

Westcliff Primary School

Inspection report

Unique Reference Number	119256
Local Authority	Blackpool
Inspection number	326981
Inspection dates	28–29 January 2009
Reporting inspector	Carole Cressey

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)	243
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	Mr Hamish Martin
Headteacher	Mrs Susan Wilson
Date of previous school inspection	1 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Crawford Avenue Bispham Blackpool Lancashire FY2 9BY
Telephone number	01253 353792
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school has Early Years Foundation Stage provision. The school also has a breakfast club and provides after-school care. Most pupils are from White British heritage. A very small proportion is from other cultural heritages and a few have English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is well below average. Although the number of pupils who receive free school meals is well below average, numbers are increasing and there are increasing pockets of significant deprivation in the area.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school which is exceptionally well led and managed. The headteacher's passionate commitment, energy and determination to provide the very best education possible are shared by an excellent leadership team and a very effective governing body. The school quietly exudes an ethos in which the high quality care, well-being, enjoyment and achievement of every pupil are evident in all aspects of its work.

At the heart of the school is the belief that when pupils are nurtured and valued in a strong caring community they learn to respect themselves and others and become successful learners and responsible world citizens. The school very effectively promotes pupils' love of learning, as well as their understanding of how to stay healthy, keep themselves and others safe and become reliable, caring members of their school and locality. Pupils are also developing an understanding of what it means to be a member of a wider European and world wide community. The school is making a very strong contribution to community cohesion through excellent links with the local community and through effective links both nationally and globally. It is exceptionally responsive to its locality, for example including parents and other interested partners in drawing up the school improvement plan.

Pupils are constantly encouraged to work hard, have high aspirations and to believe they can achieve anything they set their mind to. The high standards the pupils achieve, their enthusiasm in lessons and excellent behaviour are a testament to the school's success. Pupils of all abilities, aptitudes and backgrounds thrive in this excellent and carefully planned environment.

The children in the Early Years Foundation Stage are given a flying start because of the high quality provision made for them. Pupils continue to make rapid progress in Key Stage 1 and Key Stage 2 and by the end of Year 6 standards overall are consistently significantly above average. The high standards of pupils' basic skills are also evident in their topic work, whether it has a science, history, geography, personal development or other focus. By the time pupils leave the school they are very well equipped to make the most of their future education.

In order to maintain these high standards, leaders rigorously monitor all aspects of the school's provision. This ensures that teaching and the curriculum are consistently challenging and of the highest quality. The curriculum is thoughtfully planned to enrich and stimulate pupils' learning in a variety of ways. Literacy, numeracy and information and communication technology skills are developed well and good opportunities are provided for pupils to practise these skills in other subjects of the curriculum. Assessment systems to track pupils' progress are very effective in spotting when pupils need extra support or challenge. The marking of pupils' work is very precise in helping pupils to improve. It is particularly successful in English where pupils also refer to their own targets for improvement and learn to use them independently to challenge their own achievements. These systems are not yet fully embedded in mathematics.

The care of pupils is outstanding. The school prides itself on being an inclusive community. Staff are exceptionally supportive of vulnerable pupils and this is greatly valued by the parents and carers of these pupils.

Parents are very supportive of their children's education and this comment from one reflects the view of the majority: 'This is a fantastic school that serves my children well'. The school has made excellent progress since the previous inspection; the success of its actions also shows that the school has very good potential to make further improvements. The school has a very accurate insight into its strengths and weaknesses and is constantly looking for new challenges

