



# West End Primary School

## Inspection Report

**Unique Reference Number** 119139  
**LEA** Lancashire  
**Inspection number** 280472  
**Inspection dates** 14 March 2006 to 15 March 2006  
**Reporting inspector** Mr Geoffrey Yates

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

<b>Type of school</b>	Primary	<b>School address</b>	Chatsworth Road
<b>School category</b>	Community		Morecambe
<b>Age range of pupils</b>	4 to 11		Lancashire, LA3 1BW
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01524 411227
<b>Number on roll</b>	182	<b>Fax number</b>	01524 400643
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Judy Franks
<b>Date of previous inspection</b>	1 September 2000	<b>Headteacher</b>	Mr Steven Wetherill

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 14 March 2006 - 15 March 2006	<b>Inspection number</b> 280472
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

West End Primary school serves a very disadvantaged urban area in Morecambe. The proportions of pupils who are eligible for free school meals and who have learning difficulties and/or disabilities are well above average. A very high number of pupils leave and join the school throughout the course of the year; some of them are from families seeking asylum. On entry to school, the children's attainment is well below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to standards especially in English, mathematics and science and in progress children make in developing their early reading skills.

The school judges its overall effectiveness to be satisfactory, but inspectors judge it to be inadequate, because standards are well below average in English and science and below average in mathematics. There has been a lack of significant improvement since the previous inspection. Achievement is inadequate and the school provides inadequate value for money. Children with learning difficulties and/or disabilities make satisfactory progress because of the additional help they receive.

The school achieves success in other aspects. It cares for children well and children's personal development is good. Parents are happy with what the school provides and children say they enjoy school. The new behaviour policy is effective and, as a result, children behave well. Although attendance is below average, the school is making great efforts to improve it, and achieving success. The curriculum and leadership and management are satisfactory overall because steps are being taken to address major weaknesses in standards. However, the impact of the steps taken to improve standards are only just beginning to show. There are clear signs that the school has the capacity to improve. Teaching and learning are inadequate overall because children's achievements are too low. There are weaknesses in the teaching of early reading skills and the use of assessment information.

### What the school should do to improve further

- Raise standards and achievement in mathematics, science and especially in English.
- Improve the teaching of early reading skills.
- Make better use of assessment information in order to ensure children's work is pitched at the right levels for all abilities especially in relation to the use of literacy skills in other subjects.

## Achievement and standards

### Grade: 4

Achievement is inadequate. Standards are too low and have been since the previous inspection. The inspection judgements disagree with the school's views that achievement is satisfactory because the school placed too much emphasis on the steps put in place to improve standards rather than actual results. Children start school with standards that are very low. They leave Year 6 with standards still very low in English and below average in mathematics and science, even when the results of children who have only recently joined the school have been discounted. This means that pupils

have not made the progress required in order to reach the standards of which they are capable. Progress in English is inadequate because early reading skills are not taught well, best use is not made of assessment information and children are not given sufficient opportunities to use their writing skills in other subjects. As a result of the help provided by local authority specialist staff, there are signs now that this situation is improving. Children are making better progress in lessons, particularly in mathematics where they have increased opportunities to solve problems. Children with learning difficulties and/or disabilities make satisfactory progress in most areas of the curriculum but weaknesses remain in the development of early reading skills.

At the end of Year 2, standards are significantly below national averages. In the Reception class, many children are still some way below the standards expected nationally when they start Year 1. The low standards mean that many pupils have not developed the basic skills of literacy and numeracy as well as they should by the time they leave the school.

