

Westmoor Primary School

Inspection report

Unique Reference Number	108582
Local Authority	North Tyneside
Inspection number	309731
Inspection date	26 June 2008
Reporting inspector	Brian Blake HMI

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	324
Appropriate authority	The governing body
Chair	Mrs Alison Jobling-Hersey
Headteacher	Mrs Carol Down
Date of previous school inspection	1 July 2005
School address	Southgate Killingworth Newcastle upon Tyne Tyne and Wear NE12 6SA
Telephone number	0191 2008353
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. The inspector evaluated the overall effectiveness of the school and investigated the following aspects of its work: the overall progress of pupils; the outcomes from the Foundation Stage Profile; the provision for pupils' personal development and well-being; the quality of the curriculum; and, the quality of care, guidance and support. Evidence was gathered from the school's self-evaluation form (SEF), nationally published pupil performance data, lesson observations, scrutiny of pupils' work books and additional documentation provided by the school, and discussions with the headteacher, chair of governors and pupils. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its SEF, were not justified, and these have been included, where appropriate, in this report.

Description of the school

Westmoor Primary is a larger than average sized primary school. The overwhelming majority of pupils are of White British heritage. The percentage of pupils eligible for free school meals is well below the national average, as is those with learning difficulties and/or disabilities, or those with a statement of special educational need.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Westmoor Primary School provides an outstanding quality of education for its pupils. At the point of transfer to secondary school, the pupils are very well rounded, full of confidence, keen to learn, and they possess all the basic skills necessary to achieve very well at Key Stage 3 and beyond. These extremely well behaved and motivated pupils benefit from outstanding teaching across a broad and stimulating curriculum, within which all staff provide a quality of care, guidance and support that makes for an outstanding work ethic. Very effective leadership and management underpin these many successes.

The standards achieved by the pupils in the core subjects are above those expected at the end of both Key Stages 1 and 2; a trend that the school has maintained since the previous inspection in 2005. When the children start school in the Foundation Stage, a number are achieving below the expected levels in communication, language and literacy, and social development; they are broadly in line in the other areas of learning. However, by the time they are ready to start statutory schooling, the vast majority of the children achieve above the levels expected for their age in physical development, mathematical development and some aspects of their personal, social and emotional development. In all other areas, the children are achieving the expected levels. Overall, this represents good progress at the Foundation Stage. The pupils continue to make good progress at Key Stage 1, so that at the end of Year 2, standards are above average in the three areas of reading, writing and mathematics. Pupils maintain these good standards across Key Stage 2, especially in English, so that by the time they finish Year 6, their standards are above average in English, mathematics and science. Overall, the pupils achieve well and make good progress during their time at school. Those pupils with identified learning difficulties and/or disabilities also make good progress relative to their capabilities.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good overall, and are improving. Some features are outstanding. The pupils show good awareness of safety matters, and all those who spoke with the inspector said they felt safe because of the friendly and cooperative relationships that exist throughout the school. Pupils are also free from bullying and other forms of harassment, including racism. Pupils spoke eloquently about the range of different learning activities and other school events that make attending school really enjoyable, with particular praise for the varied extra-curricular activities on offer, and the range of healthy food options available at the pre-school breakfast club and at lunch times.

The behaviour of the pupils is excellent because of the efforts of all staff to establish high expectations and positive attitudes to learning. The attendance of the pupils has improved marginally since the previous inspection, but remains satisfactory overall.

Some pupils take on additional responsibilities by becoming a playground buddy, or through the work of the school council, which meets regularly to consider the views and comments from pupils across the school. Pupils say that their views are sought and that the school has responded positively to ideas raised by the school council; for example, more play equipment at breaks and lunchtimes. Pupils are well prepared for the future, with Year 6 pupils, for example, saying that they were looking forward to moving on to secondary education because they knew what to expect.

The quality of teaching and learning seen during the inspection was always good or better, which supports well the school's self-assessment of outstanding for these aspects. Teaching

is characterised by detailed planning, well targeted and focused learning activities that challenge the pupils to think individually and work cooperatively, excellent relationships, good quality management and organisation of learning activities, and good use of questioning to engage the interest and attention of the pupils. Lessons of this quality are seen across the full curriculum. In response, the pupils show interest and a willingness to involve themselves fully in the lesson activities; this quality of response contributes to their excellent behaviour.

