

# West Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	111613
<b>Local Authority</b>	Hartlepool
<b>Inspection number</b>	325414
<b>Inspection date</b>	20 January 2009
<b>Reporting inspector</b>	Moira Fitzpatrick

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.

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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 (total)	360
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ray Priestman
<b>Headteacher</b>	Mr Mark Parry
<b>Date of previous school inspection</b>	1 December 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Coniscliffe Road Hartlepool TS26 0BU
<b>Telephone number</b>	01429 282090
<b>Fax number</b>	01429 282090

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## Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following aspects:

- the quality and effectiveness of provision in the Early Years Foundation Stage (EYFS)
- how improvements since the last inspection have impacted on standards and pupils' personal development
- the quality of leadership and management and how this impacts on the school's development.

Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments as given in its self- evaluation were not justified. These aspects have been included in this report, as appropriate.

Evidence was gathered from observation of lessons, scrutiny of documentation, and discussions with senior and middle leaders, teachers and pupils. Parents' views, as reflected in the Ofsted questionnaire, were also taken into account.

## Description of the school

This is a larger than average primary set in an area of social and economic advantage. The vast majority of pupils are of White British heritage. The percentage of pupils who speak English as an additional language is well below average. The proportion of pupils eligible for free school meals is well below average; so too is the proportion of pupils with learning difficulties and/or disabilities. When children start school in the Nursery, their skills and attainment are generally above those expected for their age.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

West Park Primary is a highly effective school. Excellent leadership and management at all levels ensure that it is improving constantly. Staff morale is very high. All who work in the school are fully committed to the school's aims and values and are eager to play a part in the school's improvement. Staff roles have grown significantly since the last inspection and, under the direction of the headteacher's excellent leadership, middle managers have developed high quality monitoring and evaluation skills. Together with senior leaders, they capture a very accurate picture of where the school needs to develop and provide clear direction for improvement. The development of staff expertise, including that of teaching assistants, and their expanded role in school improvement have played a key part in the school's excellent development since the last inspection and provide it with an excellent capacity for further improvement.

Exceptionally high standards have been maintained in reading, science and mathematics at both key stages since before the last inspection. Standards in writing have been consistently above average. This is because the school is very responsive to changes in performance. A slight dip in performance in reading by a small group of pupils in 2007 led to effective interventions which resulted in standards rising dramatically in Key Stage 1 in 2008. While performance in writing is not quite as high as in other subjects, the English subject leader has made a very good analysis of why this is so. Work in pupils' books and school data show that actions taken this school year are improving standards, especially for pupils with the potential to exceed the expected level. School data indicates that Year 6 pupils are on track to perform at an exceptionally high level in all subjects by the end of the school year.

Pupils' achievement is excellent particularly in science and mathematics. Pupils with learning difficulties and/or disabilities make excellent progress. They often reach the expected standard for their age and consistently exceed the standard reached by their peers nationally. These high levels of achievement for all pupils stem from inspirational teaching. Teachers' planning is meticulous and takes account of all pupils' needs extremely well. They adapt questions and tasks very well to provide the exact challenge and support for every pupil to learn well. Teachers have very high expectations of what pupils can do and pupils constantly rise to meet them. The portfolios of work show that pupils are prepared to work to very high standards, in art and design for example, and relish doing their own research to impress their teachers with their knowledge. A very good range of teaching styles ensures pupils are well engaged in their learning with a growing awareness of how they learn best. This gives pupils high levels of confidence in their ability as learners, makes them increasingly independent and able to take responsibility for their learning.

The very stimulating curriculum includes some excellent features developed since the last inspection. Provision for personal, social and health education is excellent. It is well planned and ensures pupils have a very good understanding of how to stay safe, live a healthy lifestyle and deal with personal problems when they arise. These strengths are reflected in the school's high level of sporting accomplishments and the achievement of the nationally recognised Healthy School award and a second consecutive Activemark. Pupils' outstanding personal development is a product of this and the wider curriculum. These ensure that pupils' needs, interests and talents are well served and promoted. Behaviour in the school is exemplary. Pupils show high levels of self-respect and self-esteem, which in turn lead them to show similar respect for each other and their teachers. They enjoy learning and are always keen to attempt new

challenges and ways of learning. This gives many lessons a buzz of excitement, with learning moving at a rapid pace. By the time they leave the school they are extremely well equipped to face the challenges of the next stage of their learning. Pupils relish their role in improving their school through the school council, the suggestion box and discussions during circle time. They are rightly proud of improved facilities in the playground, their work on conservation and of the school entertainments they perform for the benefit of the school and wider community. They are keen fund raisers who have a good understanding of the needs of others, and of the wider world. Pupils have a very good knowledge of other cultures and traditions and understand the diversity of their own society. By developing these qualities in its pupils, the school makes a good contribution to community cohesion.

