

Western Primary School

Inspection report

Unique Reference Number	117926
Local Authority	North East Lincolnshire
Inspection number	339101
Inspection dates	27–28 January 2010
Reporting inspector	David Matthews

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	200
Appropriate authority	The governing body
Chair	Mrs Judy Colling
Headteacher	Mrs Kim Leach
Date of previous school inspection	7 January 2007
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent almost seven hours observing learning, visited 14 lessons and saw eight teachers. They held meetings with governors, staff, and groups of pupils and spoke to parents and carers. They scrutinised pupils' completed work in a range of classes. They observed the school's work and looked at the school's documentation, including that relating to safeguarding, the school's monitoring of the quality of teaching, attendance figures and data on pupils' progress. Inspectors analysed and evaluated 80 questionnaires that were received from parents and carers.

- the extent of challenge in lessons for the more able pupils
- the accuracy of school's evaluation of pupils' spiritual, moral social and cultural development
- the school's monitoring of teaching and learning
- the rigour of the school's self-evaluation.

Information about the school

Almost all pupils attending this average-sized primary school are from White British backgrounds. The proportion of pupils entitled to free school meals and the proportion with special educational needs and/or learning difficulties is well above average. The school has achieved a nationally recognised award for its work on promoting healthy lifestyles. A children's centre shares the school's site and is subject to separate inspection arrangements.

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 with several good features. Staff provide a caring, nurturing environment where pupils feel valued and secure and where most aspects of their personal development are promoted well. The curriculum provides enrichment that stimulates and engages pupils well. Links with outside agencies are effectively used to promote pupils' personal development and extend their learning. The school works hard and effectively to foster strong links with parents and carers so that most are comfortable about contacting the school for any reason.

Good-quality provision for children in the Early Years Foundation Stage means that they make good progress in the Nursery and Reception classes. Satisfactory teaching in Years 1 to 6 enables pupils to make satisfactory progress so that they reach broadly average standards.

Suitable self-evaluation procedures provide the school with a reasonably accurate picture of its strengths and what needs to be improved. The school correctly judges teaching and learning, for example, to be satisfactory. However, although the school has suitable arrangements to monitor teaching, they are not sufficiently rigorous in ensuring that there is a strong enough focus on identifying and swiftly addressing areas of relative weakness. While teaching has numerous good features, it does not consistently ensure that pupils of all different abilities receive work that accurately matches their level of understanding. Marking is not consistently helpful.

Senior leaders' and governors' satisfactory drive for improvement and the improvements to the Early Years Foundation Stage since the last inspection demonstrate the school's satisfactory capacity to continue to improve.

What does the school need to do to improve further?

- Increase the amount of good teaching by:
- - ensuring that the monitoring of teaching more rigorously focuses on identifying and addressing areas of relative weakness
- - making sure that teachers set work for pupils of all abilities that more accurately matches their levels of understanding
- - addressing inconsistencies in marking so that pupils know precisely how to improve their work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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Outcomes for individuals and groups of pupils

3

In lessons pupils show that they want to learn and to please their teachers. Behaviour is therefore mainly good. In the best lessons pupils apply themselves conscientiously and show they can work well together when given the opportunity to do so, as when sharing their ideas with a partner. Where teaching is less effective, pupils lack enthusiasm, some do not complete tasks diligently, and the presentation of their work lacks care.

Children join the Nursery with skills that are well below the levels typical for their age, particularly their language and social skills. They get off to a flying start and make good progress in the Early Years Foundation Stage. About half of the children in the current Reception class are on target to reach the expected learning goals by the time they enter Year 1.

Pupils make satisfactory progress through Key Stages 1 and 2, reaching broadly average standards in English, mathematics and science by the end of Year 6. The school's support for pupils with special educational needs and/or disabilities enables them to progress at a similarly satisfactory rate.

Pupils say that they feel safe. 'We know who we can go to and we learn ways to keep safe out of school,' explained one. The school was modest in its judgement of the extent to which pupils adopt healthy lifestyles, but inspectors found that the majority took suitable steps to promote their own health. Pupils' pride in and strong commitment to Western Primary is reflected in the impact of the school council, which initiated the provision of the bike shed, and in a willingness to take on caring responsibilities. Pupils' attendance is average, they develop personal qualities that will serve them well in the future and they acquire satisfactory oracy, literacy and numeracy skills. They speak movingly about being able to reflect, for example when looking at the night sky on a farm visit.

These are the grades for pupils' outcomes

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

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

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

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The extent to which pupils adopt healthy lifestyles	2
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	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers form good relationships with pupils and mostly manage their behaviour well. They have good knowledge of the subjects that they teach and usually conduct lessons confidently and at an appropriate pace. They make suitable use of interactive whiteboard technology to engage pupils and to convey teaching points successfully. High expectations are a feature of most lessons and teachers include challenge for more-able pupils in their questioning and the tasks that they set. However, although teachers assess learning, their questioning and the work they set are not always accurately matched to pupils' differing levels of understanding. This means that at times work is too easy for some or too hard for other pupils, and this applies not only to more-able pupils but also to those of average ability and those who learn in smaller steps. Marking sometimes informs pupils what they need to do to improve their work, but this useful approach is not consistent throughout the school and opportunities are thereby missed to help pupils to help themselves.

The school imaginatively promotes pupils' development as young people through its strong provision for aspects of their personal development and well-being. Pupils are provided with ample opportunities to consider and discuss social and moral issues that help them to understand other people's points of view. Computers are used well to support learning in different subjects, including investigations about Egypt using interactive maps. Strong links exist between subjects, for example in dance, geography, physical education and science. Very popular residential visits make a strong impact on pupils' perceptions of the wider world and include a week-long farm visit. Visiting specialists promote a range of subjects, including design and technology, as well as enhancing pupils' cultural development through art, music and dance. Links with local schools promote pupils' social development well and reflect an innovative curriculum.

