



Westcliff Primary School

Inspection Report

Unique Reference Number 119256
LEA Blackpool
Inspection number 280505
Inspection dates 25 May 2006 to 26 May 2006
Reporting inspector Mr John Heap

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

Type of school	Primary	School address	Crawford Avenue
School category	Community		Bispham
Age range of pupils	3 to 11		Blackpool, Lancashire FY2 9BY
Gender of pupils	Mixed	Telephone number	01253 353792
Number on roll	240	Fax number	01253 353792
Appropriate authority	The governing body	Chair of governors	Mr Hamish Martin
Date of previous inspection	Not applicable	Headteacher	Mrs Susan Wilson

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-size primary school. Until four years ago it was an infant school and the current Year 6 represents the school's first intake of older children. The local area has few indicators of deprivation and a below average proportion of children are entitled to a free school meal. Most children are from White British backgrounds with a small number from other cultural heritages. Children join the school with broadly average attainment and the proportion with learning difficulties and/or disabilities is also similar to national norms. The school has Investors in People and Healthy School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school that it is good and provides good value for money. In addition, there are some outstanding features. The school enjoys the very strong support of parents and a typical view is: 'I moved house to get my children into this school, as I was aware then that it was a good, well-managed school'. Children receive a good start to their education in the Foundation Stage (Nursery and Reception) and make good progress. Across the rest of the school, standards are above average, achievement is good and children progress well. A few children who, by Year 6, only achieve average standards could achieve more, particularly in writing. Children's personal development is outstanding because of the excellent curriculum and good care they receive. Children are extremely well behaved, feel safe and secure and thoroughly enjoy school. Close links with parents, other schools and outside agencies reinforce children's security, interest and enjoyment. Teaching is good and supported well by the effective work of teaching assistants. The quality of teaching varies from satisfactory to outstanding and is good overall. The school is working to improve the satisfactory teaching through even more rigorous monitoring of lessons and children's achievements. These actions require a greater focus on children's learning and the development of a continuous record of their progress. Leadership and management are good and the school knows itself well. The headteacher provides excellent leadership and she is building well on the strengths of the former infant school. Staff and governors support the headteacher strongly and the school is well placed to improve further.

What the school should do to improve further

- By Year 6, raise expectations of average attaining children to enable more to reach higher standards, particularly in writing.
- Develop a continuous record of children's progress.
- Improve the monitoring of teaching so that children's learning becomes the main focus.

Achievement and standards

Grade: 2

Achievement is good and standards are above average. Children make good progress in the Foundation Stage. As a result, the vast majority meet, or exceed, the goals expected of them, particularly in literacy, numeracy and in personal, social and emotional development. Children continue to make good progress and, by Year 2, attain above average standards. Results in the 2005 national tests were highest in reading and mathematics. Writing results were lower but still above average. Basic skills in reading, writing and number are strong. This is the first year that children have reached Year 6 and, so, there are no results from national tests. The targets for this year are challenging. The children's work and tracking of their achievements show that they are likely to meet the targets. Children are making good progress and

standards are above average. The school is right to identify the need to push a few average attaining children further and increase the proportion who achieve the higher than average Level 5, particularly in writing.

Children with additional needs are well supported and make good progress. As a result, some children with learning difficulties are expected to reach average standards in national tests.

Personal development and well-being

Grade: 1

Personal development, including spiritual, moral, social and cultural development, is outstanding. There is a strong Christian dimension to the school's work, which is helping children acquire very strong moral and social values. Knowledge and understanding of cultural diversity are strong. Children say they enjoy coming to school, a view strongly supported by their parents. Children form excellent relationships with adults and each other; they feel happy and safe in school. They are certain that there is no bullying in school. Attendance and punctuality are good. Behaviour is excellent. In the crowded play areas, children play safely and are considerate and helpful. They willingly and enthusiastically take on responsibilities, such as register and assembly monitors and PALS. They run the healthy tuck shop and are responsible for the ordering and accounting. Through the excellent school council, they develop an awareness of good citizenship and know their ideas are taken seriously and acted upon, for example, in providing better play facilities. Involvement with the local community is excellent, for example, through the extensive work of the school choir. Children are fully aware of the benefits of healthy eating and exercise.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching is good and children learn well. Typically in lessons, teaching is interesting and children quickly acquire new skills and knowledge. Teachers are energetic, enthusiastic and motivate children to want to learn. Classroom management is strong and children are attentive and fully occupied throughout lessons. Activities are generally matched accurately to the differing needs within the class and classroom assistants provide effective support. Consequently, children with learning difficulties and/or disabilities and children who are particularly gifted or talented make equally good progress. Occasionally, teachers are not clear enough about what exactly children should understand by the end of the lesson as a result of the work they do.

