

West View Primary School

Inspection report

Unique Reference Number	111606
Local Authority	Hartlepool
Inspection number	337707
Inspection dates	1–2 December 2009
Reporting inspector	David Shearsmith

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	360
Appropriate authority	The governing body
Chair	Mrs C Simmons
Headteacher	Mr A Brown/ Mrs I Parkinson
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, and groups of pupils. They observed the school's work and looked at a range of documents, including the school development plan, minutes of governors' meetings, the school's monitoring records, analysis of pupils' attainment/progress and scrutinised pupils' work. Inspectors analysed 26 questionnaires returned by parents as well as pupil and staff questionnaires.

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

- progress and standards in English
- outdoor provision in the Early Years Foundation Stage
- standards and progress at Key Stage 1 in mathematics, reading and writing
- whether the quality of teaching and learning sustains good progress across the school.

Information about the school

West View Primary School is a much larger than average size primary school. The very large majority of pupils are White British. The proportion with special educational needs and/or disabilities is well above average, as is the number of pupils entitled to free school meals. An exceptionally high number of pupils enter or leave school during the course of the school year. The school has a designated Children's Centre and the governing body manages a number of extended services, including a breakfast club and after-school club. These were also inspected. The school is currently led and managed by two co-headteachers. The school has gained the following awards, Basic Skills Quality Mark, Activemark Gold, Artsmark Gold, National Healthy Schools Award, International Schools Award and Silver Eco Award.

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 View is a good school and has a number of strengths. Senior managers, class teachers and teaching assistants work well together to provide the pupils with outstanding care and support. A key feature of this high level of care is the strength of the partnerships between home, school and other agencies. As a result, pupils enjoy being at school and are enthusiastic about their learning and the wide range of educational opportunities they are given both in and out of school. Pupils also have an excellent understanding of how to stay healthy and keep safe because of the excellent provision the school provides. Most parents are very supportive and value the high standard of care their children receive. All staff know their pupils and their personal circumstances extremely well. Such knowledge helps staff to develop pupils' confidence and motivation, as well as supporting their good achievement.

The co-headteachers and senior leadership team work very effectively to raise standards and promote pupils' progress. This vision is shared by highly committed, caring staff, and by governors. The school's self-evaluation is accurate and plans for the future reflect what needs to improve. As a result, the school has good capacity for sustained improvement, demonstrated by significant improvements in mathematics and attendance since the last inspection. Attendance is now above average and aids pupils' good achievement.

Children get off to a good start to their education in the Early Years Foundation Stage after entering Nursery with knowledge and skills that are significantly well below those expected for their age. The provision is good but outdoor activities are not as interesting or challenging as those indoors. Outdoors is not used as extensively as it should be. Pupils continue to make good progress as they move up through the school, because they are taught well. By the time they leave Year 6, most have reached standards which are broadly average. The school meets its targets and sometimes exceeds them. After improving its results in mathematics, the school has rightly recognised that achievement in English is not as strong as that in mathematics. The work to address this is beginning to have an impact but still needs to progress further as boys do not always achieve as well as girls. This is because activities are not sufficiently 'boy friendly' and so they do not always meet boys' needs. Standards in Year 2 are also lower than they should be, despite pupils' good progress. The school generally uses assessment well to check the progress of individual pupils and to ensure that they get help when they need it. Sometimes, though, assessment is not used effectively to improve pupils' progress in lessons. Pupils with special educational needs and/or disabilities make outstanding progress. This is because they receive excellent support which pushes their learning on. The engaging curriculum enriches pupils' experiences through a wide range of activities,

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visits and visitors and as a result, pupils' spiritual, moral, social and cultural development is good. The school provides good wrap-around care that supports pupils well before, during and after school.

What does the school need to do to improve further?

- Improve the attainment of Year 2 pupils in reading, writing and mathematics.
- Make sure that assessment is used consistently in all lessons to promote learning.
- Improve the use of outdoor provision in the Early Years Foundation Stage by using it more and providing more challenging activities.
- Improve the attainment of boys in English by providing more 'boy friendly' activities that meet their needs.

