

# West End Primary School

## Inspection report

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<b>Unique Reference Number</b>	107846
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336963
<b>Inspection dates</b>	30 September –1 October 2009
<b>Reporting inspector</b>	Roger Gill

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

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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 of pupils on the school roll</b>	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs L Whitfield
<b>Headteacher</b>	Mrs Lorraine Wadkin
<b>Date of previous school inspection</b>	1 May 2007
<b>School address</b>	West End Lane Horsforth Leeds LS18 5JP
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons, and held meetings with staff, governors and pupils. They observed the school's work and looked at a range of evidence including the school improvement plans, the tracking system used to monitor pupils' progress, the work pupils were doing in their books and the questionnaires completed by parents and carers, pupils and staff.

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

- the current attainment on entry to the school and the progress made in English and mathematics from Years 1 to 6
- whether Year 6 results in 2009 were the start of an upward trend and if current attainment and progress in Year 6 are likely to continue this trend
- if pupils' learning and progress are helped by recent developments in teaching, curriculum and assessment
- the impact of leadership and management, and the school's capacity for sustained improvement in relation to recent levels of attainment and progress

## Information about the school

West End is an average-sized school, which admits pupils mainly from its immediate locality. A below average proportion of pupils are eligible for free school meals. There are low numbers of pupils from minority ethnic backgrounds and very few speak English as an additional language. A below average proportion of pupils have special educational needs and/or disabilities. Those with a statement of special educational need are very few in number. Provision in the Early Years Foundation Stage comprises two classes for Nursery and Reception children. Since the last inspection, the school has experienced a sizeable change in staffing: there is a new deputy headteacher and several new staff. The school has achieved the Stephen Lawrence award and others such as Activemark, the Inclusion Charter Mark, Investors in Pupils and the Healthy Schools Award. It has Eco School status and is a Leading Practice School for social and emotional aspects of learning. There is a before- and after-school club on site, called West End Night Owls. Its provision was the subject of a separate inspection, the report from which can be found on Ofsted's website

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

West End is a good school. Some aspects of its work are outstanding. This was also how it was described in 2007. Since then it has undergone a period of staffing changes. This resulted in two years, between 2007 and 2008, when attainment was not so high and pupils' progress slowed down to a satisfactory pace in some cases. However, the leadership team has reinvigorated the teaching of English and mathematics so that the school is back to its previous levels of success.

A main strength of the school is its concern for the welfare of each pupil. From the support children receive from their first day in Nursery to the guidance provided in Year 6 to pupils of all abilities, the school lives up to its charter mark for inclusion. Everyone who works at the school feels proud to be working in such a positive climate that is steered so well by the headteacher, who sets a leading example in concern for individuals. Consequently, some aspects, such as pupils' attendance, behaviour, understanding about health and safety and their involvement in the life of the school, are all first-rate as at the last inspection. It is no wonder that pupils look askance when asked about bullying: 'There is none,' is the instant reply. Pupils are unanimous in their delight over attending West End. They feel absolutely safe and enjoy learning immensely, which prompts comments such as, 'It is the best school in the world!' Those parents and carers who expressed an opinion at the time of this inspection wholeheartedly agree with their children's views. They also rightly value the school's response to their individual needs as parents or carers and the excellent care provided for their children.

The school has regained above average standards at the end of Year 6 owing to good and sometimes outstanding teaching and learning. Standards attained in the 2009 national tests and current standards demonstrate the success of vigorous efforts made by teachers and school leaders to remedy temporary weaknesses. In comparison with reading and mathematics, it is only in pupils' writing that attainment and progress have not recovered as quickly. This is, as the school has evaluated for itself, an area for further improvement. Thorough assessments of pupils' work have played their part in raising standards. However, within the relatively strong area of assessment, information gathered is not always used as precisely as it could be to ensure, for example, that teachers analyse the rate of progress that groups of pupils make and individual pupils know precisely how to make the necessary improvements in their work.

The Early Years Foundation Stage is exemplary in its effect on children's learning, which is a further example of how the school's provision has improved in the last few years. The capacity for the school to improve further is good, as demonstrated by leaders' clear understanding of the school's strengths and weaknesses, the maintenance of pupils'

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excellent personal qualities, the return to above average attainment and the improvements for the youngest children.