Pastoral care is strong and supports pupils' well-being effectively. The school is effective in helping all pupils to overcome potential barriers to learning. Support for vulnerable pupils is good and there are helpful and effective arrangements to nurture pupils whose behaviour is challenging. There is time for them to reflect and adults help them to consider their feelings and actions. The school can point to examples of where pupils' attitudes have become more positive as a result of its effective intervention. There have been no exclusions. Support for pupils with special educational needs and/or disabilities, including arrangements for their transition to secondary school, is good. Staff work hard

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to promote attendance and punctuality and to provide a welcoming learning environment.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders and governors are suitably motivated to improve the school's performance and they establish appropriate priorities for its development. A systematic programme of monitoring teaching and learning gives the school an accurate judgement of their quality. Lessons are modelled and support and training are provided in a determination to improve the overall effectiveness of teaching. However, while this monitoring has been satisfactory, it is not as rigorous as it needs to be to identify and remedy the relative weaknesses that are preventing pupils' progress from becoming good throughout the school. Governors are very supportive, and they have a keen awareness of their responsibilities regarding safeguarding. They ask questions of the school and are developing their role in holding the school to account.

The school effectively promotes equality of opportunity and rigorously ensures that pupils at risk of not achieving as well as others are well supported. This applies equally to the vulnerable and those with behavioural or other needs. The school is alert to any fluctuations in the attainment of groups of differing ability, including the more able, and takes action to close any gaps that occur.

The school fully meets current requirements for maintaining the safeguarding of its pupils and adopts recommended good practice across all areas of its safeguarding procedures. There are detailed policies and records that support the strong emphasis that the school places on this aspect of its provision. The school makes good use of outside agencies to promote this and other aspects of its work.

The school effectively promotes cohesion within its own school community and it has positive links with parents and carers. There are links with organisations in the local community and the choir sings for older people. In the wider community pupils are involved in charity work and have developing links with other countries, including Africa. The school rightly judges that it has yet fully to develop opportunities for global links.

These are the grades for leadership and management

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
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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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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 settle quickly into this stimulating learning environment because they feel safe and adults engage them well in conversation that effectively promotes their speaking skills as well as making them feel secure and valued. They soon develop good levels of independence as a result of the wide range of choices they can make. Children blossom because of the nurturing environment and they make good progress in their learning, exploring the many opportunities they have inside and out of doors. Because learning is tactile and fun, children become absorbed in the activities and sustain concentration well, for example in learning how to cooperate with others, how to use a computer mouse and deciding what they can do with modelling materials. There is a good balance of activities from which the children can choose and those led by adults to develop specific aspects of learning. Strong leadership promotes a collaborative approach to planning, which in turn supports children's positive outcomes. Children are well prepared for Year 1.

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

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

Views of parents and carers

The vast majority of parents and carers were very positive about the school in their responses to the inspection questionnaire. Inspectors agree with parents' and carers' positive views, which included, 'Western Primary provides a caring and nurturing environment,' and, 'The teachers are helpful.' Several parents and carers had special praise for the Nursery. One said, 'I am pleased with the way my child's independence has come on in the Nursery,' and another thought that the Nursery provided the children with exciting opportunities. Inspectors agree with parents' and carers' positive views about the provision in the Early Years Foundation Stage. A very small minority of parents and carers were not satisfied with the school's communication with them. However, inspectors agree with the vast majority of parents and carers that this aspect of the school's work is mainly good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Western 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	61	28	35	2	3	1	1
The school keeps my child safe	49	61	28	35	1	1	2	3
The school informs me about my child's progress	33	41	41	51	3	4	3	4
My child is making enough progress at this school	49	61	27	34	2	3	2	3
The teaching is good at this school	52	65	25	31	3	4	0	0
The school helps me to support my child's learning	41	51	35	44	2	3	0	0
The school helps my child to have a healthy lifestyle	47	59	28	35	2	3	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)	32	40	38	48	3	4	0	0
The school meets my child's particular needs	40	50	37	46	2	3	1	1
The school deals effectively with unacceptable behaviour	36	45	34	43	7	9	0	0
The school takes account of my suggestions and concerns	35	44	42	53	2	3	0	0
The school is led and managed effectively	41	51	35	44	3	4	0	0
Overall, I am happy with my child's experience at this school	51	64	24	30	3	4	1	1

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.



29 January 2010

Dear Pupils

Inspection of Western Primary School, Grimsby, DN34 5RS

Thank you for welcoming the team of inspectors to Western Primary, and telling us all about your school. We thought you were polite, friendly and well behaved. You told us that your teachers are kind and that they take good care of you. You said, 'They keep you safe,' 'They help you when you are upset,' and, 'The best thing about this school is the people in it.' You also told us, 'It is interesting in this school,' and, 'School trips are good.' The inspectors agree that the grown-ups take good care of you and that there are lots of interesting things for you to do, especially in the Nursery and Reception classes. Most of you make sensible choices about living a healthy life and you are proud of your school, helping in many ways to make it run smoothly. Inspectors noticed that you mostly get on well with one another.

The inspectors believe the school could improve if more teaching was good. This can be done by:

- grown-ups carefully finding out where teaching could be better and making sure that this happens
- giving each of you work that is not too easy or too hard, but just right
- teachers marking your work in the most helpful way they can so you know how to make it better next time.

You can help by trying hard with your work, making it better by following the advice that the grown-ups give you, and by continuing to be as helpful as usual in making sure your school continues to be a happy place where things run smoothly.

Yours faithfully

David Matthews

Lead Inspector

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