



Western Primary School

Inspection Report

Unique Reference Number 117926
Local Authority North East Lincolnshire
Inspection number 290969
Inspection dates 17–18 January 2007
Reporting inspector Kathryn Dodd

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

Type of school	Primary	School address	Broadway
School category	Community		Grimsby
Age range of pupils	3–11		DN34 5RS
Gender of pupils	Mixed	Telephone number	01472 311550
Number on roll (school)	193	Fax number	01472 311625
Appropriate authority	The governing body	Chair	Mrs Judy Colling
		Headteacher	Mrs Kim Leach
Date of previous school inspection	1 May 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Most pupils attending this average sized school come from White British backgrounds. The number of pupils on roll is declining, mainly due to a fall in the local birth rate. The school serves an area of significant social and economic disadvantage. The proportion of pupils entitled to free school meals and the proportion with learning difficulties and disabilities is well above average. The school receives additional funding from partnerships with the Grimsby Excellence Cluster and Sure Start. The opening of a Children's Centre on the same site is imminent. The headteacher was appointed in September 2005.

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 but improving school, with several good features. The staff show a high level of care for all pupils, sowing the seeds for improving pupils' achievement. One parent commented, 'The school is the most stable and worthwhile thing in my children's lives'. Pupils' good personal development and well-being supports their progress well. This is because the staff place a high priority on pupils enjoying learning, keeping themselves safe and healthy and playing an active part in the day-to-day life of the school

In 2005, standards by Year 6 overall were below average but they were well below average in mathematics and science. Results in national tests rose in 2006, but were still below average. This represents satisfactory achievement from pupils' starting points which are well below average at entry to the nursery. Quality and standards in the Foundation Stage (Nursery and Reception) are satisfactory, and children make satisfactory progress. However, whilst children achieve satisfactorily in the Nursery, there is insufficient information collected about their progress to ensure that provision always meets their individual learning needs. Between Years 1 and 6, pupils make satisfactory progress in response to satisfactory teaching. Although there are examples of good teaching and learning, teachers do not always use the information they collect about pupils' progress to plan work that meets pupils' needs precisely enough. This is especially the case for those pupils who are capable of achieving more. The effects of this are particularly noticeable in writing, where pupils' achievement is weakest.

What the school should do to improve further

- Develop the skills of staff with management responsibilities, so that they contribute more fully to improving provision and raising standards.
- Use the information collected about pupils' achievement to plan work that meets their differing learning needs more effectively, especially for more able pupils.
- Check children's progress thoroughly in the Nursery in order to help accelerate their learning at a good pace.

Achievement and standards

Grade: 3

When children start Nursery, their attainment is well below what is typical for their age, especially their language and social skills. Many children are still working towards the goals set nationally by the end of Reception. Children progress faster in the Reception class than in the Nursery, because staff in the Nursery do not ensure that all children's learning needs are met fully. Girls and boys of all ages, including those with learning difficulties and disabilities, achieve satisfactorily, although the rate of progress varies across the school. Results in national tests in 2006 were below average at both Year 2 and Year 6, reflecting satisfactory progress since entry to Year 1. These were an improvement on 2005, when the results in Year 6 reversed a previously upward trend because the pupils tested included an unusually high proportion of pupils with

learning difficulties and disabilities. Although the results of the 2006 tests show a rise in standards over the previous year, English and particularly writing remained a weakness. Furthermore, the proportion of pupils that reach the higher levels of attainment across the subjects is low. This is because teachers do not ensure sufficient challenge for them to achieve as well as they can in lessons. The school has set realistically challenging targets for Year 6 pupils in 2007 and recent strategies for improving writing are proving effective.

Personal development and well-being

Grade: 2

Pupils' personal development and well being, including their spiritual, moral, social and cultural development, are good. The school is a happy, harmonious place to learn and pupils say that they enjoy coming to school. They are motivated to try hard because their achievements are valued highly and celebrated often. As a result, the attitudes and behaviour of most pupils are good. Parents and pupils rightly acknowledge that staff deal effectively with problems. Pupils enjoy making their school a better and safer place to be. They willingly volunteer to take on small responsibilities, particularly to help look after younger children by being playground buddies. They have a good understanding of why it is important to eat healthily and to take regular exercise. Many enjoy the 'Wake up and shape up' session each day. The secure personal, social and emotional development of children in the Foundation Stage ensures that they settle well into school life. Attendance is satisfactory and improving, but the persistent lateness of a small minority of pupils continues to slow down their learning.

