

West End Primary School

Inspection report

Unique Reference Number	119139
Local Authority	Lancashire
Inspection number	295415
Inspection dates	9–10 May 2007
Reporting inspector	Dave Byrne

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	177
Appropriate authority	The governing body
Chair	Mrs Judy Franks
Headteacher	Mr Steven Wetherill
Date of previous school inspection	1 March 2006
School address	Chatsworth Road Morecambe Lancashire LA3 1BW
Telephone number	01524 411227
Fax number	01524 400643

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The large majority of pupils are of White British background and the area has a significant amount of social and economic disadvantage. Pupil mobility is high with children arriving and departing throughout the year. The attainment of most children starting school in Reception is well below what is typical for their age. The percentage of pupils learning English as an additional language has increased significantly since the last inspection and is now above the national average. The proportions taking free school meals, and having learning difficulties and/or disabilities, are well above average. Out of school care is provided before and after school, and during holidays.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. It is now satisfactory.

Since the last inspection the school's strengths in pupils' personal development have been maintained and a clearer focus is in place for improving academic achievement. The rate of pupils' progress is improving because of improvements in teaching and a livelier, more exciting curriculum, particularly in Reception, Key Stage 1 and upper Key Stage 2. Efforts to involve parents and carers in children's learning is having a positive impact particularly on reading. Parents rightly say that the school is a caring and welcoming place, where children are valued as individuals and grow in self-confidence. Personal development is good. Pupils usually behave well, enjoy lessons and benefit from a safe and secure environment. They know the choices required to be healthy and safe. A good contribution is made by pupils to the school community by participating in the school council and caring for others as 'Playground Pals'.

Teachers work closely with learning assistants to effectively support pupils with learning difficulties and/or disabilities and those learning English as an additional language. Children start Reception with skills that are well below those expected for their age. Good teaching enables a majority of children to reach the standards typical for their age by the time they enter Year 1. National test results at the end of Year 2 were significantly below average in 2006. Given their starting points in Year 1, their achievement in Years 1 and 2 was satisfactory; it is improving as a result of better teaching. In 2006, standards in Year 6 were significantly below average but pupils did better than in previous years. Given their very low starting point, the school's performance data indicates satisfactory achievement. However, the more able often do not achieve their potential. Some teachers are starting to involve pupils more in the assessment of their own learning, but these good practices are not effectively applied in each class.

Leadership and management have improved since the last inspection and now make a good contribution to improving academic achievement. The relatively new senior management team and headteacher have worked closely with the local authority to establish a clear vision for raising pupils' achievement. As a result, the school has accurately identified the right priorities for improvement, and success is already evident in better pupil progress. The school's systems for monitoring how well it is doing are satisfactory and inform where further refinements are necessary. Governors are now involved in many aspects of school life and working with it to improve their knowledge and understanding of the school's strengths and weaknesses. The school gives satisfactory value for money.

What the school should do to improve further

- Improve the progress of all pupils to raise standards in English, mathematics and science, particularly of the more able pupils.
- Improve the quality of teaching and learning so that pupils make consistently good progress in lessons.
- Increase the involvement of pupils across the school in using assessment to guide their own learning.

A small proportion of the schools whose overall effectiveness is judged 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

Since the last inspection, progress has improved. Despite the very challenging circumstances faced by many pupils, achievement is now satisfactory but standards remain significantly below average. The improved achievement has resulted from more effective teaching. There is also a better curriculum and more effective use of assessment to target the needs of pupils. Children with learning difficulties and/or disabilities and those learning English as an additional language progress satisfactorily and there are no significant differences in the performance of boys and girls. However, more able pupils do not achieve as well as they should.

Attainment on entry to Reception is well below that typical for children of their age, especially in language development, knowledge and understanding of the world and personal and social skills. Improved teaching in Reception has helped to boost progress in recent years and ensures that most children reach the goals expected of them. Standards were significantly below average in 2006 in Year 2 national assessments. In Years 1 and 2 currently, good teaching is building on the better standards coming into Year 1 and progress is now increasing and standards are below average.

In 2006, pupils in Year 6 made satisfactory progress given their starting point in Year 3 and at a rate that was much better than for previous Year 6 groups. Standards however, were significantly below average but have risen consistently since 2003. The high levels of mobility and absence and the well above average number of pupils with learning difficulties and/or disabilities have a negative pull on test results. Despite the many barriers to learning, the school recognises that pupils can do better and, together with the local authority is taking effective action to do this.