Outcomes for individuals and groups of pupils**2**

Pupils behave well and they readily want to learn. As a result, they make good progress from what is a very low starting point on entry to the Nursery. Pupils with special educational needs and/or disabilities make outstanding progress due to the very good support they receive across the school. They are highly motivated and rapidly improve due to the carefully targeted intervention that gives them the confidence and skills to move their learning on. Pupils reach broadly average standards by the time they leave at the end of Year 6, and standards in mathematics continue to rise as pupils make good progress. The 2009 results in English saw similar improvement and pupils are now beginning to read and write well. Pupils' progress in Years 1 and 2 is now good as the pace of learning and their enthusiasm for learning develops their knowledge skills and understanding well. Work effectively matches their needs and pupils make good progress in their lessons, although standards are still below national expectations. Pupils in years 3 to 6 also make good progress as teachers are highly effective in engaging pupils' interest and, as a result, the pace of learning is good and pupils quickly acquire new skills. This was particularly evident in some outstanding lessons where all pupils were highly motivated and made significant progress due to stimulating teaching.

Pupils willingly take on responsibility and show initiative because staff encourage their independence in lessons. There are no exclusions and behaviour is good, although some boys are occasionally disengaged in their learning. Members of the school council do much to express the views of their peers and to generally help around the school. From the Nursery to Year 6, pupils have a keen awareness of what constitutes healthy food and they know why it is important to take regular physical exercise. They feel safe in school because, in their words: 'Our teachers are kind and are always there if we need any help'. The vast majority of pupils arrive on time and are eager to learn. The school is a harmonious community and pupils' spiritual, moral, social and cultural development is good. Pupils' good achievement in both their academic and personal development means that they are well prepared for their next school and beyond.

These are the grades for pupils' outcomes

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

How effective is the provision?

This is an exceptionally caring school that places great importance on developing pupils' personal development and confidence. Adults know pupils well and respond positively to a wide range of their needs. The individual needs of children are quickly assessed and help given where needed. Pupils know that if they have a problem there is always someone there to help them. 'Our teachers are nice and help everyone', commented one pupil. Pupils at risk of underachievement, and those with special educational needs and/or disabilities are extremely well supported by experienced, well-trained staff, and through exceptionally strong links with a wide range of outside agencies. The exceptional work around attendance to ensure pupils get to school has had a real impact on improving attendance. The breakfast club, after-school club and wrap-around care enrich the work of the school and enable pupils to learn well.

Teaching is good throughout the school and lessons offer a wide range of carefully chosen activities that usually engages pupils well. As a result, pupils enjoy learning and make good progress, although sometimes activities are not always well matched to boys' needs and so their progress slows. Planning is thorough and appropriate links are made between different subjects to enrich learning. Teachers usually share learning objectives with pupils at the beginning of lessons. However, they do not always refer to success criteria or use assessment sufficiently well to make sure they push pupils' learning on. This means pupils cannot always tell how well they are doing and what they

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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need to do to improve their work. In some highly effective lessons teachers use a range of strategies to ensure that all pupils are engaged and motivated to learn. Pupils' work is marked regularly, and pupils know their targets. These factors have had a positive impact on raising standards at Key Stage 2 particularly in mathematics and are beginning to show a positive impact on English.

The school provides a well planned curriculum which stimulates pupils' interests and contributes well to their personal development. The curriculum is enriched with a wide range of additional activities which pupils thoroughly enjoy. For example, day visits, visitors and residential visits add to the excitement of learning. Meaningful links across different subjects are emerging through the use of themes or topics. These give pupils the increased opportunities to make purposeful use of their basic skills. Information and communication technology is used well to support learning and teaching, although there are insufficient computers to ensure all pupils have good access. Creativity is developed well, as shown by the attractively displayed artwork around the school. The school provides an extensive range of lunchtime and after-school clubs which successfully enhance pupils' knowledge and skills.

These are the grades for the quality of provision

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

How effective are leadership and management?

