

Newton Westpark Primary School

Inspection report

Unique Reference Number	106422
Local Authority	Wigan
Inspection number	336671
Inspection dates	24–25 March 2010
Reporting inspector	Marie Cordey

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Mr Jack Walls
Headteacher	Miss Vivien Birchall
Date of previous school inspection	9 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed eight teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at documentation, including the school's updated self-evaluation evidence, the school improvement plan, internal and external monitoring of the school and 63 returned questionnaires from parents and carers, 70 pupil questionnaires and 15 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- achievement and attainment, particularly in English, in order to determine whether teaching and the curriculum are sufficiently challenging
- provision and outcomes in the Early Years Foundation Stage linked to children's starting points and how much progress they make by the time they join Year 1
- the capacity of senior leadership to sustain improvement.

Information about the school

This school is smaller than average. Above-average numbers of pupils are known to be entitled to free school meals. The vast majority of pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is above average. The school has gained a number of awards including Healthy Schools and the Activemark for its sporting provision. The school provides a breakfast club that is managed by the school and governing body.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school where pupils feel safe and secure. The Early Years Foundation Stage is good: children are cared for well and make good progress. Parents of children across all ages comment, 'My children love this school'. Many pupils comment on how proud they are of the displays of their work around school, and how, 'teachers help me with my work'. Focused leadership and management set a clear vision for improvement. Senior leadership and the governing body are focused on pupils' welfare, and the provision for their care, guidance and support are good. Pupils have a good understanding of healthy lifestyles and are keen participants in the many sports activities on offer. They particularly enjoy cooking! Pupils' attendance is broadly average and improving.

The quality of teaching is satisfactory and some is good, particularly in Key Stage 1. It is not as effective in Key Stage 2 because targets are too general and there are gaps in teachers' knowledge, particularly in English. Pupils' positive attitudes and good behaviour help to ensure that all pupils, including those with special educational needs and/or disabilities achieve satisfactorily. Pupils enjoy their learning and make sound progress to attain broadly average standards in most subjects by the end of Year 6. Pupils' attainment in English is below average by the end of Year 6; writing is less assured than many other basic skills because it is not fully developed in lessons or in other subjects.

The school has a broadly accurate understanding of its strengths as well as areas to improve. Since the previous inspection, pupils' attainment in mathematics has improved because of an overhaul of teaching methods. This development and determined leadership and management demonstrate the school's satisfactory capacity to sustain further improvement. Nevertheless, challenging targets are not met in English; they are not reflected precisely enough in lesson planning in Key Stage 2 to reflect the prior learning of each pupil. Pupils' understanding of how well they are doing in their work as well as what they need to do in order to move forward is satisfactory overall. A small minority of pupils in Key Stage 2, however, are not sufficiently well guided on precisely how to improve their work in English.

What does the school need to do to improve further?

- Improve pupils' attainment in English, especially in writing, by providing more opportunities for its use across the majority of subjects and by increasing teachers' subject knowledge by 2011.
- Improve the quality of teaching in Key Stage 2, especially in English, so that pupils'

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standards improve and they make at least satisfactory progress by 2011.

- Improve the implementation of school tracking systems by September 2010 to ensure that all staff can more precisely base their lesson planning on detailed knowledge of pupils' learning and pupils know how to improve their work.
- About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils achieve and enjoy learning satisfactorily. This includes those with special educational needs and/or disabilities. Pupils enjoy learning particularly in lessons where they are active and involved. For example, in a Year 2 lesson, pupils relished their individual challenges and were keen to show their teacher how well they could work and achieve. Pupils' attainment is broadly average overall and they make satisfactory progress from their broadly average starting points in Key Stage 1. Standards in writing are below average, as they were last year, and lessons are not precisely planned enough in order to focus on improving pupils' writing skills. The school's concentration on pupils' writing quality has been embraced by teachers in Key Stage 1 where standards are just above average. Vulnerable pupils are quickly identified and provided with focused support. Regular monitoring and evaluation ensure that marking is up to date and pupils know what to do to improve their work in most lessons.

Pupils are polite and courteous because they are valued and respected. They welcome opportunities to take on responsibility and take great pride, for instance, in their roles on the school council and as eco monitors. They are keen to recycle waste and enthusiastically point out their achievements. They make positive contributions to the school and local community and are further developing their contributions to the wider community. Pupils' spiritual, cultural and social development is satisfactory and their well-developed sense of right and wrong reflects good moral development. Parents are highly positive about their child's education and are keen visitors to assemblies and the many activities in which their children are involved. Careful preparation for secondary education, broadly average standards overall, and pupils' good social skills all contribute to preparing pupils appropriately for their future. Pupils are developing their understanding and awareness of people from different backgrounds, both in their community and internationally.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Strengths in the quality of teaching are evident in good relationships and the use of teaching assistants to support different groups in lessons. Pupils say that they 'have fun' in these lessons and are eager to participate. Year 1 and Year 2 pupils enthuse about their learning because it stimulates their curiosity and challenges them to think. Where teaching is less effective, pupils are not clear about exactly what they need to do and so pupils are less involved and engaged. There are limited opportunities for pupils to develop their spelling, punctuation and grammar in lessons where planning is not grounded in basic skills.

