



West View Primary School

Inspection Report

Unique Reference Number 111606
Local Authority Hartlepool
Inspection number 288999
Inspection dates 21–22 September 2006
Reporting inspector Chris Penter

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

Type of school	Primary	School address	Davison Drive
School category	Community		Hartlepool
Age range of pupils	3–11		TS24 9BP
Gender of pupils	Mixed	Telephone number	01429 267466
Number on roll (school)	345	Fax number	01429 236237
Appropriate authority	The governing body	Chair	Mr Christopher Simmons
		Headteacher	Mr Andrew Brown
Date of previous school inspection	Not previously inspected		

Age group	Inspection dates	Inspection number
3–11	21–22 September 2006	288999

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

West View is larger than the average primary school. It is situated within one of the most deprived wards nationally. The percentage of pupils eligible for free school meals, at over 50%, is much higher than the national average. Almost all the pupils are White British. Less than 2% of pupils have a statement of special educational need, a proportion that is below the national average. The proportion of pupils identified as having learning difficulties and/or disabilities is slightly higher than average. More pupils move into or out of the school during the school year than is usual. West View became an extended school with both breakfast and after school clubs in 2005. The school holds an International Schools Award, the national Healthy School Standard, Sport England ActiveMark Gold, ArtsMark Gold and the Basic Skills Quality Mark 2.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

West View Primary School is a good school with many outstanding features. It serves the local community well because, although children enter the school with skills that are well below those expected for their age, they make good progress and by the time they leave are achieving standards which are around average. They also improve in confidence and self-esteem, learn to communicate and cooperate well and develop a better understanding of their place in the world. These skills prepare pupils very well for the future. The school recognises that further improvements are required in literacy, especially in boys' writing. The provision in the Foundation Stage is good and children make particularly good progress by the time they enter Key Stage 1.

West View is a bright, cheerful and fun place to learn, make friends and play. The behaviour of pupils is outstanding and they are proud to be at the school. They are polite, respectful, helpful and show concern for others. Staff go to considerable lengths to promote safety and pupils say they feel safe, secure and happy in school. They work hard and enjoy their lessons, particularly when they are actively involved. It is a pleasure to see how enthusiastically pupils engage in healthy exercise. They also understand the importance of eating healthy food.

Teaching is consistently good and some is outstanding. This ensures that all pupils, including those with learning difficulties and/or disabilities, make good progress. Teachers plan carefully, paying attention to the needs of individual pupils and provide a range of interesting and exciting activities, which engage and motivate them. Praise and encouragement feature strongly and enhance confidence and self-worth. This has created a powerful 'can do' culture. In a praise assembly, it was wonderful to see pupils glowing with pride. Pupils are not always aware of their targets or what they need to do to reach them and, as a result, are sometimes unclear about the progress they are making.

Leadership and management at all levels, including governance, are good. A clear focus on continued improvement, high levels of commitment from staff and effective teamwork all assist in driving improvement. This is underpinned by the outstanding leadership provided by the headteacher who has developed innovative systems for ensuring staff are committed to the common purpose of enhancing progress and driving up standards.

Parents are very supportive of the school and appreciate the openness with which it operates. One parent commented, 'Big thumbs up for West View School'.

What the school should do to improve further

- Improve writing across the school and particularly for boys.
- Extend good assessment practice to all areas of the curriculum so that pupils are clear about their targets and what it is they need to do to reach them.

Achievement and standards

Grade: 2

The achievement of all learners from their starting points when they enter the school to the time when they leave is good. Children enter the Foundation Stage with skills that are well below those expected for their age, but by the end of Year 6 they reach standards that are in line with national averages. Children make particularly good progress through the Foundation Stage and Key Stage 1 to reach average standards at the end of Year 2. Although boys make slightly slower progress than girls, all pupils develop their communication, literacy and mathematical skills well. Pupils continue to progress well in Key Stage 2 and test results for 2006 were in line with nationally expected standards in English, mathematics and science. These results were better than those of the previous year when staffing difficulties and an increased number of pupils new to the school caused results to dip. This dip interrupted an upward trend in attainment, which the school has sustained for the last four years.