The enthusiastic senior leadership team, staff and governors share the same drive and ambition for the school and are committed to providing the best education possible for all pupils in the face of very challenging circumstances. Their vision has equality of opportunity at its heart and is one of the key reasons for the improvements in the school's progress, as there have been rigorous efforts to improve differences in performance. As a result, the school gives good value for money due to the impact of their work and strong partnerships they have forged to benefit the school and its community. For example, the school has developed coaching across the school to ensure teaching is good or better. The school development plan is directly focused on improving pupils' achievement and enjoyment of learning. Governors are very supportive of the school and play a very effective role in monitoring and challenging its performance. The promotion of community cohesion is good as pupils from the school take part in many local events and are at the heart of their local community. The school has good international links and these enhance pupils' knowledge of other faiths and cultures. Consequently, they have positive attitudes towards ethnic diversity, although

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they have less knowledge of British culture.

At the time of the inspection all safeguarding and health and safety requirements were outstanding. Risk assessments are carried out routinely. The high priority given to safeguarding is recognised by parents, pupils and staff.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children enter the Nursery with very low skill levels, particularly in communication and personal development. They make good progress in both Nursery and Reception as a result of good teaching and well-planned and purposeful activities which engage their interest. Standards are below expected levels for their age at the start of Year 1, despite their good progress. Effective planning, monitoring and assessment help children to learn well. Children have time to explore their ideas and are encouraged to share and to take responsibility. Sometimes, there is insufficient challenge and flexibility to enable children to fully explore their learning and maximise their experiences in the outdoors. A good balance between teacher-led and child-initiated activities ensures that individual learning needs are met and specific skills are developed. Assessment is good and provides a thorough picture of children's progress and the next steps they need to take in their learning. Care and support for the children and their families are outstanding and ensure children's safety and well-being. The Early Years Foundation Stage leader gives a clear direction for development with a strong focus on enjoyment and achievement.

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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

Parents are overwhelmingly positive about the school. The vast majority feel that the school is well led and that children are very safe and secure. Almost all feel that their child enjoys school and they are very pleased with their child's progress. The inspection agrees with these perceptions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West View 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	18	69	8	31	0	0	0	0
The school keeps my child safe	18	69	8	31	0	0	0	0
The school informs me about my child's progress	17	65	9	35	0	0	0	0
My child is making enough progress at this school	18	69	8	31	0	0	0	0
The teaching is good at this school	18	69	8	31	0	0	0	0
The school helps me to support my child's learning	17	65	9	35	0	0	0	0
The school helps my child to have a healthy lifestyle	15	58	11	42	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)	17	65	8	31	0	0	0	0
The school meets my child's particular needs	18	69	7	27	0	0	0	0
The school deals effectively with unacceptable behaviour	18	69	7	27	0	0	0	0
The school takes account of my suggestions and concerns	13	50	13	50	0	0	0	0
The school is led and managed effectively	17	65	9	35	0	0	0	0
Overall, I am happy with my child's experience at this school	18	69	8	31	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.



3 December 2009

Dear Pupils

Inspection of West View Primary School, Hartlepool, TS24 9BP

Thank you very much for your warm welcome when we visited your school recently; a special 'thank you' to those pupils who gave up their time to talk to us. Many of you told us that West View is a good school, and we agree.

These are the things that we liked most about your school.

- You are very friendly, polite and helpful to visitors and each other.
- Your behaviour is good and you enjoy coming to school and are keen to learn.
- You get off to a good start in Nursery and make good progress over your time in the school to reach average standards.
- Adults look after you exceptionally well and make sure you are safe.
- Teaching is good, and your teachers work hard to make lessons interesting and exciting.
- The school is well led and managed, and almost all your parents are very pleased with the school and the help you receive.
- You show an outstanding understanding of healthy lifestyles and how to stay safe.
- You make a good contribution to the life of the school and the local community.
- You are well prepared for the next stages in your education.

To make your school is even better; we have asked the headteacher and staff to:

- improve your reading, writing and mathematics in Year 2
- make sure that there are more 'boy friendly' activities to improve boys' learning
- make sure that teachers share success criteria with you so you know how to be successful in your lessons
- make sure young children use the outdoor area more to improve their learning.

I know you will help your teachers to carry on making your school even better by continuing to work hard.

Yours sincerely

Mr David Shearsmith

Lead inspector

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