

Westfield Primary Community School

Inspection report

Unique Reference Number	133374
Local Authority	York
Inspection number	360500
Inspection dates	11–12 May 2011
Reporting inspector	Derek Pattinson

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	571
Appropriate authority	The governing body
Chair	Mr Richard Elam
Headteacher	Mrs Tracey Ralph
Date of previous school inspection	21 November 2007
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Introduction

The inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, observed 21 teachers and held meetings with members of the governing body, staff and groups of pupils. They looked at the school improvement plan, the latest reports to the governing body from the School Improvement Partner, the most recent headteacher's reports to the governing body, the most recent national and school data on attainment and progress, safeguarding policies and records, assessment information, the latest attendance figures and pupils' work in all classes. The 85 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

- The impact of teaching on pupils' attainment, particularly in English and mathematics, and to what extent there are weaknesses that are holding pupils back.
- How effectively pupils are challenged in their learning, particularly those with special educational needs and/or disabilities and the more able.
- The impact of the school's developing curriculum on pupils' learning and enjoyment.
- The effectiveness of the extended senior leadership team in driving improvement and evaluating the school's work.

Information about the school

This is a well–above-average-sized primary school where most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is small and few pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals and the proportion of pupils who have who special educational needs and/or disabilities are close to what is typical nationally.

The school has achieved a number of awards including an International Award, Healthy School status and the Basic Skills Quality Mark. A new headteacher has joined the school and a new deputy headteacher appointed since the last inspection.

There are pre-school settings, the Cheeky Monkeys Playgroup and Kaleidoscope (Acomb), as well as an after-school club on site, which are inspected separately.

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

2

Main findings

This is a satisfactory school. Under the headteacher's relentless pursuit of school improvement, areas of the school's work, such as the quality of teaching and learning are improving strongly. Despite the many clear improvements in teaching, the overall impact on learning and achievement remains satisfactory because improvements are not yet consistent across the school. Robust systems, policies and procedures are implemented, monitored and evaluated rigorously and are consistently leading to steadily improving academic outcomes. As a result, pupils' attainment at the end of Key Stage 2 in English, mathematics and science, which were low in 2008, have risen year-on-year since then and are now approaching average. Pupils' progress is now very carefully tracked to ensure that any pupils falling behind can be immediately given extra help.

Increasing accountability, improved self-evaluation procedures and the empowerment of key personnel are integral to the headteacher's proactive and focused approach to seeking school improvement. As a result, senior staff, subject leaders and the governing body are playing an increasing role in the drive to secure improvement. For example, senior leaders have been successful in improving provision for pupils with special educational needs and/or disabilities and as a result, these pupils now make similar progress to their classmates. Teamwork is strong. Priorities for development are the right ones and are pursued with vigour. As a result of these significant strengths in leadership and management which are clearly leading to improved provision and outcomes, the school's capacity to sustain improvement is good.

Other strong aspects of the school's work include the high priority given to pupils' pastoral care, pupils' secure knowledge of how to lead a healthy lifestyle and stay safe, and the school's good curriculum, which increasingly promotes enjoyment. Pupils' good spiritual, moral, social and cultural development underpins the school's work and helps to explain their good behaviour. Although attendance is strongly promoted, actual attendance is at the bottom end of the broadly average range.

Children start school with a varied range of skills, but, overall they are below those expected for their age. They make satisfactory progress in the Early Years Foundation Stage. However, data to track children's development is collected and held in a variety of ways. As a result, it does not enable teachers to track progress consistently and effectively, plan for the next steps in learning or gain a clear view of attainment on entry and exit.

Up to 40% of 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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What does the school need to do to improve further?

- By December 2012, ensure that all teaching is at least good in order to eliminate uneven progress and drive up standards further by:
 - continuing to promote and share the best practice currently evident in the school
 - ensuring teaching assistants are always used effectively
 - checking that work given to pupils is always at the right level, especially for more-able pupils
 - injecting greater pace into some lessons so that pupils have enough time to work independently
 - increase opportunities for pupils to use information and communication technology (ICT) to support their learning
 - ensuring pupils routinely respond to points for improvement made in teachers' marking.
- Building on the good work already undertaken to boost attendance by increasing the involvement of parents and carers in projects designed to improve attendance.
- Simplify how data about children's understanding and progress is tracked and recorded in order to accelerate learning in the Early Years Foundation Stage by:
 - ensuring a consistent approach that is shared and understood by all
 - using the information gained effectively to plan next steps
 - monitoring the agreed approach to ensure consistency, accuracy and evaluating its impact on children's learning.

Outcomes for individuals and groups of pupils

3

Pupils enjoy lessons, especially when, as in a Year 2 mathematics lesson, they successfully engaged in 'quick fire' questioning to help develop their thinking skills. They are especially interested and involved when work undertaken is linked to real-life situations. A good example of this was when Year 6 pupils, through a study of slides showing different ways our world can be damaged by mankind, considered solutions for the problems created. Nevertheless, progress slows and pupils start to lose interest when they have to listen to the teacher for too long.

