



Westcliff Primary School

Inspection Report

Unique Reference Number 113196
Local Authority Devon
Inspection number 289543
Inspection dates 7–8 February 2007
Reporting inspector Geoff Burgess

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

| | | | |
|---|--------------------|-------------------------|----------------|
| Type of school | Primary | School address | First Avenue |
| School category | Community | | Dawlish |
| Age range of pupils | 4–11 | | EX7 9RA |
| Gender of pupils | Mixed | Telephone number | 01626 862444 |
| Number on roll (school) | 288 | Fax number | 01626 862510 |
| Appropriate authority | The governing body | Chair | Wally Prothero |
| | | Headteacher | Marcia Weekes |
| Date of previous school inspection | 1 June 2001 | | |

| | | |
|------------------|-------------------------|--------------------------|
| Age group | Inspection dates | Inspection number |
| 4–11 | 7–8 February 2007 | 289543 |

© Crown copyright 2007

Website: 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 three Additional Inspectors.

Description of the school

This large primary school serves the western side of the town of Dawlish, including areas with higher than usual social deprivation. Almost all pupils are English speaking from White British backgrounds. An above average number of pupils have free school meals. The number of pupils with learning difficulties and disabilities is higher than average and several have a statement of special educational needs. With the retirement of the previous headteacher, the assistant headteacher has taken over for a term pending the arrival of a new headteacher.

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 which continues to provide a caring environment and a sound education for its pupils. Parents are pleased with the school, one calling it a 'wonderfully supportive community', and pupils say they think their school is 'really good'. Its main strengths lie in the pastoral care it provides and in pupils' good personal development and well-being. Pupils say they feel safe and well supported in school. Relationships are very good and pupils know there is always someone for them to turn to if needed. Pupils' enjoyment of school is shown by their sound attendance and their participation in the many clubs and activities provided. Parents and pupils are pleased with the healthy diet provided by the school's kitchen, which acts as a very good role model in a school that has recently achieved Healthy and Active School status. Older pupils are given plenty of opportunity to contribute to the school community.

Standards are broadly average but vary year on year according to the number of pupils with learning difficulties and disabilities present. National test results in Year 6 improved from well below average to close to average, and standards in the current Year 6 have been maintained at this level. In Year 2, results fell from above average to well below in 2006. However, pupils currently in the Reception classes and Year 1 are working at expected levels. Achievement is satisfactory overall but inconsistent, with girls usually doing better than boys.

Teaching and learning are satisfactory. Satisfactory provision in the Reception classes means that children make sound progress but problems with the storage of equipment inhibit the use of the outside area. Good planning and classroom management feature in most lessons, but learning is often held back by pupils' limited expectations of what they can achieve and limitations in resources such as teaching assistants and computer equipment. The curriculum is satisfactory and pupils enjoy the good range of additional activities provided. However, the activities provided in class do not always meet the needs and interests of learners, especially boys. When this happens, they lose concentration and learning suffers. Also, pupils are not given enough opportunity to decide how to organise their own learning. Care, support and guidance are satisfactory overall but the school now recognises that academic guidance does not ensure that pupils make consistently good progress.

Leadership and management are satisfactory. Aspects of the accommodation, music provision and care have shown significant improvement since the last inspection. Standards have improved a little, but remain the key priority. The new senior management team has shown very good awareness of the school's strengths and weaknesses, such as a lack of opportunity for subject coordinators to monitor provision, and has already begun to make improvements. This is a good indication that the school is ready for change and keen to get on with it.

What the school should do to improve further

- Raise expectations of what pupils can achieve by involving them in working towards challenging but achievable targets right through the school.

- Make sure activities meet the needs and interests of all pupils, excite them and motivate them to learn.
- Improve teaching by upgrading learning resources to the level now common in primary schools and making the impact of teaching on each pupil's progress the criteria by which it is judged.

Achievement and standards

Grade: 3

Achievement is satisfactory. National test results show that achievement over the past four years was satisfactory for most pupils, and this is also confirmed by an analysis of the school's records and pupils' more recent work. Girls usually achieve better than boys but in 2006, average and higher attaining boys did at least as well as girls. Pupils with learning difficulties and disabilities make steady progress in relation to their abilities. Children's attainment when they start school varies greatly but is usually below average. This year it was average and with children making satisfactory progress, most are on track to achieve expected levels by the end of the Reception Year.

Standards are average. National test results in Year 6 show that they have improved each year in English, mathematics and science since 2002 from well below average to close to average in 2006, with English and science the stronger subjects. Current pupils in Years 5 and 6 are on course to achieve similar standards. In Year 2, standards are below average. They were well below in 2006 but this year group had a higher number of pupils with learning difficulties, most of them boys. The school's records and pupils' work show that standards in the Year 1 classes this year are average.

