



# Westoe Crown Primary School

## Inspection Report

**Unique Reference Number** 134187  
**LEA** South Tyneside  
**Inspection number** 282481  
**Inspection dates** 4 July 2006 to 5 July 2006  
**Reporting inspector** Mr Graeme Clarke

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

<b>Type of school</b>	Primary	<b>School address</b>	Village Centre
<b>School category</b>	Community		Sea Whinnings Way
<b>Age range of pupils</b>	4 to 11		South Shields, Tyne and Wear
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0191 4272160
<b>Number on roll</b>	667	<b>Fax number</b>	0191 4272169
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Councillor Mrs Audrey McMillan
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mrs Lenise Lilico

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 4 July 2006 - 5 July 2006	<b>Inspection number</b> 282481
-----------------------------	---	------------------------------------

---

© 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 four Additional Inspectors.

## **Description of the school**

Westoe Crown Primary is a large, newly built school which opened in September 2004 after the amalgamation of formerly separate infant and junior schools. It is part of a new urban village development where social and economic factors are average to below average. Relatively low proportions of pupils are entitled to free school meals, or have learning difficulties and/or disabilities. A small number of pupils, mainly from Bengali families, come to school speaking little English. The school has not been previously inspected.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Westoe Crown Primary School provides a satisfactory education for its pupils. As the school believes, many features of its work are satisfactory and some are good. The headteacher is rightly held in high regard for the effective way she led the amalgamation to create a new school with a strong community spirit. She and her staff work effectively as a team to foster a good climate for learning. Children make a good start in the Nursery and do as well as expected nationally for their age by the end of the Reception class. Good teaching maintains their good progress in Key Stage 1 and, by the end of Year 2, they reach above average standards. Most pupils make satisfactory progress in Key Stage 2 where the teaching is satisfactory, overall, despite some weaknesses. By the end of Year 6, they achieve satisfactorily and attain broadly average standards. Some pupils do not do as well in mathematics as they should because teaching too often lacks the drive to push them on. The good new procedures for tracking pupils' progress are not sufficiently established so that all teachers set pupils challenging targets, and plan their lessons accordingly.

Pupils enjoy working in their new school. Their positive attitudes and confidence reflect their good personal development. Leadership and management are satisfactory. Governors have a sound knowledge of the school, and are sharpening their focus on raising achievement and evaluating its work. The school has made clear improvements since it opened and is soundly placed to improve further. It gives satisfactory value for money.

### What the school should do to improve further

- Accelerate pupils' progress and raise their standards and achievement, especially in mathematics in Key Stage 2.
- Raise the quality of teaching overall to match the level of the best in the school.
- Ensure teachers use the new procedures for tracking pupils' progress so all pupils know their next steps in learning.

## Achievement and standards

### Grade: 3

Pupils achieve satisfactorily by the time they leave the school. Good teaching, together with well planned imaginative and creative activities help children in the Nursery and Reception class become confident learners. From below average beginnings, they show interest in what they do and develop skills and knowledge expected nationally for their age, especially in their language and their understanding of number. Good teaching sustains pupils' progress through Years 1 and 2. They do well in mathematics, reading, and writing. In the first year of the new school, they reached average standards in reading and mathematics, but did less well in writing. Standards are higher this year, especially in writing and mathematics for the more able pupils. Progress is satisfactory in Key Stage 2. Standards were average in Year 6 tests in 2005, although some pupils did not make the progress they should in writing and especially in mathematics. As a

result of concerted efforts to lift standards, provisional results this year show a marked upturn in writing, and a small improvement in other subjects. Pupils' reading continues to be of a good standard. Although many pupils do as well as expected in relation to their starting points, a small minority does not make sufficient progress in mathematics throughout Years 3 to 6 where attention to improvement has been less focused.

Throughout the school, pupils skilfully and confidently use information and communication technology (ICT). Support for pupils with learning difficulties and/or disabilities helps them play a full part, make progress and achieve similarly to their classmates. Pupils from minority ethnic backgrounds make satisfactory progress and attain standards broadly similar to their classmates.

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

### **Grade: 2**

Pupils' personal development and well-being are good. Most pupils enjoy school and appreciate the satisfactory range of opportunities they have for learning. They are enthusiastic about the 'smart clubs' where they develop new skills and are able to shine in areas that interest them. Pupils have good attitudes to learning and behave well. Attendance is good. However, some Key Stage 2 pupils lack enthusiasm and progress slows when teaching is less effective, especially in some mathematics lessons.

Pupils' spiritual, moral, social and cultural development is good. Opportunities in art, dance, and music, and visits to local heritage sites and museums all promote social and cultural development. For example, in an assembly, pupils' reflections on their performance in the dance club fostered a sense of real achievement by the whole group. Pupils have a good understanding of how their learning will benefit them in later life. They show commendable respect for others and learn about the importance of safety. They know the importance of good diet and exercise. Pupils contribute well to their school and local community. For example, the school council represents pupils effectively in sharing responsibility for improvements, and pupils generously take a keen interest in charitable work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall. The school's work to improve the quality of teaching and learning has resulted in improvement. Teaching and learning in the Foundation Stage are good and children make good progress. Good, and sometimes outstanding, teaching continues in Years 1 and 2 and leads to good progress in Key Stage 1. The quality of teaching and learning throughout Years 3 to 6 is satisfactory overall and some pupils benefit from some good and even outstanding teaching.