## What does the school need to do to improve further?

- Raise attainment in writing by the end of Year 6 to match more closely that in reading and mathematics by:
  - making sure that pupils, particularly the higher attainers, are clear about what they have to do to improve their work and reach higher standards
- Ensure that assessment information is always used precisely enough to increase the rate of progress for all groups of pupils across the school and make sure that all pupils understand what they need to do to improve their work by:
  - analysing the rates of progress that groups of pupils make
  - telling individual pupils precisely how to make the necessary improvements in their work.

## Outcomes for individuals and groups of pupils

**1**

Attainment is above average by the end of Year 6 owing to the good quality of learning that exists, which ensures that pupils achieve and enjoy well. Learning prospers because well-planned and effectively managed lessons inspire superb behaviour and a desire to achieve. For example, in Year 5 mathematics, pupils were so fired up with learning their times-tables that they cheered at the time it took to complete a game to test their memory. In the best lessons, like this, total concentration and a fast pace of learning are combined with excellent routines used for pupils to check their own work. Pupils throughout the school respond well to devices such as glove puppets, which help them to learn the sounds of letters in Year 1. Elsewhere, very clear advice about the purpose of learning, linked to useful homework and ambitious teaching that injects challenge into writing, are having a positive effect. Having been consistently exposed to this kind of learning, pupils in Year 6 display resilience and a dedication to raising their game in response to the ambitious teaching they receive.

Progress is good overall, including for pupils with special educational needs and/or disabilities. However, progress in writing is not as rapid as in other subjects because some groups of pupils, such as higher attainers, are not fully clear about how to produce better writing. There is no difference in the rates of progress of boys and girls. Pupils possess first-rate personal qualities. Consideration for others and an eagerness to participate underpin their learning and progress. They are doing well, partly because their spiritual, moral, social and cultural development is exceptionally well nurtured. They show pride in their achievements and sensitivity and curiosity about the faith and the culture of different ethnic groups. These attributes are helped enormously by the school's links with a school in Africa and a curriculum that accentuates understanding about a wide range of cultures.

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*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Good teaching provides relevant learning for a very wide range of ability in each class. Teachers are assisted well by a learning mentor and teaching assistants who make sure that pupils receive the specific help they need. Productive subject knowledge is used effectively to advance learning. For example, in Years 1 and 2, the systematic teaching about letters and their sounds has resulted in a rapid upswing in pupils' success in reading. Furthermore, in Year 4, progress in writing is quickening owing to the judicious use of methods that help pupils to plan their pieces of work in ways to appeal to a reader.

Assessment is used well as a tool for finding out what pupils can do and what they need to do next and tasks are devised after taking their previous achievement into account. Pupils know, in principle, what they need to do to improve their work but there is occasionally a relative lack of precision in the advice they are given to help them improve their work, for example in writing. The curriculum is most effective at developing exceptional personal qualities in pupils. For example, the accent placed on individual passports for health gives pupils a wonderful opportunity to reflect continually

<sup>1</sup> 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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on their lifestyle and the choices they make. The curriculum is good in its influence on learning and progress but it lacks a full consideration of the links between subjects and how they could be used to reinforce the basic skills of English and mathematics. The high-quality care that pupils receive makes a major contribution to their development.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

