers are able to match work shrewdly to pupils' needs, including pupils with learning difficulties. As a result, the level of challenge and expectation is constantly high for all pupils. Teachers are extremely well supported by teaching assistants, and all adults use praise adeptly and help pupils to improve with sympathetic but firm advice.

Curriculum and other activities

Grade: 1

The school rightly believes in a rich, varied and stimulating curriculum, and supplies one. Strong provision for literacy, numeracy, science and ICT is imaginatively reinforced through other subjects, such as computer art in the style of Jackson Pollock. Subjects like music and art and design have a high profile. There is an enlightened curriculum in the Foundation Stage and very effective provision for pupils with specific needs. The school offers a wealth of exciting experiences within and outside lessons, from mosaic workshops to hockey tournaments.

Care, guidance and support

Grade: 1

The school takes excellent care of its pupils. There are rigorous procedures for safeguarding pupils but the informal care is very special. Pupils derive a great sense of well-being and security from the time and consideration that all adults give unstintingly. There is outstanding promotion of pupils' health through exercise and diet; a recent health day that included yoga and making smoothies was apparently a great success.

Extremely detailed records give teachers a very thorough view of pupils' progress. The quality of teachers' guidance is exemplary. Precise target-setting and scrupulous marking combine to give pupils excellent advice on how they can improve.

Leadership and management

Grade: 1

The school espouses an excellent philosophy of education, shaped by the outstanding leadership of the headteacher. His dynamic and enlightened approach ensures constant re-appraisal of the school's progress and a keen desire to be even better. New ideas are absorbed whole-heartedly and thoughtfully whilst the strengths of the school remain consistently in place. The school strikes just the right balance between pupils' academic achievement and personal development.

Senior staff are pivotal to the development of the school, particularly the deputy headteacher. She makes an outstanding contribution through her partnership with the headteacher and excellent management of the Foundation Stage, literacy and assessment. Development planning is extremely thorough and wide-ranging, but action plans are not linked closely enough with pupils' achievement.

Parents rightly hold the school in high regard. Their views are very important to the school and influence key decisions. Excellent partnerships with other schools and agencies benefit staff expertise and pupils' learning significantly. Governors are well involved in the school but they could do more to double-check the school's decision-making.

The school knows itself very well. It is modest in its evaluations, because it finds it hard to draw telling parallels with other schools. It does, however, make outstanding progress year after year, not content to rest on its laurels. Consequently, its future is very bright.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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Mr Neil Burton

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31 March 2006

Dear children,

I thoroughly enjoyed my visit to your school, and meeting you and your teachers. Thank you very much for all your comments and help around the school. Like you, I believe that yours is an excellent school because:

you all achieve extremely well and reach high standards in your work;

you work and play together with great consideration and kindness;

your teachers are very skilled, have high expectations of you and are excellent at helping you to improve in your work;

you benefit from plenty of fascinating activities both in and out of lessons;

the adults in the school take extremely good care of you;

you have an excellent headteacher and deputy headteacher who have improved your school greatly and have your best interests at heart.

However, your school could be better if:

the school could work more with your parents to improve your attendance and encourage you to eat more healthily;

all plans for the school are clearer about how they will benefit you.

I wish you every success for the future,

Yours sincerely,

Andrew Scott

Additional Inspector