



West Park Primary School

Inspection Report

Unique Reference Number 111613
LEA Hartlepool
Inspection number 278732
Inspection dates 5 December 2005 to 6 December 2005
Reporting inspector Mrs Barbara Hudson

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

Type of school	Primary	School address	Coniscliffe Road
School category	Community		Hartlepool
Age range of pupils	3 to 11		TS26 0BU
Gender of pupils	Mixed	Telephone number	01429 282090
Number on roll	338	Fax number	01429 282090
Appropriate authority	The governing body	Chair of governors	Mr Ray Priestman
Date of previous inspection	1 October 2000	Headteacher	Mr Mark Parry

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

West Park is an above average sized primary and nursery school located in a residential area of Hartlepool. Children's backgrounds are mostly socially and economically above average and the proportion of pupils with learning difficulties and/or disabilities is low. The school has a small number of pupils from minority ethnic backgrounds, although the majority have white British heritage. There are no children at the early stages of learning English as an additional language. Children join the nursery with above average skills.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The inspectors agree with the school's accurate evaluation of its effectiveness: this is a good school providing good value for money. Strengths of this school include the good achievement of the children and the very high standards they reach in English, mathematics and science by the end of Year 6. The curriculum, care, guidance and support are good and this contributes to the children's good personal development and enjoyment of school. Overall, the quality of teaching is good. The quality varies from satisfactory to outstanding, but there is not enough high quality teaching. The well-planned provision in the Foundation Stage ensures children achieve well, so that standards by the end of Reception year are above expected levels. The school is successful at catering for the needs of all pupils including those with learning difficulties and/or disabilities. The school is beginning to involve parents and pupils in the future development of the school. Both parents and pupils are very supportive of the school.

Since the appointment of a new headteacher two years ago, the school has made rapid progress. The headteacher has skilfully developed staff and governors into an effective team who are good at evaluating the strengths and weaknesses in the school. Team leaders are leading and managing their teams effectively. Subject co-ordinators are just beginning to develop their role. Issues from the last inspection have been effectively addressed and the school is well placed to improve even further.

What the school should do to improve further

- Ensure that the quality of teaching and learning is consistently good or better in all classes.
- Make greater use of subject co-ordinators to identify and support developments in their subjects.

Achievement and standards

Grade: 2

Children's achievement is good. Parents agree that they feel their children make good progress. Children begin school with above average skills and make good progress enabling them to achieve very high standards by the end of Year 6. There are no significant differences in the achievement of pupils with different backgrounds and abilities. Standards in reading, writing and mathematics at the end of Year 2 are consistently above average and in the last two years they have improved, particularly in reading and writing.

In nursery, Reception and Years 1 to 4 children make good progress. Children's progress is very good in Years 5 and 6. Standards in English, mathematics and science are all very high and by the time children leave the school most achieve the higher level 5. Teachers are making better use of assessment information to set more challenging targets for the children, which they are responding very positively to because they are

very keen to learn. Children with learning difficulties and/or disabilities are given work that is tailored carefully to their needs to help them achieve well.

Personal development and well-being

Grade: 2

This aspect of the school's work is good. The children enjoy school; they feel safe and their attendance is above average. They behave well and have very good attitudes to learning. The children are keen to succeed and they adopt healthy life styles. Some choose healthy options at lunchtime and they have regular and sufficient physical education lessons.

The children's spiritual, moral, social and cultural development is good. Assemblies contain time for quiet reflection and children are taught about a range of world faiths. The recently established school council gives opportunities for some junior aged children to have a say in the running of the school. Its members are enthusiastic but slightly frustrated that none of their recommendations has yet been acted upon. The children make good overall progress in developing the skills and personal qualities that will enable them to contribute effectively to the community; they take part in a range of local events and raise considerable sums of money for a variety of national and international charities. They also develop successfully the basic skills and attitudes that will eventually assist their economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. The quality of teaching varies from satisfactory to outstanding. It is strongest in Years 5 and 6. In English, mathematics and science, challenging targets are set and children know what to do in order to make good progress. Basic skills of literacy, numeracy and information and communication technology (ICT) are well developed.

