

Westcliffe Primary School

Inspection report

Unique Reference Number	131216
Local Authority	North Lincolnshire
Inspection number	341109
Inspection dates	22–23 June 2010
Reporting inspector	Roger Sadler

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	272
Appropriate authority	The governing body
Chair	Mr Ian Andrew
Headteacher	Mrs Kate Buckley
Date of previous school inspection	12 July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed all classes. They held meetings with governors, staff, pupils and parents. They observed the school's work, including assembly and play times and looked at pupils' work, in particular writing and mathematics, and records from the current and previous academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance were compared with national data. Inspectors analysed 76 questionnaires returned by parents and carers, along with questionnaires returned by staff and pupils.

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

- the achievement of pupils, and the extent to which pupils' attainment is improving
- how effectively assessment is used to promote learning
- the accuracy of monitoring and evaluation and how effectively the findings are used to support school improvement.

Information about the school

Almost all pupils attending this school are White British. The proportion of pupils entitled to a free school meal is very high. The proportion with special educational needs and/or disabilities is also very high. A well above average proportion of pupils have statements of special educational needs, many of which relate to hearing impairment. Early Years Foundation Stage education is provided part time in a Nursery class and in a full-time Reception class. Since the previous inspection, the school has received the Artsmark, Activemark and the Healthy Schools 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

This is a good school. Pupils and parents agree. Many pupils enter Nursery with low skills for their ages. By the end of Key Stage 2, pupils' attainment is average. All groups of pupils, including pupils with special educational needs and/or disabilities and more able pupils make good progress and achieve well. Pupils attain a little better in reading, mathematics, speaking and listening than in writing. In some lessons chances are missed to use pupils own experiences to enhance the quality of their writing or, in particular, to develop writing in subjects other than English.

Pupils feel extremely secure and safe and act with careful regard for the safety of others. This is because the care, guidance and support for pupils including the arrangements for safeguarding are excellent. Relationships are good throughout this happy school and many pupils speak warmly of the teaching staff. Pupils' good behaviour is a credit to the school and their families. For the last three years attendance levels have been above national averages and high in comparison with similar schools reflecting the impact of robust procedures to assure attendance and the many efforts made by staff to ensure that pupils enjoy school.

The headteacher, working closely with the deputy headteacher and other senior leaders and managers, provides a very clear vision for the school. Accurate monitoring and evaluation ensure that the school concentrates on improving the relatively weaker aspects of its work. For example, leaders and managers are aware of the need to undertake a review of the school's contribution to community cohesion and of the need to extend pupils' experience of the wide range of life in Britain and other countries. There are particular strengths in the leadership and management of teaching and learning and in ensuring assessment is used well. As a result, the quality of teaching is mainly good and sometimes outstanding. Leaders have ensured teachers, in all classes, have a detailed awareness of the needs of individuals and the level at which they are working and that pupils develop an impressive understanding of the next steps in their learning. These factors and the improving attainment indicate that the school has good capacity to continue to improve in the future.

What does the school need to do to improve further?

- Improve pupils' writing by:
 - ensuring specific writing skills are developed in subjects other than in English
 - ensure that pupils' personal experiences and interests are fully utilised in their writing.

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- Improve the way in which the school contributes to community cohesion, in particular, by providing pupils with greater knowledge and experience of the diversity of ways of life in modern Britain and beyond.

Outcomes for individuals and groups of pupils

2

Pupils find lessons interesting and sustain good levels of concentration and this helps them enjoy their learning and achieve well. They respond well in lessons to the good pace of teaching and the way that they are encouraged and enabled to tackle difficult work. Rates of progress in lessons are improving substantially as the school's work to improve the use of assessment has begun to bear fruit and more pupils are attaining average levels in English and mathematics. By the end of Year 6, pupils are articulate and confident in speaking because they are given many opportunities to hold high-quality short discussions. The achievement and progress of pupils with special educational needs and/or disabilities is good due to consistently good quality provision for these pupils. Because they are challenged well and given appropriate tasks, more able pupils make good progress. The school has a strong track record of meeting targets and has set challenging targets for pupils to make good progress. For example, Year 5 pupils are on track to attain average standards in 2011.

Pupils' personal development, including their spiritual, moral and social development is good. Their cultural development, although satisfactory, is limited by a lack of knowledge and experience of a range of ways of life in modern Britain and abroad. Older pupils take a strong role in the school community, in particular in the way that they interact with pupils in younger classes as, for example, trained reading assistants. Pupils say they feel very safe and valued. The school's work towards the Healthy Schools award has helped provide pupils with a good understanding of healthy diet and the need for regular exercise. Their good progress in basic skills, the emphasis on enterprise skills within the curriculum, their strong relationships and excellent attendance provide pupils with good preparation for the next stage of education and the world of work beyond.

These are the grades for pupils' outcomes

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	2

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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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils feel safe	1
Pupils' behaviour	2
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 Taking into account: Pupils' attendance ¹	2
	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Staff have a detailed understanding of the level at which each pupil is working. They use this information to ensure that teaching matches the needs of individuals. Pupils are continually given high quality oral and written feedback on their work and shown how to improve. They are often given helpful checklists and success criteria to enable them to assess their work and see exactly what is required next. Even so, the teaching of writing is an aspect that has yet to develop further. High expectations of behaviour and interesting resources and ideas help pupils develop very positive attitudes to learning. Whole-class teaching is invariably clear and interesting: additional impact is provided by the effective use of interactive whiteboards.

