

Westgate Primary School

Inspection report

Unique Reference Number	107879
Local Authority	Leeds
Inspection number	309527
Inspection date	23 April 2008
Reporting inspector	Ann Sharpe

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	3-11
Gender of pupils	Mixed
Number on roll	
School	251
Appropriate authority	The governing body
Chair	Mr M Sanders
Headteacher	Mrs Rhona Bignell
Date of previous school inspection	18 April 2005
School address	Scarborough Road Westgate Otley West Yorkshire LS21 3JS
Telephone number	01943 462349
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Introduction

The inspection was carried out by one Additional Inspector. The inspector investigated the curriculum and other activities, and care, guidance and support. Evidence was gathered from the school's self-evaluation, plans for further improvement, nationally published data and the school's own records of pupils' progress. Brief observations around the school took place. Discussions were held with staff, pupils and governors. Questionnaires returned by parents were considered. Other aspects of the school's work were not investigated in as much detail and the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included, where appropriate, in this report.

Description of the school

Almost all of the pupils at this average sized school are White British. The proportion entitled to free school meals is below average and the proportion with learning difficulties and/or disabilities is broadly average. Only about half of the children starting Nursery remain at this school for their Reception year. In the past year or so, as a result of the promotion of two key staff and difficulty recruiting a suitable new deputy headteacher, some staff have been carrying out leadership duties on a temporary basis. The school holds the Investors in Pupils, Stephen Lawrence Education, Healthy Schools, Activemark, Artsmark and FA Charter Standard awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Westgate Primary is a good school with outstanding features and gives good value for money. It is very popular in the community and its oversubscription reflects parents' very positive views of their children's education. It is a friendly, happy and purposeful school that lives up to its motto - 'Striving for Excellence and Caring for Children'. Pupils are well cared for and safeguarding arrangements are robust. They receive both good academic and personal support which enables them to thrive and contributes significantly to their good achievement. The school forges outstanding partnerships with others in pursuit of meeting the learning needs of all pupils. An impressive range of national awards is testimony to pupils' outstanding personal development and well-being. The school exceeded all of its targets for performance in the 2007 national tests for pupils in Year 6. It has continued to improve at a good rate since the previous inspection and there are clear signs that pupils' progress is accelerating. This has been achieved, despite the loss of two key staff, because teachers have pulled together as a strong team in order to ensure that pupils' education has not suffered. As a result of the headteacher's dedication and determination and the unflinching support of temporary key staff, the school has risen to its challenges and continues to make good progress.

Good teaching and learning ensure that throughout the school, pupils, including those with learning difficulties and/or disabilities, achieve well and make good progress. By the end of Key Stage 1, standards are above average. Standards at the end of Key Stage 2 have improved since the previous inspection and are significantly above average. Staff track pupils' attainment and progress meticulously. They are alerted quickly when pupils' progress is not as rapid as they want it to be, or when they spot areas of weakness that need to be investigated further. The school has high expectations of the pupils, and teachers set them increasingly challenging learning targets. As part of efforts to raise standards in writing, pupils have gained a very thorough knowledge of what they need to do to improve. Pupils' knowledge of how to reach their learning targets in reading, however, is inconsistent. During the strong focus on improving pupils' writing skills, opportunities to raise standards in reading even further by involving the pupils are being overlooked. Although most pupils achieve very well in reading, some could do even better, given their eagerness to take ownership of their own learning.

Pupils' excellent personal development and well-being stems from an outstanding curriculum that provides very well for all aspects of their education. Thoughtful recent revisions ensure that pupils find their learning 'fun' and make meaningful links in their learning between different subjects. Many pupils attend the wide variety of extra-curricular activities offered, which are so popular that the school has to restrict the number that each pupil may attend. All pupils learn to speak Spanish, with the help of a native speaker foreign language assistant. Pupils thoroughly enjoy school, attend regularly and their behaviour is exemplary. They appreciate the many opportunities they have to go on visits and work with interesting visitors. They are actively involved in special events, such as 'theme days', and take part in community events. School council members speak very proudly of their many achievements. They love helping to make their school a safer, healthier and happier place. Pupils know and understand the school rules: for example, they are adamant that no child should ever be unhappy at this school because, 'We say NO to bullying.' They say that they feel safe because everyone knows that they must tell an adult about any problems. Pupils explain healthy and safe lifestyles in a sensible and very mature way. Their good progress in literacy and numeracy skills, confident use of new

technologies and their good understanding of the diverse society beyond Otley prepares them well for secondary school and for their future lives as adults.

Leadership, management and governance are good. This is a school that has an accurate view of its own effectiveness. Improvements to the premises have been a major undertaking that the school has embraced eagerly because of the benefits to pupils' education. The re-establishment of a permanent new senior leadership team is, rightly, a main priority for the future. The school already has plans in place for ensuring a seamless transition of duties and responsibilities of those staff involved. Consequently, there is good capacity to continue to improve in the future.

Effectiveness of the Foundation Stage

Grade: 1

When children start in the Foundation Stage Unit, their skills are broadly typical for their age. The attainment of boys, however, is generally less advanced than that of girls. As a result of the outstanding provision and exemplary leadership, all children make good progress and achieve well. By the end of Reception, their skills are above what is expected nationally. Girls and boys make at least good progress because of good teaching and learning. Extensive data indicates that some children are currently making exceptional progress and the skills of boys and girls are levelling out. Caring staff work together closely, placing strong emphasis on motivating boys to want to learn. When children play outdoors in the pretend garage, for example, the high quality of play and skilful questioning by enthusiastic adults encourages them to enjoy recording their ideas on paper. Children make outstanding progress in personal, social and emotional development because of the rich and exciting provision. They make good progress in communication, language and literacy and mathematical development as a result of carefully planned activities that excite children. Staff make best possible use of all the space available, in order to match provision exceedingly well to the learning needs of the children.

What the school should do to improve further

- Ensure that pupils know what they have to do in order to reach their individual learning targets in reading, so that they progress at the fastest rate possible.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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?	2

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?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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

Thank you so much for the very warm and friendly welcome you gave me when I visited your school and for answering all my questions so politely and thoughtfully. I enjoyed my day with you, particularly hearing about all the improvements that the school council have helped with. I think that your outside play areas are super - what a difference the changes have made to how your school looks from the outside and how much you can enjoy playing and working outdoors.

I was very impressed with how much you know about keeping healthy and safe. You clearly enjoy everything about school a great deal and know the differences between right and wrong behaviour. You make good progress in lessons because your teachers and other adults care about you and want you all to do well. It is little wonder that your parents were so keen for you to get a place at this school.

Yours is a good school that is improving. You told me how teachers make your learning 'fun', and I agree. Although you know a lot about how to reach your learning targets in writing, when I asked, you were very unsure what your reading targets are and what you have to do to reach them. This is why I have asked the school to do more to involve you in your learning and progress in reading, so that you all do as well as you possibly can.

You can help by asking teachers to tell you what your reading targets are and by asking what you must do next to reach them.

I hope that Year 6 pupils have a fantastic time when you go on your residential visit to Whitby.