

Western Community Primary School

Inspection report

Unique Reference Number	133384
Local Authority	North Tyneside
Inspection number	323196
Inspection dates	19–20 November 2008
Reporting inspector	Graeme Clarke

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	399
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Alan Robson
Headteacher	Mrs Sally Craigen
Date of previous school inspection	1 September 2007
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Rutland Road Wallsend Tyne and Wear NE28 8QL
Telephone number	0191 2007250

Age group	3–11
Inspection dates	19–20 November 2008
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Fax number

0191 2007251

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This above average size primary school serves a suburban community to the east of Newcastle, a locality where there is noticeable social deprivation. A broadly average proportion of pupils are eligible for free school meals. Most pupils are from White British families. Others come from a European, African or Asian heritage and, of them, a very small number are learning to speak English. The proportion of pupils with learning difficulties, and those with a statement of special educational need, is broadly average. The Early Years Foundation Stage (EYFS) provision is in Nursery and Reception classes.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Western Community Primary is now a good school. Pupils thrive because the headteacher, ably assisted by her senior team, provides very clear educational direction and encouragement for all staff. Together they successfully promote good progress and foster the ideal that every child does matter. The school's very effective partnerships, especially with nearby schools and the local authority, have been a vital factor in the school's successful improvement. Strong links with the local community, heritage centres and support for children abroad widen pupils' understanding, enhance their well-being and make an outstanding contribution to community cohesion.

The school acted promptly to tackle the weaknesses in progress identified at the last inspection. The good use of challenging targets, and the whole procedure of giving pupils steps towards reaching a final challenging goal are central to the good and sometimes excellent progress that most pupils have made during the past year. The determination of the leadership to establish consistent procedures throughout the school is in a large measure responsible for the success of this approach. Governors too have shown determination to improve their role and ensure the school rigorously accounts for its work. This marked success, and resolve to raise standards and achievement point clearly to a good capacity for further improvement.

This is a very inclusive school where, when taking every pupil's background and starting point into account, pupils' accomplishments reflect good achievement and personal development. Pupils with learning difficulties and/or disabilities make good progress overall. Children in the EYFS make good progress in all areas of learning and development. Pupils in Key Stages 1 and 2 achieve well to reach standards that are broadly average and standards are rising. Year 2 standards in reading, writing and mathematics improved in 2008. Provisional results show mathematics standards in the Year 6 statutory assessments improved, and together with English and science standards all were broadly average in 2008. The results at the higher Level 5, however, were lower than predicted.

Pupils behave well in lessons and assemblies. They are confident and polite. They enjoy school, are delighted when they do well and happily share the success of others. Pupils have a good grasp of the need for healthy eating and enthusiastically take part in physical activities. They contribute exceptionally well in many ways to their school and wider community. Well developed social skills and sound basic skills ensure pupils are well prepared for their future.

A minority of parents have concerns about consultation, although there are regular arrangements to seek parents' views, newsletters and information meetings. These lead a majority of parents to have a very high degree of confidence in the school. One sums up their views: 'My children enjoy the wide variety of topics covered. The school encourages children to think for themselves and it manages to involve the parents in a wide variety of additional opportunities not usually offered, for example, 'Bring your Parents to School'. The teachers are approachable, helpful and supportive. The children are well mannered and behaved'.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Nursery with abilities and skills below those typical for children of this age. Improved provision in the EYFS helps them make good progress from their starting points and by the end of the Reception year standards in all of the areas of learning are in line with national expectations. Children's personal, social and emotional development is a strength. As a result of good support and care, children settle and learn routines quickly. Qualities such as confidence, kindness and respect are nurtured effectively. A good range of activities offer many appropriate opportunities for children to direct their own learning. Well balanced, focused activities led by adults extend their learning. The school has a large, safe outdoor space it is developing. At present, limited resources in the outdoor areas offer fewer challenging activities for learning than in the well resourced indoor facilities. Good leadership has improved the curriculum and the quality of teaching. Teachers and assistants work very effectively together. In turn, children learn successfully, make good progress and achieve well. The use of assessment has improved over the past year. Teachers clearly draw upon their informative records of children's progress to plan activities for them. Helpfully too, effective use of information about children's progress identifies priorities for learning when they move into Year 1. The newly introduced home-school booklet has been well received by parents and is strengthening the link between children's learning in school and at home.

What the school should do to improve further

- Raise standards in mathematics and English in Key Stage 2, especially at higher levels.

Achievement and standards

Grade: 2

Pupils make good progress and achieve well. When they join the school their skills and abilities are lower than those typically seen in children of the same age. Standards when they leave are broadly average. Inspection evidence shows pupils throughout Key Stages 1 and 2 make good progress, an improvement since the last inspection. In the 2008 statutory assessments for Year 2 the school's results in reading, writing and mathematics were higher than in 2007 and continue an improvement trend over the past three years. From being below average then, standards are now at the national average. Provisional results in the Year 6 assessments for 2008 show standards have improved on 2007, particularly in mathematics, and are broadly average. The school did not meet the targets set for more able pupils. Pupils currently in Year 6 are on track to reach their challenging targets for 2009 and maintain a pattern of rising standards throughout the school.