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

### **Grade: 2**

Overall personal development is good. Parents are happy with the school and children feel safe and enjoy the good range of enrichment activities provided at lunchtimes and after school. One child commented enthusiastically, 'There are too many clubs!' The school's council has every opportunity to have a say in what goes on. The behaviour of children is good in and out of lessons and the new behaviour policy has had a good impact on this. The school works very hard to meet every child's personal development needs. The learning mentor supports this work outstandingly well with children and their parents. This aspect of the school's work with the high level of transient children is rightly seen as very important. Children's spiritual, moral, social and cultural development is good. Children have a good awareness of the importance of adopting a healthy lifestyle because the school has an effective approach to promoting this at lunchtimes and through the curriculum. Children make a positive contribution to the community. The work of the playground buddies who read with younger children, supervise games and help the lunchtime supervisors is effective. Children's low level of basic literacy skills means that they are not well equipped for their future education and adult life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Teaching is inadequate overall and has not been strong enough to enable pupils to make the progress required to raise standards. However, there are now clear signs of improvement. For example, children are given targets on how their work might be improved and good use is generally made of support staff and additional teachers in the drive to raise standards. The strategies being used have yet to have a significant

impact on raising standards; nevertheless, children are beginning to make better progress in lessons.

The teaching of basic skills in mathematics is satisfactory but insufficient attention is given to teaching early reading skills in the Reception class and Years 1 and 2. As a result children make inadequate progress. Good teaching in Years 5 and 6 provides pupils with challenging tasks that help them to learn well and develop their skills and understanding. However there are missed opportunities to develop children's writing skills in subjects such as history and geography. Some lessons in Key Stage 2 are still not brisk and challenging enough. This restricts progress because few children put up their hands to answer questions so teachers cannot be clear who has understood and who is a passive learner. Throughout the school, teachers and support staff are successful in managing pupils' behaviour so that a good climate for learning is established. Pupils with learning difficulties and/or disabilities receive effective support and hence make satisfactory progress. The school's assessment procedures are not yet used consistently or well enough to help pupils make better progress.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets statutory requirements, but the curriculum for reading is not planned well enough to promote the development of early reading skills. The Foundation Stage curriculum provides children with a wide range of stimulating experiences and learning chances. The curriculum provides interesting learning experiences for children especially in the work to raise children's self-esteem undertaken by the learning mentor. The school's provision makes an effective contribution to the health and well-being of pupils, for instance, in personal, social, health and citizenship education. Opportunities are provided to encourage good work habits and the school undertakes many activities to develop all aspects of each child's development. Much attention is given to developing pupils' self-confidence and this is reflected in their good personal development. A very good range of extracurricular activities is available and successfully enhances the curriculum.

## **Care, guidance and support**

### **Grade: 2**

The school's arrangements for keeping the pupils safe are good. The school works well in partnership with other agencies to support vulnerable pupils. This aspect of the school's work is good. Children and parents feel safe and secure in the knowledge that there is always someone for them, or their child, to go to if they have a problem. Children agree that their comments are treated seriously, and staff take action to help them. Child protection procedures and arrangements for health and safety are well established and understood by staff. The school has introduced effective procedures to monitor children's personal progress. However, the information gathered concerning academic achievement is not used effectively across the school in the drive to raise standards. Children with learning difficulties and/or disabilities receive good levels of support, which enables them to make satisfactory progress. The school, through the

work of the learning mentor, provides a good range of opportunities to enable parents to be partners in supporting their children's learning. The school's commitment to children's personal welfare is a major strength.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The school's own evaluation of its performance takes account of the views of staff and parents and identifies strengths and aspects for improvement. Nevertheless, some of its conclusions are inaccurate. The headteacher has recognised the need to improve standards and has put in place a range of programmes to address this. The strategies introduced have not had time to impact sufficiently on standards. However, there is evidence that the percentage of children achieving the expected levels in Year 6 will be slightly higher this year. The school has the capacity to make the necessary improvements. The school has collected data about children's progress but has not used this information effectively to raise standards and achievement in literacy. For example, issues related to why the children fail to develop early reading skills are not picked up. The leadership and management of subject leaders are satisfactory overall and they are monitoring closely the impact of the new initiatives.

The new behaviour policy is effective. The headteacher recognised the need to take action and all stakeholders, staff, children, governors and parents have been involved in developing a system, which works well. Good systems ensure that equality of opportunity is promoted and discrimination is tackled effectively especially considering the large transient population. The governors carry out their statutory duties soundly but have not been sufficiently involved in questioning whether overall standards are adequate or not.

