



# Western Road Community Primary School

Inspection Report

**Unique Reference Number** 114406  
**LEA** East Sussex  
**Inspection number** 279380  
**Inspection dates** 12 July 2006 to 13 July 2006  
**Reporting inspector** Stephen Parker AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Southover High Street
<b>School category</b>	Community		Lewes
<b>Age range of pupils</b>	4 to 11		East Sussex BN7 1JB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01273 473013
<b>Number on roll</b>	204	<b>Fax number</b>	01273 470233
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Ros Toomey
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Mrs Anne Cox

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 12 July 2006 - 13 July 2006	<b>Inspection number</b> 279380
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Western Road Primary School is in the town of Lewes in East Sussex. The school is a little smaller than average and pupils' attainment on entry is above average. Pupils come from generally favourable backgrounds in the immediate area and very few have free school meals. Most are of White British heritage, with a few from ethnic minorities. Fewer than average pupils have learning difficulties and disabilities, and the number in the early stages of learning English as an additional language is very small. Occasionally, a small number of children from traveller families join the school for short periods, and this contributes to the above average mobility of the school's intake. There has been a large turnover of teachers in recent years.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. Inspectors do not agree with the school's own evaluation that its effectiveness is good overall, though they agree that it has many good features. Improvement since the previous inspection has been satisfactory. The school has successfully increased the number of pupils and reacted well to a significant number of staff changes. New staff are making a good contribution and teamwork is strong.

Pupils' achievement is satisfactory overall throughout the school, and standards in English and science are good. Pupils do not do as well as they should in mathematics, and standards are too low in this subject by Year 6. Pupils with learning difficulties and disabilities achieve well. Teaching is satisfactory overall but the planning of work for mathematics does not always link well to pupils' different abilities.

Pupils are well cared for throughout the school and achieve good standards in their personal development. There are good contacts with outside agencies to support pupils who need specialist help. Pupils enjoy learning because the curriculum is stimulating and extended imaginatively through a wide range of interesting activities, with particular strengths in the arts. However, there are too few opportunities for pupils to practise their mathematical skills in other subjects.

Parents are now given more information than previously about school activities and their children's progress. Nevertheless, communication with parents remains an area for development since some parents feel that the school does not pay enough attention to their views in evaluating its performance.

Leadership and management are satisfactory and the school gives satisfactory value for money. The school has detailed information on pupils' standards and achievement but significant trends are not explained clearly enough to staff and governors, and this limits their involvement in school improvement. Nevertheless, given the strong commitment of staff and the governing body, the school has the capacity to improve.

### What the school should do to improve further

- Raise standards in mathematics through the school by planning work that more accurately matches pupils' needs and provide more opportunities for them to practise their skills in other subjects.
- Ensure that governors and subject leaders have clear information that shows how well the school and its pupils are doing so they can be more involved in monitoring developments and measuring success.
- Improve the quality of communication with parents and take full account of their views in the process of school self-evaluation.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement is satisfactory. Most children enter Reception with standards above those expected nationally for their age and make satisfactory progress in all areas of learning. Standards remain above average in the Reception class and through Years 1 and 2. The school priority of raising standards in writing has had a good impact, and standards in reading and mathematics in Year 2 are also better than last year. Provisional test results for 2006 show good standards in reading, writing and mathematics.

Pupils' achievement in Years 3 to 6 is satisfactory overall. It is good in English, with a much higher percentage of pupils reaching the expected standards than found nationally. Achievement in science is satisfactory and standards are good. The targets set for pupils' performance are challenging, but the number reaching the expected level in mathematics this year is well below the official target. Standards have been lower in mathematics than in English for some years, but they are now too low. Though the achievement of more able pupils is satisfactory in mathematics, there is significant underachievement by pupils with average ability.

More able pupils achieve well in English and science. Pupils with learning difficulties and disabilities make good progress towards their achievement targets. Pupils learning English as an additional language make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. The school places a high value on self-reliance, so that, from Reception onwards, pupils concentrate on their work for long periods without adult help. They show a keen interest in lessons and enjoy the many after-class activities. Their good teamwork and excellent communication skills promise well for their future economic well-being. Pupils contribute well to the life of the school and community. They develop good moral values, showing respect for others' beliefs. Understanding of other cultures is well developed through topic work, special events such as "One World" week and fund-raising for charity. Spiritual development is not so strongly emphasised, but pupils' development is satisfactory. They have a good understanding of healthy lifestyles as a result of the school's successful work for a national award.