Quality of provision

Teaching and learning

Grade: 3

Pupils make satisfactory progress as a result of satisfactory teaching and learning. Although there are examples of good teaching that enables pupils to make good progress, particularly in the Reception class and in Year 6, teaching quality is not consistent across the school. Teachers and support staff embrace initiatives to raise standards with enthusiasm and view positively the regular checking of their work by school leaders. Strong features of most lessons are a sense of fun and enjoyment, positive relationships, good management of pupils' behaviour, purposeful activities and effective use of computerised white boards. Pupils' progress over time, however, is hindered because the staff's assessment of pupils' learning is inconsistent. As a result, the work they plan does not always match pupils' differing needs, particularly to challenge the thinking of the more capable.

Curriculum and other activities

Grade: 2

The curriculum is good and meets requirements. The school makes good use of extra funds to promote higher achievement for most pupils and provide exciting and interesting learning opportunities. This has a positive impact on pupils' enjoyment, attitudes to learning and how well they develop as young people. The school now provides better opportunities for some groups of pupils to boost their learning, according to their particular needs. The curriculum is enriched well by additional activities such as bicycle maintenance and seaside exploration. Pupils of all ages improve their speaking and listening skills by learning French. Higher attaining pupils have several opportunities to develop their skills outside the classroom but the work provided in lessons is not always sufficiently challenging for them. A whole school focus on raising achievement in writing is proving effective, although there are not enough opportunities for pupils to practise their writing skills in other subjects. Most support programmes and initiatives are very new. Consequently, their impact is not yet reflected fully in national assessment and test results.

Care, guidance and support

Grade: 3

Parents rightly feel that their children are well cared for. There are well thought through procedures for protecting and safeguarding pupils. Relationships are good and pupils know that staff will help them overcome any difficulties. The sensitive and effective support given by learning mentors to pupils with social and emotional difficulties is valued highly by parents. The close links fostered with external support services effectively supplement the school's work. In Year 6, pupils are clear about the next steps in their learning because helpful marking and regular individual discussions with teachers guide them well. These good practices are not yet applied consistently across the school. Nursery staff and managers do not keep a close enough check on how well children are progressing in each areas of learning, so that they can identify and provide the support children need.

Leadership and management

Grade: 3

Leadership and management are satisfactory, including governance. By working together, leaders and managers have created an ethos of valuing and nurturing all pupils equally. The headteacher, well supported by the deputy headteacher, has steered the school successfully through a challenging period. Despite falling rolls, financial uncertainty and long-term staff absence, the school is now on a clear path of improvement. Pupils' good personal development, an improved curriculum and staff's renewed enthusiasm contribute well to this improving situation. The capacity to bring about improvements is satisfactory, even though not all staff fully fulfil all the monitoring and evaluative aspects of their roles. Nevertheless, the school has an

accurate view of its effectiveness. Plans to achieve the school's aims are clear, particularly those to raise pupils' achievement in English and particularly in writing. As a result, the school is securely placed to maintain the steady improvement since the last inspection. The school provides satisfactory value for money.

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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?	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?	2
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

Western Primary School

Broadway

Grimsby

DN34 5RS

19 January 2007

Dear Pupils

Thank you for making us feel so welcome when we visited your school. You were all very polite, keen to talk to us and answered all of our questions really thoughtfully. Your behaviour was good and most of you worked hard in your lessons. We particularly enjoyed hearing you all sing so joyfully in assembly and seeing so many of you taking part in the 'Wake Up and Shake up' session in the hall. I can see why you told us that you enjoy coming to your school and why most of your parents are pleased with it. All the adults care about you doing well and are working hard to make sure you get lots of chances to take part in interesting and exciting activities in your lessons and after school. I am particularly pleased to know that if you have any problems or are upset, there is always someone you can talk to and get help. Those children that help look after younger children in the playground and carry out other jobs are helping make your school a happier and safer place to be.

Your headteacher, teachers, governors and other adults that help in school are working hard to make your school even better. I have asked them to make sure that the work you are given in your lessons is never too easy for you and always gives you the chance to show what you are capable of. I have also asked your headteacher and other leaders in the school to keep a close check on where you are learning well and where you might be able to do even better, including in the Nursery class.

You can help your school become even better by making sure you know what it is you need to do to get better at your work and checking all the time if you are. Also, you should make sure that you tell your teacher if the work you are given is too easy or too hard for you and, of course, continue to try your very best in everything that you do.

I wish you all the very best for the future

Kathryn Dodd

Lead inspector