Teachers use their subject knowledge well and ask questions which challenge pupils to extend their skills. Teachers manage pupils' behaviour effectively so that they behave well and learn at a brisk pace. In excellent lessons, teaching is lively and

interesting; pupils are avid learners and enthusiastically respond to their teachers' high expectations. In satisfactory lessons, particularly in Key Stage 2, work is not always accurately matched to pupils' differing abilities and this slows down the progress some pupils make. Discussion sessions are often too short for pupils to reflect on how they might do better. Although work is marked frequently, comments generally lack pointers to help pupils improve. Throughout the school, teaching assistants give effective support and particularly help pupils who have learning difficulties and/or disabilities.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. The school does everything necessary to meet statutory requirements and has a strong focus on the basic skills of numeracy, literacy and ICT. Teachers have taken a fresh look at how pupils learn best but there is more to do to improve all pupils' progress.

A good range of interesting out of school clubs enriches pupils' experience. They are well attended by both girls and boys. Teachers provide opportunities for every child to experience success. For example, pupils value the 'smart club' highly, and it succeeds because they reflect on what they are good at and have opportunities to improve.

Pupils enjoy and benefit from involvement in many events, such as participation in performances, and planting schemes in local parks. The contribution of visitors in school and partnerships with families, for example, the 'Grandparents Day', successfully promotes the strong spirit of community in the school.

## **Care, guidance and support**

### **Grade: 3**

Provision for pupils' care, guidance and support is satisfactory overall. Pupils' welfare is at the heart of the school's work and it usefully extends its provision through good links with local schools and outside agencies. Robust procedures for child protection, risk assessment and health and safety have addressed the teething problems arising from the move to the new building, and ensure that pupils feel safe and are cared for well. Support and guidance for pupils' personal development are good. Pupils are self-reliant and treat others with respect and consideration. On the other hand, the academic guidance for pupils is not sufficiently effective and is one of the reasons why some pupils do not achieve as well as they should. Their progress is monitored and tracked diligently, but the information the tracking produces is not yet used by all teachers to set pupils' improvement targets, and to provide the activities and support the pupils need so they can meet their targets.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher, who is well supported by the deputy headteacher and leadership team, has a clear vision for improving

provision and raising achievement. She played a very effective role in amalgamating the staff of the former infant and junior schools into a new school and sensitively managed changes to their roles and responsibilities. Staff share a strong commitment and an ethos where all adults and pupils are included and equally valued. In a short space of time, the school has become a caring and purposeful community. Teaching and learning are diligently monitored and the leadership team makes sound use of its systems for judging the school's strengths and weaknesses to plan improvement work. The school is making increasing use of its assessment and tracking systems to set targets for improvement but this has yet to influence all teachers' work. Parents' and pupils' views are sought and acted upon. In turn, an overwhelming proportion of parents is satisfied and has very positive views of the school. The recently appointed governing body is dedicated in supporting the school. It discharges its responsibilities satisfactorily and is establishing its role of evaluation and strategic planning to raise achievement. Good leadership from the headteacher and strong commitment from staff have fostered improvements at this early stage in the life of the school. Higher standards in pupils' writing and an increased rate at which pupils make satisfactory progress, together with careful budget management, indicate satisfactory value for money and a sound capacity for further improvement.

**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?	2	NA
The quality and standards in foundation stage	2	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	NA	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	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	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	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

<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>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

To the pupils of:

Westoe Crown Primary School

Village Centre

Sea Whinnings Way

South Shields

Tyne and Wear

NE33 3NS

6 July 2006

Dear Pupils

We really enjoyed visiting your new school on Tuesday and Wednesday this week. Thank you for helping us when we came into your classrooms to see you at work and visited your assembly. You were so very polite and helpful. We especially liked seeing all the things that you do and we were impressed with all the lovely work you have displayed in your classrooms, and around the school. We enjoyed talking to you in your classrooms and when we met those of you on the school council. It was great to see how much you enjoy coming to school.

Westoe Crown has a very friendly atmosphere. You are really well behaved, and you have good manners and work hard. Mrs Lilico is a good headteacher, and she and the other teachers and staff are, quite rightly, proud of you. You are safe and happy because the adults in the school all look after you well. Those of you in the Nursery, Reception classes and Years 1 and 2 make good progress with your work. In Years 3 to 6, some of you make really good progress but others make satisfactory progress. Wouldn't it be great if you all made good progress, especially in mathematics?

We have talked with the governors and Mrs Lilico and asked them to help those of you in Years 3 to 6 to make more progress and gain higher marks, especially in mathematics. We've also asked your teachers to use the information they get from marking your work and tests to help you all know how to do even better. Finally, we've asked Mrs Lilico and your teachers to make every lesson as good as possible.

With best wishes to you all

Graeme Clarke (Lead inspector)