Personal development and well-being

Grade: 2

Pupils' moral and social development is good. They know right from wrong, enjoy being part of the school community, and show open-minded, caring attitudes. Behaviour is generally good but younger pupils can be boisterous when unsupervised. Pupils with a range of jobs, such as serving on the school council or looking after their schoolmates, perform their responsibilities very conscientiously. Spiritual and cultural development is satisfactory. The school's links with schools in Europe and Zambia give pupils good opportunities to learn about other cultures. However, more could be done to prepare pupils for life in a multicultural society. Pupils know how to stay safe, fit and healthy and they enjoy sport, exercise and their healthy lunch options. The school choirs give pupils of all ages the chance to contribute to the local community. A lovely example of the best of the above was observed in an excellent class assembly performed for parents with great maturity, enthusiasm and confidence. The enjoyment, self-esteem and pride were almost tangible.

Quality of provision

Teaching and learning

Grade: 3

Most teachers manage their classes well and pupils' amenable behaviour makes a good contribution to learning. Lessons are well planned but not all activities meet the needs of all learners. Teaching assistants make a good contribution to learning by supporting pupils who need extra help. However, they are few in number and the lack of an extra adult to encourage other groups of pupils and help them stay on task often hinders learning. The lack of interactive whiteboards (IWBs) in most classes means that another tool for creating interest and focusing attention is not available. Marking is satisfactory, but does not always provide pupils with the information they need to make day-to-day improvements.

Curriculum and other activities

Grade: 3

Teachers ensure that pupils cover all the necessary areas of the curriculum with an appropriate emphasis on literacy, numeracy and science. Pupils enjoy the good range of extra activities provided by the school and good use is made of the local area. Music is a particular strength. The active, practical activities provided in music are seen as 'fun' by the pupils involved. In other subjects, more routine activities lead to boys especially losing concentration and focus. The new computer suite has made it possible for pupils to be more active in information and communication technology (ICT). However, pupils tell us that they rarely use it outside ICT lessons to explore other subjects. The lack of IWBs also limits the use of ICT across the curriculum. Some links are made between other subjects but the school recognises that this is an area for development.

Care, guidance and support

Grade: 3

Good pastoral care and support, making children feel happy and safe in school, is much appreciated by parents. All pupils are valued and included in all the school has to offer and the partnership with outside agencies in this area is strong. Appropriate measures to safeguard and protect pupils are in place and known to staff. However, the process of evaluating progress and of setting and reviewing individual learning targets does not encourage pupils to achieve more than they might have expected. Most pupils know their learning targets but few know how well they are doing or what they need to do next to make progress in their learning. A notable exception is in Year 6, where pupils enjoy talking with an adult about their weekly writing targets because it helps them to know exactly what they need to do to achieve them.

Leadership and management

Grade: 3

The school is in a transitional phase with a newly formed senior management team (SMT). In the short time they have been working together, they have identified almost all the areas for improvement listed in this report and begun to work on making improvements. Several have resulted from a much deeper analysis of the progress made by groups of pupils throughout the school, using information already available. A key management issue identified by the SMT has been the limited amount of time curriculum and other coordinators have been able to spend in classrooms monitoring provision. This has limited their impact on improving provision in their areas of responsibility and the school's ability to evaluate how effectively subjects are being taught. A combination of these factors has meant that the quality of teaching has not been judged by its impact on learning.

A good deal of money has had to be spent on developing the accommodation. Partly because of this, much less has been invested in upgrading learning resources to the level now common in primary schools. For example, few classrooms have IWBs and the level of adult support in classrooms is much lower than that seen in similar schools.

The governing body has made a satisfactory contribution by being supportive and actively involved in the development of the school.

Inspection judgements

| | |
|---|-----------------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|-----------------------|

Overall effectiveness

| | |
|--|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| The capacity to make any necessary improvements | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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

Personal development and well-being

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

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 3 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 3 |
| How well are learners cared for, guided and supported? | 3 |

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? | 3 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 3 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 3 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| 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

Mrs Bedawi, Mr Clarke and I would like to thank you for welcoming us to your school. We enjoyed our two days with you in Dawlish and were really impressed by how well you all get on together. Thank you for telling us about your school and helping us when we got lost or could not get in. We felt privileged to be the first people to use your new classrooms and hope that they will soon be ready for you to use. We think your school is satisfactory right now but that your teachers know how to make it better.

These are the good things we found:

- Your behaviour is good and you try hard.
- It is good to see that your school helps you to know how to stay fit and healthy. Your school dinners would make anyone want to eat healthily.
- You really enjoy making music and performing.
- Your teachers and helpers arrange lots of extra activities for you outside lessons.
- All the adults in the school know you and look after you really well, and make sure you are safe and healthy.
- All your teachers and helpers are working hard to make sure your time in school is happy and positive.

To make things even better, this is what we have asked your school to do now:

- Help you learn more by setting you challenges that you can meet if you try hard; then perhaps you could set your own even harder challenges.
- Make the things you do in class more fun by choosing things you are interested in and doing things in different ways. Maybe you have some ideas about how to do this.
- Give your teachers all they need so they can make all lessons as good as the best.

Enjoy the rest of this term. We are sure your new headteacher will enjoy getting to know you in the spring.