The curriculum provides a very good and extensive range of learning activities for pupils of all ages. There is a very strong emphasis on improving key literacy and numeracy skills, which is helping the pupils to achieve the above average standards in national assessments and tests. A varied range of extended learning opportunities within and outside of the taught curriculum are helping to prepare the pupils extremely well for their next stage of education. Overall, the curriculum makes an outstanding contribution to the quality of provision in the school.

The quality of care, guidance and support is outstanding overall. The school is extremely sensitive to the personal and social needs of the pupils. The comment of one pupil, which was typical of the vast majority was, 'Staff are kind. They try to do things for you, even when you have done something wrong'. The overwhelming majority of pupils are very aware of their targets for learning. The teachers' systems for tracking pupils' progress are very clear and thorough, and throughout the school pupils' progress is monitored very carefully. Whenever the need arises, pupils are very confident about approaching a teacher or another adult for support. Playground buddies are seen in a very positive light, with the pupils indicating that this is a further option for those who feel the need to talk with someone about a personal issue or problem.

The quality of leadership and management is outstanding. The school has benefited from a stable and very committed staff. There is a very clear sense of common purpose and direction, all of which stems from the very effective leadership and management of the school. The headteacher is held in high regard and has gained the respect of staff, governors and parents. There is a clear sense of 'leading by example', which the teachers and other adults who work in the school recognise and appreciate. All staff are very clear about the role they play in school, and all know very well that continuous improvement for all pupils is at the heart of all that they do. Development planning is generally good and well focused on improving provision further. However, some of the success criteria identified for measuring progress are too general, lacking sufficiently quantifiable outcomes. The governors support the school well. Financial control is very good, and has been recognised by the award of the Department for Children, Schools and Families 'financial management standard in schools' in March 2008. Overall, the school has successfully maintained the high standards from the previous inspection. Although attendance has only improved marginally since the previous inspection, the school is doing all it can reasonably do to improve the attendance of a very small minority whose parents take them on holiday during term time. The capacity to improve further is outstanding.

Effectiveness of the Foundation Stage

Grade: 1

The overall effectiveness of the Foundation Stage is outstanding. The school's baseline assessment indicates that when the children start at school, they possess levels of personal skills, attributes and abilities below those expected for their age in communication, language and literacy and social development; in other areas they achieve broadly what is expected. However, well focused planning and outstanding teaching ensures that the early years curriculum matches well with the children's age and stage of development, which means that the vast

majority make good overall progress in their learning. The children appear to enjoy school, and they know clearly school and class routines. The children work confidently as individuals and in small groups. The very effective leadership and management of the Foundation Stage contribute to the outstanding provision made. Young children with learning difficulties and/or disabilities make good progress because of the targeted adult support available.

What the school should do to improve further

- Improve the quality of the success measures in the school development plan to help managers and governors assess the school's progress.

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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?	1
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	1

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

27 June 2008

Dear Pupils

Inspection of Westmoor Primary School, North Tyneside, NE12 6SA

You will know that I recently visited Westmoor Primary to find out how well you are doing at school. I am sure you will be pleased to know that the school provides you with an outstanding quality of education, where the staff are working hard to ensure that all of you do the very best that you can in all of your lessons.

The outstanding quality of care, guidance and support ensures that you feel safe and free from bullying and other types of anti-social behaviour. All those with whom I spoke said they really enjoy attending school because of the interesting lessons and the many extra-curricular activities that are on offer. You are very aware of what the school is doing to help you improve, including eating more healthily at the pre-school breakfast club and lunchtimes. Your behaviour during the inspection was excellent, and your teachers told me that this was always the same, no matter who visited the school. You should feel very proud of your above average achievements in national tests and assessments, as should your parents.

All the staff have a very clear sense of wanting to help all of you enjoy school, and make the progress expected in all of your work. I have congratulated the school on its achievements and asked that it continues to keep working as hard in the future. I have made only one small recommendation that should help your teachers, headteacher and governors to know if the school is doing as well as expected, and that is to:

- improve the quality of the success measures in the school development plan to help managers and governors assess the school's progress.

I wish you all the very best in your future education.

Brian Blake

Lead inspector