

Westgarth Primary School

Inspection report

Unique Reference Number	111563
Local Authority	Redcar and Cleveland
Inspection number	325400
Inspection date	24 April 2009
Reporting inspector	Graeme Clarke

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	343
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Janet West
Headteacher	Mr Neil Burton
Date of previous school inspection	30 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Redcar Road Marske-by-the-Sea Redcar TS11 6AE
Telephone number	01642 485560
Fax number	01642 759009

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

The inspectors collected evidence from lesson observations, looking at pupils' work, assessment information, documents, interviews and discussions with the headteacher, staff, pupils and a governor. They evaluated the overall effectiveness of the school and investigated the following aspects:

- the progress and achievement of children in the Early Years Foundation Stage and in Key Stage 1 since the last inspection
- the progress that pupils presently in Year 6 have made to date
- how effectively teachers and teaching assistants use assessment information to support all pupils, including those with learning difficulties and/or disabilities and those who are gifted or talented.

Other aspects of the school's work were not investigated in detail but the inspectors found much evidence to confirm that the school's own evaluations are justified, and these have been included in the report.

Description of the school

This larger than average primary school serves families mainly from Marske-by-the-Sea which is a town where socio-economic conditions are average. Fewer pupils than average are eligible for free school meals. An above average proportion of pupils have learning difficulties and/or disabilities and an average number have a statement of special educational need. Almost all pupils come from a White British heritage and none of those from other ethnic backgrounds are learning to speak English as an additional language. Early Years Foundation Stage provision is in the Nursery and Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Westgarth Primary is a good school. Many aspects of its work are outstanding. Very high levels of personal development and well-being lie at the heart of the inclusive education the school provides. Overall, pupils make good progress and achieve well. More able pupils and those with learning difficulties and/or disabilities achieve outstandingly well. The headteacher and his senior team provide excellent leadership and management. They are very effective in ensuring that the whole staff successfully upholds the school's values and the philosophy that every child matters. The school works tirelessly to provide very high levels of care and to give pupils a very rich experience. Extensive partnerships with parents, the town community, local services, heritage and outdoor centres make a huge contribution to pupils' education and development. A substantial majority of parents hold the school in the highest regard. One parent's comments reflect their confidence: 'My daughter is in Year 2 and ever since she started in the Nursery at Westgarth she has loved every second. There is a real community feel to the place. There are lots of extra-curricular activities provided and fun "special curriculum" days. I am very pleased with the education and socialisation my child is receiving at Westgarth'.

An excellent, exciting curriculum contributes substantially to make pupils' spiritual, moral, social and cultural development outstanding. Assemblies, dedicated days, such as for the arts and science, and residential visits all play a key part in enhancing learning and developing a sense of wonder about the world. Good, and often excellent, teaching inspires pupils to try hard and achieve well. Teachers provide activities which are well suited to hold pupils' attention. They encourage pupils to be very industrious, working both individually or collaboratively, and to present their work very well. The very effective partnership between teachers and assistants results in closely targeted support for all pupils and leads to overall good achievement. Teachers mark pupils' work frequently and congratulate them on their accomplishments. Importantly, they give pupils precise targets with clear pointers so they can improve their work.

Pupils enter Year 1 with above average standards in all areas of learning. Good progress is sustained and overall standards in 2008 in Year 2 were significantly above average, following the pattern of recent years. Overall results in the Key Stage 2 statutory assessments were significantly above average in most years up to 2008; which is an impressive record. Although science results slipped to average, many pupils in Year 6 in 2008 made good progress to reach better than expected standards in mathematics and English, helped by good numbers at the higher Level 5. Currently, pupils are making good progress in all subjects. The school met its challenging targets. Boys and girls do equally well as a result of consistently strong teaching, especially in English.

Last year, pupils with learning difficulties and/or disabilities made similar progress to other pupils. New arrangements to map out activities and support learning are proving to be very successful. For example, in the present Year 6 where more able pupils are making excellent progress and are on course to reach standards beyond the level expected for their age, most pupils with learning difficulties are also making excellent progress. Other pupils are making clearly good progress and the school recognises the value of extending the new arrangements for everyone. Given their starting points, pupils achieve well and usually leave school with well above average standards.