**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>
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### 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>	4	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	4	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	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	4	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	4	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	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	4	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

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15 March 2006

Dear Children

Thank you for helping me during the inspection. I would like to tell you about my findings. You will not be surprised to know that I enjoyed meeting you, watching you learn, hearing you sing and talking to you. The list below shows some of the things I liked about your school.

You behave well and get on well with each other.

The school's council members do have a good say in what goes on.

You like your headteacher, teachers and other members of staff and the way they make learning interesting.

You are pleased about the after school clubs.

We have asked your school to look urgently at three things to make your work even better.

To make sure that all of you achieve the best you can in relation to the results you achieve in national tests, especially in English.

To provide younger children with better opportunities to develop their reading skills.

To make better use of information collected about what you know, understand and can do in order to make work a bit more challenging.

Yours truly

Geoff Yates

Lead inspector

West End After School Club

Inspection report for early years provision

Unique Reference Number

EY287204

Inspection date

14/03/2006

Inspector

Margaret Baines

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Registered person

West End After School Club

Type of inspection

Care

Type of care

Out of School care

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#### ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the Curriculum guidance for the foundation stage.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good . The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

West End Out of School Club opened in 2004 and operates from two classrooms within West End Primary School. It also has access to the school hall. It serves children attending West End Primary School, Sandylands Primary School, Bolton-Le-Sands Primary School, St Mary's Roman Catholic School and Morcambe Road School. A maximum of 24 children may attend the club at any one time. It is open each week day from 15.15 until 18.00 during term times only. All children share access to a secure enclosed outdoor play area. There are currently 32 children from 4 to 11 years on roll. Children attend for a variety of sessions. The setting supports children with special needs. The after school club employs three permanent staff. A member of staff is also employed on a temporary basis to deliver the "Healthy Eating Project". All but one member of staff hold appropriate early years qualifications.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children access outdoor activities daily, weather permitting, which contributes to their good health. They run and play in the fresh air and practise physical skills such as football, hockey and tennis. They also enjoy climbing in the adventure play area. They benefit greatly from the good variety of activities planned to challenge and interest them. Children are sufficiently protected from infection through adequate hygiene routines which include wiping tables before snack times. The staff's knowledge of food hygiene practices contributes to the prevention of infection. Several members of the staff team hold a food hygiene certificate. Children are reminded of the importance of personal hygiene at appropriate times of the day. For example, they are reminded to wash hands following outdoor play and before snack time. They are protected from cross-infection as the setting has a detailed sick child policy which is shared with both staff and parents. Children's health is fostered through the provision of a good choice of healthy snacks, for example different types of bread, fresh fruit and hot dogs. Their dietary requirements are adequately catered for; children enjoy a healthy snack each evening and a drink of milk or juice plus water whenever they feel thirsty. Staff ensure that children learn about healthy foods through the school healthy eating project. Children have the opportunity to cook and bake at least three evenings per week as the school employ a member of staff to deliver this project, which ensures children learn many aspects of healthy eating.

#### Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in premises that are well-maintained and provide sufficient space to allow children good freedom of choice and movement from one area to the other in safety.