Effective leadership has tackled the downturn in attainment and brought the school back to its previous level of success. In addition to the headteacher, governors and senior staff also have a clear understanding of how good provision is and what still needs to be accomplished in terms of pupils' writing and making better use of assessment information. The headteacher and other leaders are very successful at driving the agenda about pupils' personal qualities and the team is working well to raise standards even further. Equality of opportunity and the tackling of discrimination are promoted well, despite relative differences of attainment between pupils' reading, mathematics and writing. The outstanding procedures for safeguarding pupils are signs of the strong collaboration between governors, staff and pupils. The tangible sense of community in school is extended by the beneficial link with a school in Africa. The school is about to extend its good provision for community cohesion even further by linking with a school locally. This is intended to afford pupils a chance to broaden their understanding about faith and ethnicity. The curriculum provides good opportunities to study these things but pupils, as yet, lack many first-hand experiences.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make very rapid progress in the Early Years Foundation Stage. They settle in immediately because the staff have devised so many methods to care for them. Moreover, the balance between being taught knowledge and skills directly and developing these skills through freely chosen play is very well managed. Children enter school with typical levels of attainment, particularly in reading, writing and calculation. In the last two years, their progress has quickened remarkably so that now they reach levels well above national expectations, which represents excellent progress. There has not been time yet for these standards to influence what is attained at the end of Year 2 and Year 6. The setting regularly attracts visitors from other schools to observe children's learning. It lives up to its reputation as a 'flagship for other practitioners'. Children's learning and progress are very swift because excellent relationships allow high-quality discussions, which lead to productive learning. For example, around the little pond outside, children responded wonderfully to probing questions about creatures in the water, herons, invertebrates and the natural world in general, while others weeded the garden and chatted about the scent of lavender. Provision is expertly tailored to suit individuals' needs and achievements are carefully recorded in a way that identifies next steps in learning.

The superb leadership and management team in the Early Years Foundation Stage, having lifted practice and attainment, is now working productively with colleagues in Key Stage 1 to make sure that children's learning continues to thrive. Very productive partnerships between adults in the setting and with parents and carers underpin children's successful learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1



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## **Views of parents and carers**

The vast majority of parents and carers who responded, which was a relatively small proportion of the total possible, were very satisfied and happy with the school, seeing it as successful academically and in caring very well for their children's personal well-being. Very few parents and carers had concerns. These were not supported by the inspection team, except in relation to the main areas for improvement.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West End 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 242 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	74	80	18	19	0	0	0	0
The school keeps my child safe	72	77	20	21	2	2	0	0
The school informs me about my child's progress	48	52	42	45	2	2	0	0
My child is making enough progress at this school	60	65	31	33	1	1	0	0
The teaching is good at this school	64	69	28	30	0	0	0	0
The school helps me to support my child's learning	60	65	30	33	0	0	0	0
The school helps my child to have a healthy lifestyle	76	82	16	17	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)	66	72	24	26	0	0	0	0
The school meets my child's particular needs	53	58	36	39	1	1	1	1
The school deals effectively with unacceptable behaviour	54	60	29	32	2	2	1	1
The school takes account of my suggestions and concerns	54	61	30	34	0	0	0	0
The school is led and managed effectively	60	65	25	27	4	4	1	1
Overall, I am happy with my child's experience at this school	72	77	22	23	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



Inspection of West End Primary School, Leeds, LS18 5JP

Thank you for your help when the other inspectors and I visited your school. We thoroughly enjoyed our time with you. It was obvious to see why some of you think of this school as 'one big happy family.' In fact, your staff think the 'team effort' in school lies behind its success and we agree.

You go to a good school with outstanding aspects. It dipped a little in the last couple of years for temporary reasons, which your headteacher and staff have tackled very well. So, the standards you reach by the end of Year 6 are now above average once again. Some things are really special, such as your behaviour, knowledge about health and safety and the way that you care about others and the world around you. These are obviously the result of the superb care, guidance and support that you receive from everyone in the school. You know that is the reason why 'lots of people have a smile on their face all day, every day,' as some of you put it so eloquently. You certainly have a healthy outlook, are free from bullying and take part in helping to run the school with great enthusiasm. What impressed me greatly were the very many activities you can do, such as rugby league, residential trips, music, French and your charity fundraising for, among other things, a school in Africa. What is more, the children in Reception run a baker's shop, which unfortunately for me was closed during the inspection.

I know everyone at West End wants to do even better and I have asked your school to do two things to improve. Your teachers need to make sure that you attain as well in writing as you do in other aspects by giving you more precise advice about how to reach higher levels. They also need to make even better use of the information they gather about your learning to iron out the difference between groups of you, and in the way you achieve in subjects such as mathematics. You can all help by acting quickly on your teachers' suggestions about how to improve your writing, in particular.

Thank you again and best wishes

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