Excellent relationships at all levels in the school ensure pupils are happy and feel safe and secure. Their teachers know them well and provide excellent care and support. Pupils report that they know where to turn for help and are confident that any issues they have will be taken seriously and dealt with promptly. The school's arrangements for the care and safeguarding of pupils meet all statutory requirements. Supervision at lunchtime is good. The school's assessment procedures and teachers' monitoring of pupils' learning are exemplary. They have developed considerably since the last inspection and are applied consistently across the school. All pupils have ambitious challenging targets, based on accurate analysis and rigorous tracking of progress. High quality marking and discussion with teachers provide guidance to pupils on how to improve their work. Pupils' confidence and independence have increased because they have more responsibility for their learning. Older pupils enjoy responding to teachers' suggestions for improvement by ticking their comments then acting upon the advice given.

Governance of the school is excellent. The very supportive governors provide a good level of challenge and make very good links with parents by acting on regular surveys of their views. For example, the number of parents' consultations has been increased in response to parents' wishes. The vast majority of parents are very supportive of the school and happy with what it provides, but a significant minority would like better communication with the school and more supervision of pupils during the lunch break. Inspection evidence indicated that the school's newsletters and website provide all the information parents require, but that some aspects of its work is not clearly communicated to all parents

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 1**

Children join the Nursery with attainment and skills generally slightly above those typical for their age. They settle very quickly to become confident learners because of the well organised and caring environment. The effectiveness of provision is outstanding because the quality of teaching is always good and often excellent. Staff check children's learning rigorously and are constantly increasing the level of challenge. The innovative curriculum is extremely well planned and responds exceptionally well to children's interests and talents. For instance, during inspection, children in the Reception class were learning 'all about space' because their enthusiasm had been fired by the older pupils' performance about aliens at the end of last term.

From the time they join the EYFS unit, children are encouraged to develop independence and confidence by staff who have very high expectations of what they can do. Children quickly develop very good personal and social skills, taking turns and sharing, so that they create a harmonious and secure climate for learning. They enjoy learning indoors and out and are more than capable of making choices and directing their own learning when expected to. Very good

teamwork ensures that all staff know their role in supporting children's learning and in monitoring their welfare and well-being. This high quality provision helps children of all abilities and backgrounds to make very good gains in all areas of learning so that by the end of the Reception class the vast majority reach, and many exceed, the goals set for their learning. There is excellent leadership and management of the EYFS provision, so that its continued development is secure.

### **What the school should do to improve further**

- Improve communication with those parents who do not feel they are well informed about their children's learning and progress, so that they are fully informed of the variety of the school's provision and the success their children enjoy.

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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 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?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

## Leadership and management

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

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

Dear Pupils

Inspection of West Park Primary School, Hartlepool, TS26 0BU

Thank you all so much for making our recent visit to your school so enjoyable. Your friendliness and excellent behaviour made our inspection of your school a pleasure. We are very pleased to report that your school is outstanding. This means it gives you a very high standard of education and helps you to do very well both in your learning and in your personal development.

You reach very high standards in all of your learning, because you listen carefully, work hard and help each other in lessons. You are extremely well taught and your teachers have an excellent knowledge of what you need to learn next, because they carefully track how well you are doing. They have taught you to check how well you meet your targets, so that many of you can tell yourselves what to do to improve. This is a great skill and one that helps some of you to learn at an exceptional rate.

You told us that your teachers and support staff take great care of you. We agree that the care, guidance and support you receive are excellent and contribute to your happiness and sense of well-being in school. This is a very important part of your school life and is one of the reasons you develop excellent personal qualities such as caring for others, taking on responsibility for making the school run smoothly and generally helping it to improve. You make an excellent contribution to the community through your fund-raising and the school performances you put on. Your school is preparing you very well to be good citizens.

One thing we found that could be improved was that some of your parents don't really know how well you are progressing or what you are learning about from week to week. We have asked your school to make sure that all parents know about these, and all the very good and excellent things that happen in your school. You could help by talking about your success when you meet your targets in class. Your parents would be very pleased to hear about that!

Our very best wishes to all at West Park Primary for the future.

Yours sincerely

Moira Fitzpatrick

Lead inspector