

# Westgarth Primary School

Redcar Road, Marske-By-Sea, Redcar, North Yorkshire, TS11 6AE

## Inspection dates

27–28 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Pupils achieve exceptionally well academically, personally, and creatively because of the wide range of opportunities available, and because of excellent teaching. Pupils become confident learners who want to succeed.
- Children in the Early Years Foundation Stage make an excellent start in their reading, writing and understanding of numbers. They quickly develop skills that allow them to work and play together confidently and independently.
- Pupils' progress from their starting points is outstanding in every year group, accelerating even more quickly in Year 6 because of the very high quality teaching. Pupils know how to move forward to the next level.
- All pupils make outstanding progress and reach high standards in English and mathematics, including pupils eligible for support through the pupil premium, disabled pupils, those with special needs and the most able.
- Although the standards reached by boys are higher than all pupils nationally, they are not as high as the standards reached by girls in the school.
- Outstanding teaching ensures that pupils learn very quickly. High expectations in all subjects, allow pupils to use their excellent skills in reading, writing and mathematics in every subject. This ensures pupils' progress is excellent.
- Expectations of pupils' behaviour are just as high and result in pupils showing high levels of trust and respect to each other and to adults in the school.
- Pupils feel very safe and their attendance is excellent. Pupils are eager to learn, always want to improve and are very proud of their school.
- The headteacher and deputy headteacher's excellent leadership ensures that the whole-school team works well together to provide the best possible opportunities for pupils.
- Senior and middle leaders carry out their roles effectively, providing a sound basis for reviewing the quality of the school's work and planning for the next steps. Achievement and teaching have improved and leaders are consistently eager to move the school forward.
- The governing body is exceptionally well informed and effectively challenges all aspects of the school's work, while remaining highly supportive.

# Information about this inspection

- Inspectors observed 23 lessons or parts of lessons, including one joint observation with the headteacher and one joint observation with the deputy headteacher. In addition, inspectors listened to some pupils read, and reviewed a sample of their written work alongside the headteacher.
- Inspectors held meetings with different groups of people involved with the school. These included pupils, members of the governing body, the headteacher, senior and middle leaders, other members of the teaching staff and a representative of the local authority.
- The 64 responses to the online questionnaire (Parent View), the school's own surveys for parents and the inspection questionnaire completed by 37 members of the school's staff were examined. The school's informative website was reviewed.
- Inspectors reviewed a range of documents, including information on pupils' achievements, the school's data on pupils' current progress, documents relating to planning for improvement, procedures to check the quality of teaching, documents relating to safeguarding and records of behaviour and attendance.

# Inspection team

Philip Scott, Lead inspector	Additional Inspector
John Pattinson	Additional Inspector
Lesley Richardson	Additional Inspector

## Full report

### Information about this school

- The school is a larger than the average-sized primary school.
- Most pupils are from White British backgrounds. The number of pupils from a different minority ethnic background is very low and all the pupils speak English.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well below average.
- The proportion of pupils known to be eligible for support through the pupil premium is below average. The pupil premium is additional funding allocated for children in the care of the local authority, those known to be eligible for free school meals or whose parents are in the armed forces.
- The school exceeds the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.
- This school offers support to other nearby schools as part of a 'Teaching Alliance'.

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

- Continue to close the gap in learning between boys and girls across the school, so that a greater proportion of boys achieve the higher levels of attainment in reading and writing by the end of Year 6.