As a result of very effective support closely aligned to pupils' particular learning needs, pupils with learning difficulties make good and sometimes excellent progress in reading, writing and mathematics. The very small number of pupils who are learning English as an additional language make similarly good progress as their classmates.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Their spiritual, moral, social and cultural development is also good. Pupils respond well to opportunities to reflect and to consider other people's values and way of life. Pupils talk knowledgeably about healthy lifestyles in relation to

diet and the dangers of smoking and substance abuse. They enthusiastically take part in physical activities. The school deservedly has the Healthy Schools and Activemark awards. Pupils are very aware of ways in which they can stay safe in many situations, including the use of the Internet. They feel safe in school and well-looked after. They comment that bullying is unusual; they know who to report to and say it is always dealt with very promptly. Pupils take part with great enthusiasm in lessons and assemblies and many voluntarily join after-school clubs. They talk with pleasure about how much they enjoy activities and lessons. Attendance is average and term-time holidays account for over a fifth of absences. Behaviour is generally very good in lessons and the communal parts of the school where pupils are polite and courteous to others. Pupils' good contributions to school life promote community cohesion. Older pupils help the younger ones, for example, as playground friends. The school council is proud of its work to improve aspects of the school. Pupils willingly undertake charitable and environmental activity to help worthy causes locally and farther afield. Pupils benefit from many opportunities to develop teamwork and enterprise experience in school and during visits. This and their sound basic skills prepare them satisfactorily for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good overall. Many lessons are of a good or outstanding quality and foster good or outstanding progress. Pupils' English and mathematics notebooks show how they have made good progress since the last inspection. In the most effective lessons pupils know clearly what is expected of them and the pace of teaching holds their attention. When given an opportunity to answer searching questions or think deeply about matters, they communicate their ideas well and show a good level of understanding. Teachers and assistants plan lessons and work very effectively together. Assistants make a vital contribution to support pupils in need of intensive help. Sharply focused support by both teachers and assistants makes a key contribution to fostering the good progress most pupils make throughout the school. In a small number of lessons, activities lack challenge, especially for the more able pupils who do not have a suitable activity to extend their learning when they complete tasks quickly. Teachers successfully encourage pupils to reflect on their own learning and this insight helps pupils know how well they are doing. In turn, they talk informatively about their targets and what they need to do to reach them. Thorough, diligent marking celebrates pupils' accomplishments, corrects errors and gives them pointers to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good. It has appropriate breadth and a good range and balance of activities. Consistent planning contributes strongly to pupils' personal and social development progressively throughout the school. Carefully thought out themes forge strong links between subjects and take account of the interests of pupils. The school provides good opportunities for pupils to develop and use practical skills in many subjects, which is an aspect of learning that pupils really appreciate. A very wide variety of visits and visitors, and the many different after-school clubs, further enriches the curriculum and gives pupils an enjoyment of learning along with broadening their experience. A sharp focus on basic skills underpins the improvements in standards in English and mathematics. Pupils are successfully encouraged to be part of their local community and understand its heritage through projects such as 'Pride of Place'.

Information and communication technology (ICT) is a strength throughout the school. ICT is used fruitfully in many ways to encourage pupils to engage in learning and to enhance the presentation of their work.

Care, guidance and support

Grade: 1

Pupils benefit greatly from the outstanding care, guidance and support the school provides. Well founded and understood procedures contribute to a climate where pupils are properly protected and carefully supported. As a result, pupils say they feel safe and well looked after. Effective measures for safeguarding children are in place, such as those required for child protection, recruiting staff, health and safety and risk assessment for visits and activities. The school has very precise and exceptionally effective procedures for analysing information about pupils' work and identifying any specific difficulties they have. In turn their teacher or assistant provides sharply focused support both in class and in small groups withdrawn for intensive help. The close support given to pupils with learning difficulties and/or disabilities is responsible for their good and sometimes outstanding progress in reading, writing and mathematics. Crucially pupils withdrawn for intensive support are not excluded from learning with their classmates when they return. These arrangements lie at the heart of the school's success in fostering pupils' progress.

Leadership and management

Grade: 2

Good leadership and management very successfully promote the caring ethos and positive climate for learning evident throughout the school. The headteacher, leadership team and governors show great commitment and resolve to improve the school. They have diligently, rigorously and successfully addressed the issues raised at the last inspection. There is a very strong team spirit to develop the school further. Governance is good. A particularly strong feature is the attention governors and the leadership give to promoting partnerships; as a consequence of this focus, the school makes an outstanding contribution to community cohesion. Governors hold senior staff to account and are very involved to gain a very clear knowledge of the school. The effective partnership between leaders and governors is seen in their accurate self-evaluation, and the priority they give to raising standards in a well thought out development plan. The school sets and makes good and systematic use of challenging targets at both whole school and individual level. Although these arrangements have only been in place since the last inspection they are effectively promoting pupils' progress and delivering successes. The drive and energy given by good quality leadership and management are contributing significantly to pupils' rising achievement. The school gives good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

21 November 2008

Dear Pupils

Inspection of Western Community Primary School, North Tyneside,

NE28 8QL

Mrs Kiff, Mr Watson and I really enjoyed our visit to inspect your school. Thank you for helping us when we came into your classrooms and assembly to see you at work. You were very polite and helpful and we did enjoy talking with those of you whom we met. We were delighted to see how much you like to take part enthusiastically in activities during and after school, how you value the help you get and the friendships you make. You are well behaved and polite to others in lessons and around the school. We were pleased to see how well you contribute to school life, for example as school councillors and how much you help others who are less fortunate than you. I know the headteacher and all the staff are very proud of you.

Your school has improved a great deal and now gives you a good education. It is warm and welcoming and well organised. All the adults in the school look after you very well and that is why you feel safe and happy. Throughout the school you are making good progress, although we think that the school should help more of the older children to reach the highest level in English and mathematics. Nevertheless, we were pleased how the new target setting arrangements and the extra support for those of you struggling a little, are helping all of you in Years 1 to 6 to do well. When we looked at your books we were impressed with the care you take to make your work neat. We saw how teachers tell you how well you are doing and how you can improve.

You have very many opportunities at Western Community Primary School to learn about life and these should stand you in good stead for the future. I hope that you all do really well.

Yours sincerely

Graeme Clarke

Lead inspector