

# Westcliffe Primary School

## Inspection report

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<b>Unique Reference Number</b>	131216
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	293723
<b>Inspection dates</b>	12–13 July 2007
<b>Reporting inspector</b>	Kathryn Dodd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	282
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Andrew
<b>Headteacher</b>	Mrs Kate Buckley
<b>Date of previous school inspection</b>	1 December 2002
<b>School address</b>	Dryden Road Scunthorpe DN17 1PN
<b>Telephone number</b>	01724 861602
<b>Fax number</b>	01724 861660

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Almost all pupils attending this larger than average school are from White British family backgrounds. The school serves an area with considerable social and economic disadvantage. The proportion of pupils entitled to free school meals and the proportion having learning difficulties and/or disabilities is very high. The school holds the Healthy Schools Award. There is a range of community support services based on the school site.

## 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, with a few good features, that provides satisfactory value for money. The high level of care for individual pupils is seen in the way that staff nurture them and provide a safe and secure place for them to learn. The school places high priority on acknowledging the contribution of each pupil; even their smallest steps in achievement are recognised and valued highly. This, along with pupils' good behaviour, provides a positive starting point for improving pupils' enjoyment of school and their academic achievement. As a result, most parents think highly of the school, and particularly appreciate the welcoming and supportive approach.

Standards in the 2006 national tests at the end of Year 6 were exceptionally low in English, mathematics and science, but this represented satisfactory progress from pupils' very low starting points in Year 1. The quality and standards in the Foundation Stage (Nursery and Reception classes) are good, and learning gets off to a successful start, particularly in personal, social and emotional development. Between Years 1 and 6, girls and boys, including those with learning difficulties and/or disabilities make satisfactory progress as a result of satisfactory teaching and learning and a satisfactory curriculum.

Although there are examples of good teaching, the rate at which pupils make progress varies between classes and subjects. This is because teachers do not always use the information they collect about pupils' progress to plan work that meets their varying learning needs precisely enough. As a result, expectations of what pupils might achieve, particularly more capable pupils, are not always sufficiently high to push learning forward at a good rate. Nevertheless, recent changes to the curriculum, for example, to promote higher achievement in writing and a more appropriate curriculum in Year 1 are starting to have a positive effect on progress.

Despite considerable challenges since the previous inspection, particularly staff changes, the headteacher has put the school on a steady pathway of improvement. This has been an uphill struggle, but her clear vision, hard work and dogged determination have paid off. She has taken other leaders, managers and governors on board, so that they share her vision for a brighter future. The effective partnership she has forged with outside organisations has secured good support for the high proportion of pupils and families with social and emotional needs. Also, numerous opportunities for the professional development of staff are improving the quality of teaching and learning. Nevertheless, the pace of improvement, particularly in raising standards, is still fairly slow. This is because new staff and governors have only recently taken on leadership and management responsibilities, and their skills are yet to be developed and proven. Nevertheless, the school has accurately evaluated its overall effectiveness and the right priorities for further improvement. It knows its own strengths, and is not afraid to say that it can do better. The school has made satisfactory improvement since the previous inspection, and has demonstrated a satisfactory capacity to improve in the future.

### What the school should do to improve further

- Increase teachers' expectations of what pupils can achieve in order to accelerate pupils' progress in English, mathematics and science, so that standards improve.
- Use the information collected about pupils' attainment consistently well to plan work that meets their differing learning needs, especially for the more capable pupils.
- Develop the skills of leaders, managers and governors, so that they can contribute fully to improving provision and raising standards.

A small proportion of the schools whose overall effectiveness is judged as satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Although standards by the end of Year 6 are well below average, pupils' achievement is satisfactory. Standards are rising. When children start in the Foundation Stage, their skills are well below those typical of their age, and their personal, social, emotional skills and their communication, language and literacy skills are poor. Although children make good progress from these low starting points, only a minority attain the goals set nationally for their learning by the time they start Year 1.

Pupils in Years 1 to 6, including those with learning difficulties and/or disabilities, make satisfactory progress. The school has identified raising standards as a matter of urgency, however, and there are signs that pupils' progress has started to speed up. For example, there is evidence of good progress, particularly in Year 3. Also in 2006 Year 6 national test results in English, although still well below the national average, were the highest for five years. Although standards in reading are consistently higher than in writing, a focus on improving pupils' writing skills has started to pay dividends, particularly in Years 3 and 5. Standards of writing in Year 2 now exceed those in reading.

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

### **Grade: 3**

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are satisfactory. Good progress in personal, social and emotional development made by children in the Foundation Stage, along with the good behaviour of most pupils throughout the school, provides a positive starting point for improving academic achievement. Parents and pupils agree that behaviour has dramatically improved. Pupils have a good understanding of school rules, and are clear about the consequences of their actions. They say that they enjoy school, and so attend regularly with attendance that meets the national average. Pupils feel motivated to do their best because their efforts are always praised and celebrated. Pupils make a satisfactory contribution to their school community. Older pupils show a growing maturity and confidence by helping with duties around school; such as, selling healthy snacks at breaks. Pupils' understanding of healthy lifestyles is seen in their enjoyment of taking part in sport and other physical activities. Their growing personal and social skills, along with satisfactory progress in literacy and numeracy skills, provide a sound platform to support their future education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Although pupils make satisfactory progress as a result of satisfactory teaching and learning, there are examples of good teaching and learning, particularly in the Foundation Stage and in Years 3 and 5. Thoughtful organisation, positive relationships and good management of pupils' behaviour are strong features of most lessons. The pace of pupils' learning varies between classes and subjects because teachers do not have equally high expectations of how much their