Assessment information is mostly used well to guide the composition of groups of children and set challenging learning targets for individuals. For a few average attaining children, the information is not used well enough to enable teachers to ensure that every pupil is fully stretched. Marking is frequent and helpful with comments that relate to children's learning targets and which tell them what to do to further improve

their work. Classrooms provide bright stimulating environments which help to consolidate children's learning, particularly in English and mathematics.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and meets statutory requirements. In the Foundation Stage, the wide range of indoor and outdoor activities is used well to promote the early acquisition of social, literacy and numeracy skills. Across the school, children with additional needs are properly provided for. Children are well prepared for their future education, particularly in the strong emphasis given to the development of basic skills and the opportunity to study several foreign languages. Enrichment of the curriculum is outstanding because, for example:

- the excellent range of extra-curricular sporting activities promotes children's awareness of healthy living
- the broad range of visitors and visits fosters children's independence and helps them develop knowledge and understanding of safety issues
- the large school band and choir are making an excellent contribution to furthering children's musicianship when they move on to high school.

Although play-area space is limited, children choose from an exciting and wide range of playground activities at lunchtime.

Care, guidance and support

Grade: 2

Care, guidance and support are good and children feel secure. Staff know the children very well and are mostly sensitive to individual needs. Child protection and health and safety procedures are clear and understood by all adults in the school. Support for children with additional learning needs is good. Individual education plans offer good support, with targets that effectively help children improve both their learning and their behaviour. There are excellent links with outside agencies which support children and their families. Children feel that their views are listened to and their concerns addressed. The guidance children are given on how to improve their academic work is good but for a few average attaining children, the expectations are lower than they ought to be. This is because there is no continuous record kept of children's progress. The result is that teachers are not always clear about the standards reached in children's learning.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher provides excellent leadership that focuses strongly on raising standards and providing a caring and interesting place to learn. This has been very important in this challenging period when the school has changed significantly. The school has continued to develop well and build on the

strengths of the former infant school. The headteacher is ably supported by the deputy headteacher, staff and governors. The school is thorough in its self-evaluation and all interested parties are consulted. Priorities are supported well, through good financial management and effective approaches to continuous professional development. Governors are highly supportive of initiatives, such as:

- allowing the headteacher to be seconded to another school and giving the able deputy headteacher a chance to run the school
- improving the quality of children's writing.

Effective systems of monitoring performance are in place and all staff are effectively involved in these activities, for example, observing teaching and tracking children's achievements. Improvements are necessary to focus monitoring more on the children's learning rather than just teaching. The performance of the governing body is good. It benefits from members having good expertise in areas such as finance. Governors effectively hold the school to account and this is a good improvement since the last inspection. Good use is made of the building and grounds.

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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?	1	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	2	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	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	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?	1	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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25 May 2006

Dear Children

The inspectors thoroughly enjoyed their visit to your good school this week. It was a privilege and a pleasure for us to work with you and the staff of the school. We give a special thanks to those who talked with us and we were very impressed by the courtesy and help you provided.

What we particularly liked about your school:

the good progress made by all the children

your enjoyment of this happy school and the varied and interesting work that you are given

your excellent behaviour and the way that you very willingly take responsibility and help others

the way that your opinions make an important contribution to the running of the school

the good quality of the teaching and learning

the very strong support that your parents give to the school

the excellent way that Mrs Wilson has led staff and children through the changes to the school.

We have asked your teachers to continue improving the way that they track your achievements. Putting all of the information into one document will help them to ensure that you all do as well as you are able. At present, a small number of the older children could achieve even more than they are. You can help your teachers by always doing your best work and improve on your previous endeavours. You can also make sure that you follow all the comments and guidance from your teachers.

The inspection team wishes you well and good luck for the future.

Yours sincerely

John Heap

(Lead inspector)