Personal development and well-being

Grade: 2

Pupils' personal development and spiritual, moral, social and cultural development are good. The school has worked hard and successfully raised expectations in these areas. Firm action is taken on the few occasions when behaviour dips below these high expectations. Moral and social development has particular strengths that result in good attitudes, behaviour, happiness, increasing confidence and secure relationships. As a result, pupils are aware that they have a responsibility to all in the school and, alongside the work of the school council, this forms part of the good contribution that pupils make to the school community. Pupils say that this is a safe and secure school where they know who to turn to if they encounter a problem.

Opportunities to develop pupils' personal, social and health education have expanded and are identified in lessons such as English and mathematics. Pupils know the importance of healthy eating and exercise because the school emphasises it well. They acquire good personal skills and improving academic skills which prepare them adequately for secondary school. Attendance is below average but improving. Attendance is below average but improving and the school and LA work hard to minimise the negative impact of mobility.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory, with strengths in the Foundation Stage, Key Stage 1 and upper Key Stage 2. Improvements in the teaching of reading have boosted progress in the Foundation Stage and Key Stage 1 in particular: good teaching results in learners working hard. Changes in staffing in Key Stage 1 have led to raised expectations for pupils and interesting work that inspires them. In Key Stage 2, teaching is satisfactory in Years 3 and 4. In Years 5 and 6 expectations of pupils' learning have increased so that progress is accelerating. Recent investments in information and communication technology (ICT) have begun to enhance learning but are not yet fully exploited by teachers. The use of marking to guide pupils' learning is better than at the last inspection, but does not always sufficiently involve pupils enough. Teachers and support staff make a good team, working hard to meet the needs of almost all groups of pupils, but the needs of the more able pupils are not consistently met.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and improving. Academic development is now adequately promoted and personal development is strongly supported. The provision in Reception and the planning of literacy and numeracy across the school has improved since the last inspection, leading to better progress. Opportunities are increasing for pupils to use their literacy, numeracy and ICT skills across the full range of subjects and better strategies exist for promoting reading. Enrichment of the curriculum is good, with a very popular breakfast club, after-school activities, visits and visitors. Personal, social and health education are strong and contribute to pupils' good personal development.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory with strengths in the quality of personal support and care. Procedures and practices for child protection, safeguarding, maintaining good behaviour and keeping absence to the minimum are in place. Vulnerable pupils are supported well by caring staff and the effective learning mentor, with additional support from outside agencies. Academic guidance and support are satisfactory. Improvements in the links with parents are starting to lift pupils' academic progress by encouraging parents to understand the value of helping their children to read regularly at home, for example. Recent developments in the school's assessment systems are improving the quality of academic guidance. They adequately pinpoint pupils who are underachieving and make sure that pupils with specific individual needs are given support. However, the more able are often not challenged enough.

Leadership and management

Grade: 3

Leadership and management, including governance, are satisfactory. Personal development has a high priority and now better attention is given to pupils' academic development. With the creation of a new senior management team and the very effective support of the local

authority, the headteacher and staff are now much more focused on raising standards. The much improved performance data for 2006 shows that success is starting to come through. Improved systems for monitoring teaching and learning have raised the quality of school self-evaluation to satisfactory. Better training for teachers, support staff and governors has improved the quality of provision across the school and raised pupils' own expectations. Better links between governors and teachers since the last inspection and efforts to understand the school's performance data are improving governors' monitoring and evaluation skills. The school is better than it was at the last inspection because progress is improving and achievement is now satisfactory. Given the school's current educational direction, it has the capacity to continue to improve in future. It gives satisfactory value for money.

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Annex A

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?	3
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.

Annex A

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

11 May 2007

Dear Pupils

Inspection of West End Primary School, Lancashire, LA3 1BW

We thank you for being so friendly during our visit to your school. We enjoyed sharing some of your lessons, joining you outside and chatting. As many of you will be aware, this was the second inspection of your school in just over a year. We feel that the school is now better than it was and on its way up. The improvement is down to three things:

- the way you have helped your teachers by trying harder in lessons and behaving well
- the efforts of all your teachers to give you better lessons
- the increased opportunities for you to find ways of improving your work.

The school knows that it can improve further. We are pleased that you are doing better in English, mathematics and science and ICT but feel that in time you can do even better. We have asked the school to continue to make lessons fun and more challenging, particularly for those of you who find work easy. We have also asked the staff to make sure that all of you, in every class, get more involved in checking how well you are doing so that you know exactly what you need to do to get better.

You have all been part of the school's improvement. The way you willingly care for others, for example by being playground helpers, and like to work hard in lessons all help to give you a better time at school. We hope you continue to do as well as you can and work closely with your teachers so that school gets better and better.

We wish you all the best for your futures.

Yours sincerely

David Byrne and John Heap

Your school inspectors