Behaviour is good around school and often excellent in lessons. A few pupils do have difficulty in managing their own behaviour but the school involves them in setting their own targets and this is proving successful. Because pupils help to draw up school rules, they understand them well and say that behaviour is good and that they feel safe. Attendance is broadly average.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are satisfactory overall but with many good and some outstanding features. Strengths include the warm relationships between staff and pupils, and the good teamwork of teachers and assistants. Pupils with learning difficulties and disabilities or at an early stage of learning English are given good support. Expectations for good behaviour and attentive listening are high and very effective.

There is a strong emphasis on developing literacy skills in the Reception class, and children develop good skills in working independently. In the junior classes, pupils respond enthusiastically to a stimulating range of topics, resources and techniques. Teachers are particularly good at developing speaking skills, for instance, through drama. In an outstanding example, teachers and assistants brought the topic of Ancient Egypt to life by acting as archaeologists, prompting pupils to ask thoughtful, searching questions.

However, the teaching of mathematics is not as strong as for literacy, and inconsistencies across the school slow pupils' progress. Notably, the tasks set are not always at the right level of challenge for different ability groups, and this slows the pace and reduces the quality of learning. Marking is satisfactory but teachers do not consistently set pupils targets to improve their work.

### Curriculum and other activities

#### Grade: 2

The curriculum is good. The rich variety of visits, visitors and clubs, including sports, stimulates pupils' interest, develops their skills and promotes healthy life styles. Pupils are very enthusiastic and keen to join in. The teaching of modern foreign languages to older pupils adds well to these experiences. Activities in Reception are carefully organised and literacy skills are well promoted. Outdoor activities are less well developed, although improvements are planned. Throughout the school, pupils with learning difficulties are given good quality individual education plans with well focused targets. The programme for personal, social, health and citizenship education is of good quality and makes a strong contribution to pupils' personal development. The linking of different subjects through themes (called "Learning journeys") is stimulating and used very effectively to widen the range of purposes for reading and writing. However, provision for mathematics does not benefit from such positive links, and although the programme for mathematics is soundly based on national guidance, pupils' progress is too slow.

## Care, guidance and support

### Grade: 2

The school gives pupils good care, support and guidance. Children are well prepared to enter Reception, and support for personal development is strong throughout the school. There are good procedures to ensure that pupils are safe. For example, child protection procedures are secure and staff have had appropriate training. Good use is made of external agencies to provide specialist help for individuals, such as those with learning difficulties and disabilities, and the children of traveller families. Pupils who find it difficult to manage their own behaviour are closely monitored and supported, and the strategies used are having a good impact. Procedures to check on how well pupils are achieving are thorough and, as a result, the school has a wealth of information on pupils' academic standards and progress. This is used very effectively to check progress in English and set targets for pupils with learning difficulties and disabilities. In mathematics, the use of assessment is satisfactory but not so well developed.

## Leadership and management

### Grade: 3

Leadership and management are satisfactory. The headteacher knows the school well and gives a clear lead in her caring approach. This is clearly reflected in the school's strong commitment to include every pupil in all activities.

The school has made satisfactory progress in tackling the issues for improvement identified in the previous inspection, but some inconsistencies remain. Notably, the quality of teaching has improved, though it is much less effective in mathematics than in English and science. The school has taken significant steps to improve communication with parents, for instance, through occasional surveys and weekly parent-teacher "surgeries". Some parents say how delighted they are with their children's progress and enjoyment of school. However, a significant number are not convinced that the school listens carefully enough to their views or takes effective action when they have concerns. Not all parents feel fully involved in the process of school self-evaluation.

Teachers give good support by taking on subject leadership roles, though the distribution of these is not well balanced, as one teacher is responsible for both English and mathematics. The provision for pupils with learning difficulties and disabilities is well managed and these pupils make good progress.

Governance is satisfactory. The new senior management team and governors have made a sound start in evaluating school performance. However, their role in setting priorities for school improvement is limited because significant trends in pupils' performance are not identified clearly enough through analysis of the school's assessment information. As a result, the weakness in mathematics has not been identified and dealt with promptly enough.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

You will remember that we visited your school recently. Thank you for welcoming us. We were very impressed with how polite and friendly you are.

Some of the good things that we found are:

- You told us you enjoy school, particularly your “Learning journeys”, the clubs and exciting visits.
- You listen carefully and explain your ideas very well in class discussions.
- You work hard and do especially well in English.
- The headteacher and staff care well for you and make sure you are safe.

We have asked the school to work on three things to make it even better:

- Make sure that work in mathematics is not too hard or too easy so that you do your best.
- Improve the ways that governors and teachers responsible for different subjects find out how you are getting on.
- Improve the ways the school communicates with your parents and listens to their views.

We enjoyed talking to you, looking at your work and watching you in lessons. Thank you very much for your help.

Best wishes for the future.