The largely enjoyable curriculum is designed to develop pupils' curiosity and interest in learning. Satisfactory and improving provision for information and communication technology (ICT) is beginning to stimulate broader learning across subjects and leads to average standards in ICT. There are missed opportunities to develop the provision for writing in a similar way. The school environment is welcoming and conducive to learning because of the numerous displays of pupils' good-quality work. Both pupils and their parents welcome the many extra school activities including the well-attended breakfast club.

Each pupil is valued as an individual. Pupils with special educational needs and/or disabilities make satisfactory and sometimes good progress because of carefully planned support and individual attention. Vulnerable pupils, in particular, are nurtured and well cared for and they develop in confidence and self-esteem as a result. The school works effectively with outside agencies, such as social services and speech and language therapists, to meet the needs of individuals.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher, deputy headteacher and governors are committed in their drive to improve outcomes for pupils. Leaders' determination to involve staff in all aspects of the school's performance is successful for the most part. Work is mostly well adapted to meet pupils' requirements and pupils usually meet their challenging targets. Parents are supportive and increasingly involved in the school's work and their child's learning. Leaders acknowledge that attainment is not high enough in English and that both teaching and the use of assessment to inform planning and help pupils improve need to be developed further in Key Stage 2. An action plan is in place to improve performance in English but the outcome for pupils in Key Stage 2 has yet to be seen.

Governors ensure that safeguarding procedures meet current requirements. They are involved in school life and are very supportive. The school is active in the local community and works with local primary and secondary schools to improve its work further. Community cohesion is satisfactorily promoted and the school has correctly identified the need to evaluate its contribution and further develop its links with the wider community. Equality of opportunity for all and tackling discrimination are key aspects of the school's character, although there are some differences in outcomes for pupils in English in Key Stage 2.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress from mostly well below the typically-expected level of skills when they start school, particularly in the areas of communication, language and literacy, problem solving, reasoning and numeracy. By the time they leave the Reception class, their skills are below average. Children settle because of carefully thought out arrangements to welcome them to the setting and the good care provided for them. Requirements for their safety, health and welfare are fully met. A broad range of well-prepared indoor activities encourages children to explore and enjoy their learning. Limitations in access to the outdoor space reduce children's opportunities to further develop their independence and curiosity. Good and sometimes outstanding teaching ensures that children become very skilful in counting, linking sounds and letters and playing and learning, particularly indoors. The Early Years Foundation Stage leader is a good leader and manager who is enthusiastic in her drive to make a difference to children's lives. This enthusiasm is shared and acted upon by all staff in the setting.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who responded through the completed questionnaires were happy with the school's provision and indicated that their children enjoyed school. The vast majority of parents and carers also agreed that the school helped their child to have a healthy lifestyle and that their children felt safe in school. Inspectors agree that these aspects are good. There were a very small number of concerns about behaviour but inspectors found no evidence to support these.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Newton Westpark Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	60	23	37	0	0	0	0
The school keeps my child safe	47	75	14	22	0	0	0	0
The school informs me about my child's progress	40	63	22	35	0	0	0	0
My child is making enough progress at this school	38	60	24	38	0	0	0	0
The teaching is good at this school	41	65	20	32	0	0	0	0
The school helps me to support my child's learning	37	59	23	37	2	3	0	0
The school helps my child to have a healthy lifestyle	43	68	19	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	63	20	32	0	0	0	0
The school meets my child's particular needs	40	63	21	33	1	2	0	0
The school deals effectively with unacceptable behaviour	38	60	21	33	3	5	0	0
The school takes account of my suggestions and concerns	33	52	27	43	2	3	0	0
The school is led and managed effectively	43	68	17	27	2	3	0	0
Overall, I am happy with my child's experience at this school	43	68	18	29	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 March 2010

Dear Pupils

Inspection of Newton Westpark Primary School, Leigh, WN7 5JY

It was a pleasure to visit your school. The inspection team thoroughly enjoyed talking to you and listened carefully to what you had to say. The inspectors also looked carefully at your comments in the questionnaires. Yours is a satisfactory school and it is good in the Early Years Foundation Stage. You are well behaved, polite and welcoming. Well done to each one of you! Like you, we were impressed by the lovely displays of your work around school. You enjoy the school dinners and cooking. The Easter cakes you made for us were delicious.

You help and care for each other. Younger children settle down well in the Reception class. You are well cared for and feel safe in school. You enjoy the after-school clubs and are keen to protect our environment through your work on recycling.

You want to learn and this helps you in your work, especially in Key Stage 1. We would like you to improve your standards in English in Key Stage 2 and have asked teachers to plan work carefully to match your knowledge and skills. We have also asked your school to include more opportunities for you to read and write in most other subjects. Some of you, in Key Stage 2, are not always clear about what your targets are or how to improve your work. We want you to know exactly what your targets are as well as what you need to do in order to make your work better.

Your headteacher and the staff are working hard to make your school even better. I wish you every success for your future.

Yours sincerely

Mrs Marie Cordey

Lead inspector

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