

# Morecambe and Heysham Westgate Primary School

## Inspection report

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<b>Unique Reference Number</b>	119347
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339413
<b>Inspection dates</b>	26–27 January 2010
<b>Reporting inspector</b>	Stephen Rowland

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	481
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs J Roach
<b>Headteacher</b>	Mr Stephen Robinson
<b>Date of previous school inspection</b>	5 July 2007
<b>School address</b>	Langridge Way Westgate Morecambe LA4 4XF
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons and observed 20 teachers. This was well over 50% of the time spent in school. They also held meetings with governors, staff, groups of pupils and a local authority officer. They observed the school's work, and looked at the school development plan, records of meetings, the school's monitoring records and analyses of pupils' attainment and progress. Inspectors analysed 91 questionnaires returned by parents and carers, 83 returned by pupils and 57 questionnaires returned by staff.

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

- how effectively the school is ensuring improved standards in writing
- whether engaging teaching ensures that all pupils achieve their full potential
- how effectively assessment is used to support learning
- how well leaders and managers evaluate their performance and secure improvement
- the effectiveness of the Early Years Foundation Stage provision, particularly in developing children's language skills.

## Information about the school

This is a larger than average school which serves the Westgate and Harbour areas of Morecambe and Heysham. The proportion of pupils eligible for a free school meal is above the national average. Most pupils are of White British heritage and very few are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is close to the national average.

Since the last inspection a new deputy headteacher has taken up post and there has been considerable turbulence in staffing. Early Years Foundation Stage provision consists of two Reception classes and a mixed Reception and Year 1 class.

A privately managed out-of-school club, Westgate Wonders, operates on site. This is subject to a separate inspection.

A Children's Centre, which is an integral part of the school, has opened on the same site. Within this centre a privately run day Nursery, 'Nippers', operates. This is subject to a separate inspection. The privately run organisations and the school with its Children's Centre work closely together.

The school has the Healthy School award, Activemark Gold and the NAACE ICT Mark.

**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 a number of good features. The staff, led by the headteacher, have a good understanding of what the school does well and where it needs to improve. Following a period of staffing instability, a new staffing structure is now in place and there are clear signs of improvement. Pupils leave Year 6 with broadly average standards overall. However, they have been consistently below average in writing. The school has adopted strategies to address the deficiencies and inspection evidence clearly shows an improvement in pupils' current standards in writing.

Teaching is satisfactory overall but there are some strengths in classroom practice. Increasingly, teachers are working together to share good practice and to ensure that all teaching is as good as the best.

Partnerships with parents and carers are good; almost all their comments were positive about the school. A typical comment was, 'Westgate is a fantastic school and my daughter has flourished since starting there.' Pupils are proud of their school and are happy to talk to visitors about it. When asked to rank their school on a one-to-ten scale some pupils gave a score of eleven. Behaviour in and around the school is good. When the pace of teaching slows, there is a slight tendency for pupils to lack attention and focus. Pupils are happy to take on responsibilities, such as playground monitors to support the staff. There is an effective school council, which contributes to decisions about how the school is managed. These factors all demonstrate a sense of loyalty upon which the school can build. The pupils' spiritual, moral and social understanding is developed successfully, exemplified by their mature and considerate conduct around the school. Pupils do have an awareness of other cultures, but have limited opportunities to meet with pupils from different cultural backgrounds within the United Kingdom.

Self-evaluation is effective and the actions the school is taking to improve standards, particularly in writing, are having a positive impact. This impact is still inconsistent, but there are strong enough positive signs to show that the school has a satisfactory capacity for sustained improvement.

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

- Ensure that pupils attain higher standards in writing by:
  - providing pupils with frequent opportunities for extended writing
  - allowing pupils more opportunities to talk about their writing so that they can improve their skills by sharing their ideas with others.
- Increase the proportion of good or better teaching by:

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- using searching and challenging questions to extend their understanding
  - ensuring that best practice is shared
  - ensuring that the pace of learning is always sufficiently brisk so that pupils remain engaged and on-task.
- 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.

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

Pupils' behaviour is good and they are considerate and respectful. In the best lessons they make good progress. Pupils are fully engaged and respond well to challenging teaching, which helps them to improve their skills and understanding. Where teaching lacks pace and challenge, pupils make only satisfactory progress.

Children enter the Early Years Foundation Stage with skills, which are below age-related expectations, particularly in language and communication. They make satisfactory progress overall, although their language skills remain below age-related expectations when they enter Year 1. The impact of work the school has undertaken to improve standards in writing is now clear to see. Most pupils are now making satisfactory and, in some cases, good progress in writing and are achieving higher standards. Pupils with special educational needs and/or disabilities receive good support and make progress in line with their peers.

Pupils are keen to say how much they value and enjoy school. One typical comment was, 'Everybody learns a lot of good things. It is the best school in the whole world.'

Attendance is broadly average. Pupils say they feel safe and parents and carers support this view. Healthy lifestyles are promoted successfully through the broad range of sporting and other fitness activities.

Pupils are skilful users of information and communication technology. They learn how to work in teams and independently so that they will become effective adults. They develop useful mathematical skills, although their language skills are not as well developed. Pupils have a strong sense of right and wrong and are responsible members of the school and local community. They have an awareness of other cultural and religious groups within the United Kingdom.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teaching is satisfactory overall. In well taught lessons, planning is effective and teachers set challenging tasks so that all pupils, including the most able, understand increasingly more difficult concepts. The pace of learning is brisk so there is little chance for pupils to lose interest. In less successful lessons, too much time is spent on activities, which are not sufficiently demanding, so that pupils lose interest. Pupils have limited opportunities to share their learning with their peers so that they do not have enough time to extend their understanding through discussion.