Children behave well in lessons and apply good levels of intellectual effort to their work. Lessons are generally well planned and prepared to ensure good progress for all groups of learners including those with learning difficulties and/or disabilities and those who are gifted and talented. Many teachers make good use of interactive whiteboards during lessons and this motivates children well. Independent learning is encouraged and this gives children the opportunity to extend their own learning experiences. Relationships are good.

Marking of work is thorough in most classes and provides good feedback to children so that they know how to improve their work. Where the teaching is satisfactory, feedback lacks this helpful detail, and in lessons, too little account is taken of the needs of different groups of pupils. Support staff are used effectively, particularly those who support children with statements of special educational needs.

Curriculum and other activities

Grade: 2

The curriculum is good overall. A two-year rolling programme ensures that the mixed age classes get equal curricular opportunities. National exemplar schemes of work are used, alongside materials from the national literacy and numeracy strategies, to ensure a broad and balanced curriculum that covers the statutory requirements. Recent changes to enable subjects to be taught more flexibly have provided good opportunities for independent learning and this has led to good progress for most pupils, particularly those who are gifted and talented.

Extra time has been allocated to physical education in line with the drive for healthier lifestyles. A good range of extra curricular activities, visits and visitors enriches the curriculum and children's enjoyment. The upper juniors enjoy an annual residential visit to Carlton. Gifted and talented children take part in workshops with other local schools. These activities promotes good co-operation among the children.

Care, guidance and support

Grade: 2

The care, guidance and support given to the children are good. Children are shown how to care for each other, to act sensibly as part of a group, and to take some responsibility for their own learning. There are satisfactory systems for child protection and to ensure the health and safety of children. There are detailed procedures to track the progress of individual children and to set them challenging targets which they know well. They have a good idea of what they need to do in order to achieve these targets. Children are confident that there is always an adult they can approach if they have any concerns and that these will be acted upon. Parents feel that the arrangements for settling new children into the school are very effective. The support given to children with learning difficulties and/or disabilities is very good.

Leadership and management

Grade: 2

Leadership and management are good. Positive action has been taken on the issues identified in the last report. Rapid progress has occurred in the last two years and the school is well placed to improve further.

The headteacher has worked very closely with teachers and governors to develop their skills in monitoring and evaluating the work of the school. This good work has provided the school with an accurate view of its strengths and weaknesses. All staff and governors have a strong feeling of teamwork and are very committed to ensuring the planned developments are successfully achieved. The school development plan identifies appropriate areas for improvement. Most areas have adequate detail to explain what needs to be done. While the school is assiduous in checking that planned actions have been taken, evaluation of their impact on improving the school lacks depth. Subject co-ordinators are just beginning to contribute to school improvement through their

action plans and this initiative needs further development. The school is beginning to use the good links with parents and the views of pupils to contribute to the further development of the school.

Monitoring of teaching is accurate and purposeful, and is well used for individual performance management. The information however is not used as effectively as it could to improve the variations in the quality of teaching across the school. The school's data on pupils' performance are well analysed. New systems to help teachers set realistic but challenging targets for the children. have effectively contributed to further improving the already very good standards the children achieve.

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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?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	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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7/12/05

Dear Children

Thank you for your help in our recent inspection. The inspectors thought that you were polite, friendly and helpful while we were visiting your school. We enjoyed our visit very much and would like to share with you what we thought about your school.

We were very pleased with the way in which you learn, the progress that you make and the very good standards you achieve particularly in the English, mathematics and science national tests. We think most of the teaching is good and some of your lessons are outstanding. All of the adults in the school take good care of you and you respond positively by co-operating and behaving well. Your teachers make your time at school more interesting by providing you with many visits and visitors and a good range of school clubs.

Your headteacher, the staff and governors work well together. They know what needs to be done and we have suggested some ways in which they can make your school even better. We have asked your headteacher to help your teachers to teach consistently good and better lessons. We have also asked him to make sure that all of the subjects in the curriculum are evaluated well and developed.

We enjoyed talking with you and your teachers as well as watching you learn in the lessons we saw. We wish you and the school the very best in the future.

Thank you again for your help.

Yours sincerely

Barbara Hudson

Lead Inspector