to enhance the education of its pupils. It is exceptionally well placed to continue to be very successful.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Most children enter the school with skills and abilities which are broadly typical for their age. Once children are immersed in the exciting learning environment they make significant gains. By the time they leave Reception, the majority of children are meeting the early learning goals expected for their age and a significant number are exceeding them and standards overall are above average. The high quality of leadership and management ensures that staff provide interesting and exciting tasks and activities that are well planned to address children's needs. The welfare of the children is promoted extremely well and children respond effectively to the safe and stimulating environment provided for them. Their behaviour and attitudes are excellent. They communicate and cooperate well with each other and also demonstrate their ability to concentrate for appropriate periods of time. Consequently, their personal development is outstanding. Children enjoy the many opportunities to explore, investigate and consolidate their skills, often following a theme. For example, to celebrate the Chinese New Year the children had great fun taking on different characters in the Chinese Restaurant. There is a very good balance between activities where children discover things for themselves and those where they work with an adult. Basic skills of reading, writing and numeracy are woven imaginatively into tasks and, as a result, children have made a good start in reading, writing and number by the time they move into Year 1. The recently refined assessment systems are very effective in helping staff to pinpoint each child's progress and carefully identify the next steps in learning. Additionally, the provision in the before-school and after-school clubs is very clearly focused on the learning and development needs of the children in the Early Years Foundation Stage.

What the school should do to improve further

- Provide more opportunities for pupils to be involved in the assessment and marking of their own work, especially in mathematics.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding and standards are well above average. The excellent start pupils receive in the Early Years Foundation Stage continues in Key Stage 1. Pupils achieve well in Years 1 and 2, and in the 2008 teacher assessments at the end of Year 2 standards were significantly above average. In the present Year 2 standards are similarly high. Pupils continue to work very hard in Key Stage 2 and in the latest provisional results for 2008 almost every pupil reached the expected level in English, mathematics and science and over half the pupils achieved the higher level in English and science. However, the number of pupils reaching the higher level in mathematics was lower than in previous years. As a result of very well targeted intervention, standards in writing across the school have improved since the previous inspection. Pupils in the current Year 6 are reaching very high standards in English, mathematics and science and the school is on course to meet its challenging targets. Pupils with learning difficulties and/or disabilities make excellent progress towards the targets set for their learning. The very few pupils from minority ethnic heritages, including those who have English as an additional language, achieve well and reach similar standards to their peers.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Behaviour is impeccable and throughout the school there is a keen buzz of enjoyment. Attendance is good; pupils love to come to school and they show immense pride in their school. In lessons pupils are always eager to share ideas or explain a difficult task to their classmates. Members of the school council are delighted their views are taken seriously, such as looking at how lessons can be made even more interesting. All pupils take on responsibilities as they move through school, such as being a 'PAL' and providing lunchtime activities for younger pupils. The importance of being responsible citizens is evident as pupils talk with great maturity about the importance of buying cows and goats for communities in Africa. They care for the environment and have an excellent understanding of how to keep healthy and stay safe. Pupils, parents and grandparents take part in fun activities which promote healthy lifestyles, and cycling to school during summer months is seen as another way to keep fit. Pupils show considerable pride and self-respect and through gaining knowledge of other cultures and faiths they are learning to respect people different from themselves.

Quality of provision

Teaching and learning

Grade: 1

Pupils achieve well because exceptionally well-matched and challenging practical tasks and experiences bring relevance and enjoyment to learning. Displays remind pupils of what they need to do to be successful readers, writers and mathematicians, and staff are always on hand to extend pupils' knowledge and understanding. As a result, pupils are eager enthusiastic learners who work very hard at their lessons. Learning is never boring in this school; all tasks including spellings and learning how to do long division sums are seen as exciting and good fun. Teaching assistants are highly skilled and work very effectively to maintain high standards for pupils of all abilities.

The school checks pupils' progress systematically and provides very effective support to meet a variety of needs, including those with learning difficulties and/or disabilities and those who are more able. This ensures that the vast majority of pupils reach their challenging targets. Marking is very effective and gives helpful guidance to enable pupils to improve their work. In English excellent use is made of self-assessment to encourage pupils to take responsibility for their own progress. However, these opportunities are not yet quite as well developed in mathematics.

Curriculum and other activities

Grade: 1

The excellent curriculum is vibrant, varied and adapted extremely well to suit the needs of pupils and their families. An excellent programme of social and health education permeates all lessons and activities and provides the pupils with the necessary tools to develop personal safety, care and healthy living.