Pupils' personal development is outstanding. Pupils speak informatively about the importance of diet, physical activity and personal hygiene. Many thoroughly enjoy taking part in sports

and other physical activities where new multi-use facilities are used with huge enthusiasm. The school holds both the Healthy Schools and Activemark awards. Pupils show respect for others enabling everyone to enjoy facilities in and out of doors. They are very confident and mature when talking with adults and are fine ambassadors for their school. Good attendance is successfully promoted and absence rates are low in comparison with similar schools. Pupils behave impeccably in lessons and closely follow well organised routines in the communal parts of the school where they are considerate and polite. Their varied and valued contribution to their school and local community is especially noteworthy. They take justifiable pride in being members of the school council which supports other pupils and helps to prevent bullying. Many work to enhance their school environment and the school, creditably, hold the eco-schools award. Pupils willingly support charitable work to help worthy causes both locally and farther away. Their study of other cultures and faiths reflects their sharp awareness of British life and of global perspectives. Together these aspects reflect the school's good promotion of community cohesion. Pupils' advanced social development, experience of enterprise, strong basic skills and familiarity with the local secondary schools prepare them extremely well for their future.

Excellent leadership and management ensure pupils' good achievement and outstanding personal development, which reflects the best of value obtained from resources. The senior leaders and managers have an accurate picture of the school's strengths and make excellent use of information to plan and carry out improvements. Governance is good. Governors receive detailed reports from senior staff about all aspects of school life. They have a very clear knowledge of the school, and know their next step is to strengthen their first-hand view of its work and their involvement in evaluation. They meet all their responsibilities and current government requirements including, for example, the safeguarding of pupils. The governors and leadership team have made sure that the school has sustained the quality of its provision well since the last inspection. Given the school's successful track record over recent years, more ambitious goals are well within reach. It has an outstanding capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Provision in the Early Years Foundation Stage is outstanding. Parents speak very highly of the contact the school has with them before their child starts school and of the daily exchange of information. On entry, children's attainment is slightly above average for their age with the exception of speaking, listening and calculation which are at the expected levels. Year on year, children achieve exceptionally well and by the end of Reception they reach above average standards in all areas. Children make rapid progress due to the interesting and exciting learning environment which offers them extensive opportunities to practise new skills and become independent learners. Behaviour is outstanding. Exceptional teaching captures children's attention, encourages their concentration and makes learning fun. Activities offer children a very good balance between adult-led and child-initiated activities. For example, children enjoy creating huge models outdoors, planting seeds and acting out roles. They show pride in their writing and learn to count, inspired by well chosen stories. The school has recently introduced new systems for helping children improve listening skills, and to recognise letters and sounds. As a result, progress in reading is improving further. Outstanding provision for children's welfare ensures they settle well and quickly gain in confidence because adults show high levels of care and attention. Assessment practices are well established to enable adults to match learning closely to children's specific needs. Leadership is excellent. Teamwork is strong and all the staff work in a united effort with a clear vision for future improvement.

What the school should do to improve further

- Extend the scope of the current initiatives for planning and supporting learning to raise achievement for all pupils.

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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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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	1

The quality of provision

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

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	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	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	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

27 April 2009

Dear Pupils

Inspection of Westgarth Primary School, Redcar and Cleveland, TS11 6AE

Mrs Ulliyatt and I really enjoyed our recent visit to inspect your school. Thank you for helping us when we came into your classrooms and assembly to see you at work. You were very polite and helpful and we did enjoy talking with those of you whom we met. We liked to see how much you enjoy taking part in lessons and activities, how you value the help you get and the friendships you make. You are very well behaved and polite to others in lessons and outside. We were pleased to see how you contribute to life in school such as through your school council and how you help others who are less fortunate than you. We know the headteacher and all the staff are very proud of you.

Your school is good and outstanding in many ways. All the adults in the school look after you very well and that is why you feel safe and happy. We were delighted to see how you take care to make your work neat. When your teachers mark your books they always tell you how well you are doing and suggest clear ways to help you improve. We saw how your teachers have introduced new arrangements to plan your work and give you help. As a result, some of you are making outstanding progress and most are making good progress to reach high standards. When we spoke with some of you, you clearly value the support your teachers give you. We have asked your school to extend these arrangements to help all of you do as well as you can.

You have a huge number of excellent opportunities at Westgarth to learn about life and these should stand you in very good stead for the future. Some of you will soon be leaving to move on to a secondary school. We hope that you all do really well.

Yours faithfully

Graeme Clarke

Lead inspector