pupils can achieve. Although teachers make regular assessments to find out what pupils can already do, they do not always use this information to provide work and support that is tightly matched to pupils' individual learning needs. This slows learning down, especially for the more capable pupils. The marking of pupils' work is inconsistent and does not always tell them what they need to do to improve their work. Nevertheless, teachers and support staff have responded with enthusiasm to changes in practice. They take up opportunities for professional development, such as in initiatives aimed at raising standards in writing. As a result, teachers' skills and confidence are growing, and this is starting to have a positive impact on pupils' progress and the standards they reach.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum enables pupils to make satisfactory progress. In the Foundation Stage, a high priority on providing an enjoyable and practical curriculum helps children to make good progress, especially in their personal, social and emotional development. The curriculum is often tailored to pupils' specific needs. In Years 1 and 2, for example, it takes account of the fact that some pupils are not ready for the formal National Curriculum that is typically provided for pupils of this age. The curriculum has recently been adapted to address weaknesses in pupils' writing. Pupils now have more time for practising writing skills; for example, there are more opportunities for them to learn vital speaking and listening skills from an earlier age. Although there are some creative links between learning in literacy and other subjects, pupils do not yet have enough opportunities for practising their skills in a motivating and stimulating way across curriculum subjects. The practice of using mundane worksheets that require little of the pupils often restricts learning, particularly for the more capable pupils.

## **Care, guidance and support**

### **Grade: 3**

Care, guidance and support are satisfactory. Staff know pupils very well as individuals and relationships are good. This ensures a high quality of care. Appropriate procedures for protecting and safeguarding pupils are in place. Pupils know that staff are always on hand to help them overcome any difficulties. Pupils with learning difficulties and/or disabilities and those who are vulnerable, including their families, are well supported. This is the result of an effective partnership between school and home, and strong links with support agencies including those on site; such as, the Children's Centre and the Hearing Impaired Unit. The newly formed 'nurture group' for older pupils, particularly those needing help to manage their behaviour, is an example of the school's commitment to meeting pupils' individual learning needs. Although teachers set targets for pupils' learning, the targets are not always sufficiently challenging, especially for more capable pupils. Pupils are developing a good understanding of how well they are getting on in their writing. This is because teachers refer often to the targets. This is not the case in all the classes, however, nor is the good practice applied consistently in other subjects.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher is successfully steering the school through a very challenging period and makes a considerable contribution to its improvement. Despite a high turnover of staff, financial constraints and the additional challenge

of working in an area of considerable social and economic disadvantage, improvements in behaviour and attendance are evident. The school places high priority on improving the quality of teaching and learning. This is reflected in the good range of professional development opportunities taken up with enthusiasm by staff and by the ongoing close support from the local authority. As a result, previous weaknesses in teaching have now almost been eradicated. The standards reached by pupils, however, remain well below average. This is because there has been a high turnover of staff, especially staff with major leadership and management responsibilities. Governance is satisfactory. There has been difficulty with recruiting new governors. Governors recognise they need further training to help them contribute more fully to school self-evaluation. Although a clear structure for leadership and management is firmly in place for September 2007, staff who have recently taken on leadership and management responsibilities have yet to develop their monitoring and evaluating skills in the context of the challenges facing this school.

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## Annex A

## 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>
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### 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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
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

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

### The quality of provision

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

<sup>1</sup> 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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

14 July 2007

Dear Pupils

Inspection of Westcliffe Primary School, Scunthorpe, DN17 1PN

Thank you for making us welcome when we visited your school. You were polite, keen to talk to us and answered our questions thoughtfully. Your behaviour was good and most of you worked hard in your lessons. We were particularly pleased to hear that you feel safer in school because children now behave much better. It was good to see how proud you are when you get certificates to celebrate your successes in assembly, especially for good behaviour and for good writing. We know that this makes you want to try hard and do your best. Your parents and teachers are proud of you too.

We can see why you told us that you enjoy coming to your school. All the adults care a good deal about you and are working hard to make sure you get any special help you need to do well. 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 of you who do small jobs around school, such as selling fruit at break time, and the children who are on the school council are helping make your school a happier, safer and healthier place to be.

We have asked your headteacher, staff and governors to help you to reach higher standards in English, mathematics and science. Some of you told us that you find your work too easy. We agree. We think that you could learn more if your teachers looked more closely at what you can already do, and then gave you work to make you think much harder and give you the chance to show what you are capable of. Your headteacher works very hard indeed, and we have asked her to get more help from other teachers and governors, so that the school can keep a closer eye on where you are leaning well and where you might be able to do even better.

You can help your school to become even better by making sure that you know what it is you need to do to get better at all your work, not just in writing. Also, you should tell your teachers if your work is too easy or too hard, and of course, continue to try your very best in everything that you do.

I wish you all the very best for the future.

Yours sincerely

Kathryn Dodd

Lead Inspector