The curriculum has recently been reviewed and revitalised with the effect that pupils better enjoy learning and want to find out all they can about the topics they study. The curriculum is adapted well to meet the learning needs of pupils of differing abilities. The school has a good range and take-up of interesting clubs and activities which contribute to pupils' social development well. Writing is given an appropriately high priority. Although standards of writing are rising, largely due to the effective use of assessment, pupils are rarely asked to use their personal experiences as a starting point. Also, writing is not always fully developed in subjects other than in English.

Excellent care ensures the needs of all pupils, including those with special educational needs and/or disabilities are identified early. Senior leaders and staff have a detailed knowledge of each pupil's academic and personal development needs. Pupils' self-esteem is carefully nurtured and individuals are helped to aspire to do their very best and relate well to others. Staff work very effectively with families and other professionals to ensure that the pupils' needs are fully met. As a result, pupils have a high degree of trust in the people in school.

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

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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?

Monitoring and evaluation are thorough and comprehensive. Consequently, the school improvement plan concentrates on key priorities. Senior leaders and managers ensure that staff are united in the aim for continual improvement. Teachers monitor one another's work and regularly challenge each other to improve. As a consequence, staff learn from one another and the quality of provision is improving. Teachers readily accept responsibility for ensuring that each pupil does his or her best term by term. Regular meetings with each teacher focus on the progress of individual pupils and ensure that any extra help required is provided. The progress of every learner is meticulously monitored and all pupils are valued. Equal opportunities are promoted well and discrimination is not tolerated.

The governing body holds the school to account and has a clear overview of the school's strengths and weaknesses. The school has good partnerships with local providers, social and health services and parents. The school has yet to undertake a full audit of the way that it contributes to community cohesion including pupils' knowledge of a range of cultures in modern Britain and in the rest of the world. Procedures for safeguarding pupils are exemplary, comprehensive and exceed current requirements.

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	2
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children are carefully inducted into the Nursery and good relationships with parents enable them to feel confident and make a secure start. Good support from local authority staff this year has helped improve provision and rates of progress made by children have improved substantially. From mostly very low starting points, children make good progress in all areas of learning in the Nursery and Reception classes, in particular in language and personal development. Even though attainment in language and mathematical aspects of learning are below average, many children attain nationally expected standards in their personal development by the end of the Reception Year. Children enjoy the good range of interesting learning activities provided. Children concentrate well in whole-class sessions and work confidently on independent activities. Adults carefully assess the learning of individuals and use this information well to tailor activities to meet the interests and needs of each child.

Leadership and management are good and adults work as a team to a common purpose. Staff share an accurate understanding of where improvements are needed. The development plan concentrates on key priorities such as the provision of large equipment which the school lacks to better promote pupils' physical development.

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

Almost 30% of parents and carers returned the questionnaire. Of these, the vast majority of parents are fully supportive of the school. Their comments on the inspection questionnaire and their oral reports to inspectors indicate that they are confident that their children are well taught, happy in school and that the school meets their children's needs so that they make good progress. Parents were especially strongly appreciative of the quality of care and support provided. Parents of children in the Early Years Foundation Stage were strongly supportive. The inspectors agree with these views. The inspectors found no evidence to support the views of the very small minority of parents who were less positive: there was no clear pattern of parental dissatisfaction.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westcliffe 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 272 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	68	23	30	0	0	1	1
The school keeps my child safe	50	66	25	33	0	0	0	0
The school informs me about my child's progress	37	49	32	42	5	7	0	0
My child is making enough progress at this school	40	53	32	42	3	4	0	0
The teaching is good at this school	37	49	35	46	1	1	1	1
The school helps me to support my child's learning	38	50	33	43	3	4	0	0
The school helps my child to have a healthy lifestyle	35	46	35	46	4	5	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)	34	45	34	45	3	4	0	0
The school meets my child's particular needs	39	51	28	37	5	7	0	0
The school deals effectively with unacceptable behaviour	38	50	31	41	3	4	1	1
The school takes account of my suggestions and concerns	36	47	28	37	9	12	0	0
The school is led and managed effectively	38	50	34	45	1	1	0	0
Overall, I am happy with my child's experience at this school	45	59	26	34	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



24 June 2010

Dear Pupils

Inspection of Westcliffe Primary School, Scunthorpe, DN17 1PN

Thank you for making the inspectors so welcome when we came to inspect your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleagues and I enjoyed watching you learn and talking with you in lessons and around school.

Yours is a good school which is well led and managed and works well with your parents, carers and outside agencies to ensure that you make good progress. Children get off to a good start in the Nursery and Reception classes. The teaching and the curriculum are of good quality across the school. Staff look after you very well indeed and you thoroughly enjoy lessons. You clearly feel proud of your school and feel very safe and secure in school. Your attendance is excellent and you arrive on time. Your preparation for life at your next school and for life beyond school is good. You are greatly considerate of others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning or other aspects of life difficult make good progress because the school helps you learn and you are sometimes given extra help in small groups or individually.

There are many things that your headteacher, other staff and the governors want to improve, because they want your school to get even better. We agree with them that there are some important things that need to be done to help you improve. We have asked the headteacher and governors to:

- help you improve your writing
- help ensure that you are provided with more knowledge and experience of the range of ways of life in modern Britain and beyond.

I send you very best wishes for the future from all the inspectors.

Yours sincerely

Mr Roger Sadler

Lead inspector

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