## Inspection judgements

### The achievement of pupils

### is outstanding

- Pupils achieve exceptionally well because teachers cater very successfully for the full range of differing abilities in each class. They ensure that the vast majority of pupils make outstanding progress from their individual starting points. The school has a clear focus on pupils' personal, physical and creative development through the interesting and exciting curriculum offered. This contributes to pupils' happiness and motivation to learn and, as a result, helps their academic achievement. Staff ensure that all pupils have the chance to participate in all aspects of school life.
- Most children join the Nursery with skills and abilities that, overall, are typical for their age. Children in the Nursery and Reception classes make an excellent start in learning to read, write and in understanding numbers. In Reception, children were challenged to match the beats on a drum to specific words, linking to their work on *The 3 Little Pigs*, which developed their vocabulary very effectively. Occasionally, some boys need extra support to manage their feelings and develop their listening skills.
- In Key Stage 1, pupils continue to make outstanding progress. Pupils receive extra challenge in creative and innovative ways, such as in Year 2, where the pupils were emailed by ants from another planet with extra mathematical problems to solve. Standards by the end of Year 2 are well above the national average.
- Pupils in Key Stage 2 build upon these high standards and make excellent progress. Consistently high quality teaching, especially in Year 6, enables pupils to leave the school having reached very high standards. In 2013, Year 6 standards were one year ahead of the national average.
- In 2013, very nearly all the pupils made the expected progress in reading, writing and mathematics, with over 50% making better than expected progress. This is a much better rate than the national average. Five pupils achieved the very high Level 6 in mathematics and one did so in reading.
- Most pupils are highly skilled readers. Younger ones tackle new words confidently because of the effective teaching of letters and sounds. Older pupils use their skills well, reading for enjoyment as well as while researching in other subjects. Writing is a pleasure to read, usually being neat, imaginative and accurately punctuated. Teaching ensures pupils appreciate the challenge in mathematics and there are some highly skilled mathematicians.
- All groups of pupils, including the most able, make similar rates of progress because the different ability groups in each class are provided with similarly challenging work. The standards reached by boys by the end of Year 6, although high, are not as high as the girls in reading and writing. This is because the attitude of some boys to their learning is not as focused as that of the girls.
- Disabled pupils and those with special educational needs make excellent progress. This is because they receive excellent support with activities well matched to their individual abilities and needs, and any problems in learning are spotted early and addressed.
- Extra support has been funded by the pupil premium, primarily in the form of extra teaching staff so that pupils are in smaller classes, and also have the opportunity to access one-to-one and small-group support. As a result, pupils supported by this funding, including those known to be eligible for free school meals, make excellent progress from their starting points in every year group in school. In the 2013 tests, pupils known to be eligible for free school meals attained more highly than other pupils in the school in English and in mathematics, and were over a year ahead of all pupils nationally. The school's commitment to providing equality of opportunity is outstanding.
- Pupils are very proud of their achievements and feel very well prepared for the next stage in their education. They know how well they are doing in their school work, and what they need to do to improve.

**The quality of teaching is outstanding**

- Teaching has improved since the last inspection. Senior leaders have focused on developing high quality teaching through effective training and the evaluation of its impact. There is a shared drive among staff to constantly improve, to evaluate the quality of teaching and its impact on learning, and find ways to get even better.
- Exciting resources are devised and used imaginatively to interest pupils and promote high level thinking skills. In a Year 4 history lesson, pupils had a 'Time Machine box' containing a range of historical sources for pupils to find out about the Great Plague. This captured their imagination and they worked hard to record a number of key facts to use in a forthcoming piece of writing.
- Pupils benefit from teachers' excellent subject knowledge across the curriculum. In a Year 6 English lesson, pupils were skilfully introduced to four objects that symbolised themes from *Macbeth* by William Shakespeare, such as a black crown to represent the themes of evil and night during the pursuit of power. The pupils enthusiastically and articulately offered their own imaginative ideas for the objects, many of which the teacher had not expected.
- Pupils' progress is continually checked, providing a very accurate picture of what pupils know, can do, and their next steps in learning. Effective questioning identifies when pupils are ready to move on or a task needs adjusting to allow pupils to make even quicker progress in their learning. Tasks are designed to ensure pupils make the most of every opportunity and have the chance to work on their own, in pairs or in small groups. Pupils use their targets very well and know what they need to do to reach the next level.
- The marking in all subjects is excellent. Comments are supportive and helpful, and pupils are given time to read and respond to the comments, and are expected to apply their improvements in future pieces of work. They know that their work has to be of a very high standard.
- Teachers know how to get the best out of their pupils. Expectations of what they can do and achieve are consistently very high. Behaviour is managed extremely well.
- Teachers and teaching assistants work exceptionally well together, especially in the Early Years Foundation Stage. This ensures that all pupils across the school have the appropriate challenge and support that they need to continue to make excellent progress.
- The very high standards in English and mathematics are reflected in other subjects. Teachers are adept at providing opportunities for pupils to use their reading, writing and mathematical skills in topics across the wider curriculum, linking subjects together. An example of this was in a Year 5 lesson based around the topic of the Romans, in which pupils worked cooperatively to find out about the Circus Maximus, the Pantheon and aqueducts using selected websites, before going on to write a factual report.
- Pupils say that their teachers are friendly and kind, and appreciate the extra time teachers give to help and support them. Parents feel that their children are taught well.