The use of two classrooms and the school hall allows children both a good choice of activities and affords them safety through risk assessments and staff's attention to detail. They benefit from sufficient space and suitable facilities indoors and out of doors. Effective procedures are in place to protect children from harm, for example, the exit is monitored and no unauthorised persons are allowed access. Toys and equipment conform to required safety standards and are checked for their suitability. This ensures that children have a safe selection of resources to choose from, which they find both fun and exciting. For example, they enjoyed the art activities, the computer and the home corner, and all of the children enjoy the regular cooking activity which takes place at least three times per week. Children are learning about personal safety, such as walking not running, clearing away toys to prevent accidents, and they show a respect for property. Staff have detailed documents in place should there be an accident although these require some amendment. The protection of the children is maintained through the staff knowledge of the Area Child Protection Committee guidance. Staff demonstrated a good understanding of child protection issues and how to safeguard the child in this area. There is in place a CP coordinator who is very aware of her role and responsibility with regard to the protection of children. The policy requires a minor amendment to ensure staff and parents/carers are fully informed of the procedure to be implicated in the event of a child protection concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy a very good range of toys and equipment which contribute to the happy, exciting time they spend in the after school club. They have good opportunities to be involved in a variety of activities which include painting, modelling, sand and water play and various types of cooking and baking as part of the school healthy eating project. Children particularly enjoy the outdoors where they play ball games and climb in the adventure area. They also enjoy games indoors when weather prevents the outdoor play. The very good selection of resources available, enable children to make choices, which promotes their independence and self-esteem. Children spoken to were happy with the activities planned and the toys available. They showed great enthusiasm when making the chicken curry and when painting with cotton buds to produce some very attractive art work. Children make free choices. They develop in their play as staff promote children's independence effectively. The children ensure a very good range of toys and activities are available for the children to access. Staff plan a wide range of play opportunities throughout the week, based on children's ideas and suggestions. Areas are well-defined and the children choose where they would like to play. For example, they may sit in the quiet area, play out of doors, choose a board game, a construction challenge or simply sit and chat with friends. They also enjoy the role-play area where they care for the dolls, make cups of tea and dress up. Children told the inspector they enjoy the after school club very much and parents confirmed that it is difficult to persuade the children to leave. There is an area for rest and relaxation and this contributes to the enjoyment of those children who prefer to spend some quiet time reading and talking. Children are valued and are listened to by the staff and they confidently make their needs known. Staff engage in conversation with the children freely and interact with them on their level, which promotes the child's self-esteem and confidence very well.

Helping children make a positive contribution

The provision is good.

Children are actively encouraged to make choices about the toys and games they wish to play with. Their experience of the wider world is promoted through planned activities, for example they are presently celebrating a taste of India and they made a curry as part of this topic. There are very good examples of our wider world in the pictures and resources available to the children,

which helps them to develop a good understanding of diversity in a positive manner. They also celebrate Christian festivals and they explore foods from around the world. Children develop a positive attitude to race, culture and disability because staff are skilled at promoting this aspect of care. Respecting each child's individuality is fundamental to the setting's ethos. Children with special needs are welcomed into the setting and encouraged to play an active role in all aspects. Children are well behaved. They know what is expected of them through close relationships fostered with the staff. Staff are very good role models. There is a clear and fair policy of dealing with behaviour and bullying issues; this helps to promote children's self esteem. Children know that they can discuss any concerns with staff and this helps them to feel secure in the setting. For example, if a child has not had a turn with a game they inform the staff who encourage negotiation. Staff know children's names and take the time to get to know them individually to ensure that each child feels valued. Children from other schools who attend the club are welcomed and introduced to other children and soon make friends. Such practice ensures children settle well and develop a good sense of belonging. Children benefit from continuity of care as the setting has an established staff group who know the children well. Parents know that they can talk to staff at any time and discuss issues in relation to their child's well-being. The information parents receive about the setting is good. There is always a verbal exchange of information at the end of each session. Parents value the service and appreciate the enjoyment that their children experience when attending.

#### Organisation

The organisation is satisfactory.

Children benefit from the smooth running of the setting and the clear routines, which make them feel secure. The manager ensures effective team work is in place and that staff are appropriately vetted and qualified. The induction procedure is informal at present and would therefore benefit from the formalisation to ensure staff meet the requirements of the organisation. Measures are planned to ensure staff have the opportunity to gain appropriate qualifications to compliment their existing child care experience. Staff are aware of their role within the group and they work well together to promote the effective running of the provision. Records are in place and detail the individual requirements of each child and relevant consents and contacts. Policies and procedures are in place to promote the safety and wellbeing of the children present in the group. However, on occasions the fire drill is not recorded. The provision meets the needs of the children who attend.

#### Improvements since the last inspection

At the last inspection the setting was asked to ensure that the accident book is completed fully, including details of action taken following an accident. The accident book now reflects the requirements and ensures full details are recorded.

#### Complaints about the childcare provision

There are no complaints to report. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

#### THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good . The registered person meets the National Standards for under 8s day care and childminding.

#### WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

ensure that all fire evacuation procedure practices are recorded to promote children's safety effectively

review the child protection policy to include contact with the regulator and formalize the present induction procedure for staff working in the setting.

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