A wide range of opportunities are available to enhance the learning of particular groups. More able pupils attend sessions at a high school; some pupils make their own films or become part-time actors in the professional theatre. The breakfast club, booster lessons, homework

clubs as well as a wide range of the excellent recreational clubs and sports all contribute to the pupils' highly successful learning. Careful planning ensures that all pupils, including those with learning difficulties and/or disabilities, are fully included. Visits and visitors to school abound, enriching pupils' learning and personal skills. For example, Shelley Wood, a Paralympic medal winner, provided huge inspiration when she talked to the children about her achievements.

Care, guidance and support

Grade: 1

Procedures for safeguarding pupils' welfare, health and safety are in line with statutory requirements. The school is very highly praised by parents and works very well to involve them in their children's work. Staff with responsibilities for pastoral care make a major contribution to pupils' well-being. The strong links that are forged with various outside agencies give pupils and their families access to a wide range of additional support which helps their children to thrive. Pupils who have learning difficulties or other barriers to making progress are supported very well by the teachers and the teaching assistants. This extends to accompanying pupils to after-school clubs to enable them to take a full part in what the school has to offer. The school's wrap-around care makes a very positive contribution to pupils' welfare. The guidance given to pupils about what they should do to improve is very good especially in literacy where targets are detailed and in a form where pupils can easily refer to them.

Leadership and management

Grade: 1

The headteacher is held in high regard by the whole school community, including parents. This is central to the school's success in ensuring that standards remain high and all pupils achieve as well as they can and learn to be caring and confident individuals. This is a highly inclusive school which prides itself on offering the broadest possible range of experiences and opportunities to all pupils. The leadership team monitors and evaluates the school's work very rigorously and is able to take rapid and decisive action to bring about improvement. Leaders ensure that teachers and classroom assistants are deployed very effectively and as a result those pupils who need additional help receive it. Governors are highly supportive and very knowledgeable about the work of the school through regular visits and informative reports from the headteacher. The school makes a good contribution to community cohesion. It plans and evaluates the effectiveness of a number of strategies to promote pupils' awareness of their own and wider, global community. The school is very responsive to the needs of parents and carers. Flexible nursery sessions, before-school and after-school care, regular meetings and pamphlets to help parents support their children at home, are just a few of the ways leaders are helping to break down barriers to learning. The school provides excellent 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?	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 ¹ 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

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?	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

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	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**

30 January 2009

Dear Pupils

Inspection of Westcliff Primary School, Blackpool, FY2 9BY

Thank you so much for being so friendly and welcoming when we inspected your school a short while ago. We really enjoyed talking to you. It was such a pleasure to be shown around the school by members of the school council. We could see just how proud you all were of your school.

These are the important things we liked about your school.

- It was so good to see how very well behaved and polite you are. We were especially pleased to see how much you enjoy your lessons and how eager you all are to learn new things.
- We could see by the work in your books and displays around the school that you are all doing so well in reading, writing, mathematics and science. The work you do in other subjects is also of a very high standard.
- You work hard in lessons and are keen to answer questions. You also listen carefully to your teachers so that you know how to improve your work. We especially liked the way you do this in English where you have targets in your books and you can easily refer to them to see how well you are doing. We have asked your teachers to look at ways of how to involve you more in a similar way in mathematics.
- We were also very pleased to see that you are becoming very responsible young citizens who are aware of the importance of protecting the environment respecting other people and taking care of people who are not as fortunate as you might be. The work of the school council is excellent. The working parties to discuss important issues, such as the one about how lessons can be made even more interesting, shows how much responsibility your teachers give you.
- You know the importance of eating sensible food and taking lots of exercise. Do keep that up because it is so important to staying healthy and happy.

You go to an excellent school. Do remember to always work really hard and learn lots and lots of new and exciting things. We hope you will continue to enjoy school as much as you do now and that it will help you to become happy and successful adults.

Yours sincerely

Carole Cressey

Lead inspector