The school analyses pupils' results carefully and, where there are minor differences in the performance of boys and girls, the school intervenes in their learning to make sure that no pupil underachieves. The school has recognised that improving writing is a priority, particularly for boys. Innovative strategies, such as teaching boys and girls separately for literacy, contributed to a marked improvement in boys' test results in writing in 2006. Pupils with learning difficulties and/or disabilities and those who are gifted and talented make good progress because the work they are given is well suited to their needs and they receive invaluable support from teachers and teaching assistants.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Spiritual, moral, social and cultural development is good. A recent International School Award acknowledges pupils' understanding of other lifestyles, for example, through their links with a school in Cape Town. Work in religious education and the contribution of visitors and assemblies enhance both spiritual and cultural development. Pupils greatly enjoy school and respond positively to the many opportunities available. One commented, 'This is a great school to be at!' Attendance has improved in recent years to a level around the national average. Pupils are polite, confident and show respect for each other and for their environment. These skills enable them to make a very positive contribution to the local community. Behaviour both in and out of classrooms is exemplary. Pupils work and play well together. They feel safe and cared for in school. The school council plays an influential role in school life, for example, supporting 'buddies' and the 'friendship stop'. Awareness of healthy lifestyles is outstanding and pupils enthusiastically participate in a wide range of physical activities and choose healthy eating options. The focus on developing language, numeracy and information and communication technology (ICT) skills and the team-building at a residential outdoor pursuits centre, means that pupils are well prepared for later life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are consistently good and there is some that is outstanding. Lessons are well planned and take careful account of the needs of all learners by providing a range of graded learning opportunities designed to challenge pupils of all abilities. Teachers have high expectations which are clearly communicated to pupils. They are knowledgeable about what they are teaching and, in the very best lessons, communicate enthusiasm and excitement, enhance pupils' self-esteem through praise, provide a rich variety of stimulating activities and check learning throughout the lesson. Pupils very much enjoy their lessons, particularly when they are learning by doing practical activities. They work hard, behave very well and respond with enthusiasm. Such positive attitudes support good progress. The school has a large number of teaching assistants and adult helpers who are used well to support pupils. A robust assessment system is in place which helps teachers monitor pupils' progress carefully, but this is not used consistently well in all subjects. Marking does not always make clear to pupils what they have achieved and what they need to do to make further improvement.

Curriculum and other activities

Grade: 1

The school's outstanding curriculum is carefully planned with appropriate attention given to mathematics, English, science and ICT. The Nursery and Reception teachers balance the indoor and outdoor curriculum carefully and plan well to guide children's choices of learning. Throughout the school, learning is enhanced and pupils' enjoyment promoted by consistently effective teaching, exciting topic work and practical, first-hand activities. Pupils have many opportunities to learn and enhance their confidence and self-esteem through sessions from visiting experts, such as artists and writers. Pupils are proud of their work, which is colourfully displayed throughout the school. Out-of-school activities make a major contribution to pupils' enjoyment and well-being. Many take part in a wide variety of sport and benefit from expert coaching. Others enjoy dance and making music together. Curriculum provision for all groups of learners is equally good.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Each pupil is valued as a person and staff have an extensive understanding of their individual needs and share information effectively with each other. The school has taken the necessary steps to ensure that pupils are kept safe and child protection procedures are firmly in place. Pupils quickly learn routines for good conduct and follow them closely. Close supervision of planned activities in outdoor play areas also promotes safe behaviour. The school fosters

outstanding partnerships with parents, carers and external agencies, and they contribute extremely well to supporting pupils' learning. Very skilful mentoring and support helps all pupils to make good progress, including those with learning difficulties and/or disabilities and those who are academically gifted. Teachers assess pupils' work on a regular basis. The procedures to track the progress they are making, and to set pupils precise targets for improvement, are good but are not used consistently well. Teachers are increasingly using results of assessment to inform their planning and pupils are given opportunities to assess their own and each other's work.

Leadership and management

Grade: 2

Leadership and management are good. The senior team includes effective and committed staff who are successfully focused on raising standards and supporting the emotional and social development of pupils. As a result, all groups of learners make good progress. The leadership provided by the headteacher is outstanding and he has developed an innovative management structure based on 'facilitation teams'. These teams provide many opportunities for staff, adult helpers, governors and pupils to be directly involved in monitoring and evaluating the work of the school, setting priorities and making important decisions. This results in initiatives to drive improvement being understood and supported by all. The staff are quick to acknowledge the trust placed in them, the support they receive and the significant opportunities for professional development provided. The school evaluates its own provision and performance accurately. The chair of governors is a regular visitor, knows the school well and is therefore able to act as a 'critical friend'. The governing body provides good support and some governors are members of the 'facilitation teams'. The views of parents and pupils are sought on a regular basis and their views are taken into consideration during decision making. The school is well resourced and finances are carefully managed to support priorities. The school provides good value for money. Because of the nature of the intake, progress with literacy is a continuing challenge for the school. Other areas for improvement from the last inspection have been dealt with successfully. The school has good capacity to improve.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

West View Primary School

Davison Drive

Hartlepool

TS24 9BP

25 September 2006

Dear Pupils

What a pleasure it was to visit your school recently. Thank you for being so friendly and welcoming to us.

We think West View is a good school and cares for you very well. It is a bright and happy place. We particularly liked the way in which you get on so well and support each other through the 'buddy' system and school council. The excellent way in which you behave both in the classroom and around the school is a credit to you all. It was a pleasure to see you joining in sport and exercise with such enjoyment and enthusiasm.

It is clear that you enjoy your lessons, particularly when you have lots of interesting and exciting things to do. Your teachers and the other adults who support you work very hard to make sure you understand the work and make good progress with your learning. Mr Brown is an excellent headteacher and he has great support from other staff. They all want you to do even better. We think it would be good if you could get better at writing, particularly boys, as this would help you to do better in all your other subjects. We have asked your teachers to concentrate on this and also to make sure you understand what your next steps in learning are and what you need to do to reach them. A few of you don't come to school often enough. How can you learn if you are not there?

You are all rightly proud of your school and you should also be proud of yourselves because you make it the sort of place it is. Well done! We wish you good luck for the future.

Yours sincerely

Mr Chris Penter

Lead inspector