A detailed system for tracking pupils' progress is in place. This enables staff and pupils to see what has been learnt and to plan interventions to provide support where needed. This is beginning to have a positive impact on learning and progress but its full impact on raising standards is yet to be realised.

The curriculum satisfactorily meets pupils' needs. There is a wide range of creative activities, such as themed events, including Space Week, Book Week and Kings and Queens Week. The curriculum helps to ensure pupils' good personal development. A wide range of extra-curricular and enrichment activities is offered to pupils. These include sporting and musical events. The school's dance group is particularly popular and successful. All pupils have the opportunity to learn French, which promotes their cultural development well. However, the school does not yet take every opportunity to allow pupils to develop their writing skills.

The school's arrangements to care for and to support pupils are good. The developing on-site Children's Centre has strengthened this aspect of the school's work. Individual support for children facing difficulties, including with language, is good and improving.

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The school takes care of the most vulnerable groups including those at risk of exclusion. Safeguarding is managed effectively.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The headteacher, supported by other senior leaders, has a good understanding of the strengths of the school and where it needs to improve. There is a clear will to succeed and a shared commitment from all staff to raise standards. Challenging targets are set for all pupils and progress towards them is tracked carefully. Increasingly, good practice in teaching is shared so that all lessons can be as good as the best.

An experienced and knowledgeable governing body effectively supports the school.

The issue raised at the previous inspection has been addressed. The majority of pupils do now understand how to move on to the next stage of learning. This is because the school has developed a system of individual targets for pupils. There are, however, still some inconsistencies in the quality of marking.

Equality of opportunity is promoted successfully and there is no discrimination.

Partnerships with parents and carers are strong. Parents and carers are encouraged to play an active role in the life of the school and many commented on how welcome and comfortable they were made to feel there. The developing link with the Children's Centre is further strengthening the school's intelligent use of partners and external agencies to support the care and education of pupils.

Child protection procedures are good and safeguarding requirements are fully met.

The school's work to promote community cohesion is satisfactory. A full audit of the school's work in this area has been carried out, but the full impact of this work on pupils' outcomes is yet to be evaluated.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<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>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that are below expectations for their age. They make satisfactory progress in personal, social and emotional development and in their language skills, although these remain below average compared to local and national data when they enter Year 1. They make good progress in all other areas of learning. Children are happy and safe and are eager to learn and enjoy a wide range of adult and child-led activities. They become independent learners and accept responsibilities, for example, by tidying up at the end of the session. The environment is stimulating and well equipped. The outdoor courtyard area, in particular, has been refurbished and now provides an exciting range of learning experiences.

Staff use observations thoroughly to plan for children's learning. A main focus of their work is to help develop language skills, which are promoted through talking with adults and with other children. Partnerships with parents and carers are good. They are fully involved as active partners in their child's learning and development. Parents and carers confirm that they feel fully involved.

Leadership and management of the Early Years Foundation Stage are good. Policies and procedures are fully up to date and are regularly reviewed. All staff are suitably qualified and trained. Improvements in provision have been achieved through a shared commitment by all staff to evaluate how well things are going and to take effective steps to achieve their aims.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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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## **Views of parents and carers**

Parents and carers were largely positive about the school. Many commented favourably on how well they felt the school cared for their children and how happy they were. A large majority felt that the school was safe and that their child was making good progress. A very small minority of parents and carers raised concerns over behaviour. Inspectors observed generally good behaviour around the school but did note some lack of attention in those lessons in which the pace slowed. The school's behaviour policy effectively addresses these concerns. Pupils stated that behaviour was usually good.

A very small minority of parents and carers felt that they were not sufficiently informed about their child's progress, although the school's processes for reporting to parents and carers appear to be thorough. Partnerships with parents and carers appear to be generally strong. The school has demonstrated a capacity to respond to concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Morecambe and Heysham Westgate 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 481 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	73	21	23	2	2	1	1
The school keeps my child safe	58	64	29	32	3	3	0	0
The school informs me about my child's progress	48	53	34	37	6	7	0	0
My child is making enough progress at this school	57	63	28	31	4	4	0	0
The teaching is good at this school	63	69	26	29	1	1	0	0
The school helps me to support my child's learning	54	59	32	35	3	3	0	0
The school helps my child to have a healthy lifestyle	51	56	35	38	3	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)	41	45	41	45	4	4	0	0
The school meets my child's particular needs	53	58	32	35	4	4	0	0
The school deals effectively with unacceptable behaviour	46	51	34	37	9	10	0	0
The school takes account of my suggestions and concerns	40	44	40	44	7	8	0	0
The school is led and managed effectively	54	59	31	34	3	3	0	0
Overall, I am happy with my child's experience at this school	58	64	27	30	3	3	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.**



28 January 2010

Dear Pupils

Inspection of Morecambe and Heysham Westgate Primary School, Morecambe, LA4 4XF

Thank you for making my colleagues and me so welcome during the inspection of Westgate School. I was particularly grateful to those who agreed to meet us during their lunchtime. We were very impressed by much of what we saw at Westgate. The way you all joined in with the exercise session in the hall on Wednesday morning was very impressive. You must all be very fit and strong.

Westgate is a satisfactory school, with some things that are good. Almost all the responses we received from you and your parents and carers were very positive. Your behaviour is mostly mature and sensible and you respect and value each other. You work hard in your lessons and always try hard to do your best. We were also impressed by the wide variety of extra-curricular clubs and activities in which you take part.

We want the school to do two things, which will help it to improve further:

- make sure that you all make good progress in writing
- for all your lessons to be good or better.

You are very loyal to your school and rightly so. I hope that you will continue to work hard and to enjoy your time at primary school. This will help your teachers to make Westgate an even better school.

Once again, thank you for your help.

My best wishes.

Yours sincerely

Mr Stephen Rowland

Lead inspector

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