**The behaviour and safety of pupils are outstanding**

- The behaviour of pupils is outstanding. Staff set very high standards and pupils respond to these. Pupils and staff show high levels of respect for each other. This ensures a happy, welcoming and harmonious place that is committed to succeed and has a hugely positive effect on the rate at which pupils learn. A group of pupils confidently stated that it would be 'very hard to improve the school'.
- Pupils' attendance is consistently high. Pupils thoroughly enjoy coming to school and very much enjoy their learning. Their spiritual, moral, social and cultural development is promoted very effectively in lessons and in school assemblies. As a result, positive relationships between pupils and all adults in school are evident, pupils work cooperatively and this supports their learning.
- The school's work to keep pupils safe and secure is outstanding. Pupils report that they feel very safe in school and know how to stay safe out of school. They appreciate the range of visitors, such as the community police, the information they receive in assemblies and in classes on topics such as e-safety, and the role of the school councillors and 'Westgarth Friends'.

- Pupils have a clear understanding of the school's system to manage behaviour. They are aware of the different types of bullying and are confident that if it should occur, the staff would quickly resolve the problem. Pupils report that all teachers, teaching assistants and lunchtime supervisors are skilled at promoting good behaviour in lessons and during friendly and sociable break times.
- Pupils are obviously proud of their school, and value highly the opportunities they have to take responsibility such as in the Eco Council, Year 5 'Friends' and the school council. They move around school impeccably, and show care for the school environment.
- Parents are very positive about pupils' behaviour, indicating that their children feel particularly safe in school and that they are cared for very well.

## **The leadership and management are outstanding**

- The headteacher and deputy headteacher provide excellent, inspirational leadership. They have developed an extremely effective whole-school team that supports and encourages each other to constantly improve and provide consistently high quality teaching and guidance for all pupils. Staff morale is extremely high. One member of staff correctly summed this up by writing that the school has 'dedicated and inspiring leaders, creative and enthusiastic teachers'.
- Senior and middle leaders carry out their duties rigorously, and have a secure and accurate understanding of the strengths and aspects for development in their areas of responsibility and across the whole school. There are robust procedures to check the quality of teaching through formal and informal observations in classes.
- Accurate assessment of pupils' attainment and progress are instrumental in setting challenging targets for both pupils and teachers. This assessment is also used as a basis for highly productive 'structured conversations' between the teacher, pupil and their parents every term, accelerating the rate at which pupils learn.
- Pupils benefit from a lively, well-planned curriculum which contributes to their eagerness to learn. Opportunities to work collaboratively, demonstrate empathy, foster curiosity and imagination, and celebrate their own and others' success supports pupils' strong spiritual, moral, social and cultural development. The curriculum is enhanced by a number of visitors to school, after-school clubs and visits out of school including residential visits, and by exciting resources such as the Solar Dome and Reading Huts. These all help pupils develop into mature young people.
- The new primary school sport funding is used well to increase teachers' expertise, to provide pupils with additional resources and opportunities to take part in a wider variety of sporting experiences, it also allows pupils access to an increased number of inter-school competitions. As a result, the school is enabling pupils to develop even healthier lifestyles and better physical well-being.
- Rigorous financial monitoring and evaluation ensures the funds the school receives are well used, including the pupil premium.
- Safeguarding policies and procedures fully meet requirements, and record keeping and staff training are thorough and up to date. Discrimination of any kind is not tolerated, and all pupils have equality of opportunity to succeed.
- Strong links exist between the school and parents who are very appreciative of the education that their children receive. In response to the online questionnaire Parent View, 98% of parents would recommend Westgarth Primary to another parent.
- The local authority representative visits school termly, organising support through the local 'Teaching Alliance'. Westgarth Primary is often used as a resource for other schools.
- **The governance of the school:**
  - Governors are extremely well informed and know their school exceptionally well. They have the skills and expertise to challenge and support the leaders appropriately, asking searching questions. They listed and ranked the key strengths of the school, and the issues it faces for the inspection team. Governors make a significant contribution to the way in which leaders

check on the effectiveness of the school's performance and set areas for development.

- Governors know and use well information about the progress of individuals and groups of pupils when they review staff performance and pay progression, and have an accurate view of teaching across the school. They ask challenging questions when the need arises. Governors have a clear view of the school's finances, including the benefits for pupils supported by the pupil premium and the impact on provision of the primary sport funding.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	111563
<b>Local authority</b>	Redcar and Cleveland
<b>Inspection number</b>	431368

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	359
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet West
<b>Headteacher</b>	Neil Burton
<b>Date of previous school inspection</b>	24 April 2009
<b>Telephone number</b>	01642 485560
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