Pupils' achievement is satisfactory and is steadily improving as teaching gets better. In Years 5 and 6, most pupils now make good progress because of the mostly good teaching. Across the school, pupils with special educational needs and/or disabilities, whose progress has been inadequate in the recent past, now make satisfactory progress, similar to their classmates. This is because the school's rigorous tracking in Key Stages 1 and 2 enables teachers to provide good support whenever pupils are seen to be falling behind. The school has been lagging behind similar schools in the number of pupils who achieve the higher levels of attainment at the end of both key stages. Projections show the percentage of more-able pupils in Year 6 who are likely to reach the higher Level 5 in this year's national tests is set to rise, especially in English.

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Pupils are very aware of the benefits of exercise and most have adopted what constitutes a healthy lifestyle. They feel safe in school because the school takes effective action to ensure safety, including on the internet, and to eliminate bullying. They say that there is always someone to turn to, such as, the Children's Champion. Pupils have a clear voice in decision making, for example, through the good work of the school council and school prefect duties: they carry out their responsibilities conscientiously. Pupils talk often about issues which concern them locally, are involved in community projects and routinely raise money for a variety of charities. Most pupils behave well in class, corridors and in the playground. Pupils say if there is inappropriate behaviour, it is always dealt with promptly. Pupils' improving attainment in literacy and numeracy mean that they are satisfactorily prepared for the next stage of their education. Attendance is well promoted and outcomes, currently satisfactory, are starting to improve. Pupils' spiritual, moral, social and cultural development is good and provides a firm platform for their pastoral and academic development.

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
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

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

How effective is the provision?

Teaching is satisfactory and steadily improving, although inconsistencies remain. Secure relationships, effective control strategies and much use of encouragement and praise are features of most lessons. In the best lessons, teachers' enthusiasm, secure subject knowledge, good use of resources, lively presentations, effective use of teaching

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assistants and links to 'real-life' situations hold pupils' attention and help ensure they make good progress. In most lessons, teachers make clear what pupils have to learn so they know what is expected. However, in lessons that are no better than satisfactory, teaching assistants are not always used well and the pace of lessons is sometimes too slow to allow pupils enough time to work independently. The work set is sometimes not at the right level, especially for more-able pupils. Most marking is good, but, pupils do not always follow up comments to help them improve.

The curriculum has improved from satisfactory at the last inspection to good and this is making a clear contribution to pupils' improving academic outcomes. Important skills, especially in literacy, are now strongly emphasised to ensure that they develop soundly as pupils move through the school. However, pupils do not yet have enough opportunity to use ICT to support their learning. The school is increasingly breaking down barriers between subjects and using first-hand experiences to bring learning alive for pupils. As a result, pupils' enjoyment is increasing. Personal and social education has a high profile, which helps to underpin improving learning. A strong feature is the extent to which story, music, art and dance extend pupils' learning about other cultures. A wide range of visits, visitors and after-school clubs further enriches pupils' experience.

The good care, guidance and support for pupils are strengths of the school. Staff know pupils well, are friendly and welcoming and give much time to their care and support. As a result, pupils trust adults, feel safe and are happy in school. The school works well with a range of agencies to benefit pupils and their families. Provision for pupils potentially vulnerable due to their circumstances and those with special educational needs and/or disabilities has improved and is now good. The many positive incentives to boost attendance are just beginning to have an impact and punctuality has also improved. Inclusion is a strong feature of the school's work. Transition arrangements for pupils joining the school, between classes and key stages, and when moving on to high schools are good ensuring a smooth and seamless move.

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?

The headteacher's outstanding leadership is providing a very clear direction for the school's work. Morale is high, teamwork is effective and good practice is increasingly shared. All staff and the governing body are highly motivated to raise standards and accelerate progress. Through accurate self-evaluation, the extended and effective senior leadership team has a clear picture of the school's strengths and the areas where improvements are needed. Priorities for development are the right ones and are being

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pursued rigorously. Checking arrangements are regular and thorough, focusing clearly on pupils' learning and contribute well to the relentless drive to secure higher standards. Subject leaders are increasingly accountable for standards and progress in their subjects. Leaders obtain pertinent information on pupils and their performance because tracking arrangements are firmly established. As a result, robust and challenging targets are set, achieved and recently, exceeded. The governing body makes a sound contribution; it increasingly challenges the school and holds it to account but is not yet fully involved in evaluating all aspects of its work.

Relationships with parents and carers are satisfactory and improving. The school seeks their views regularly and acts upon them. Partnerships with a range of institutions and agencies, such as with the local authority and the local school cluster, make a satisfactory contribution to pupils' learning. The school is inclusive and discrimination is not tolerated. The sustained improvement in academic performance and accelerating progress of pupils with special educational needs and/or disabilities and the more-able in Years 5 and 6 are strong examples of the impact of how successfully equal opportunities are promoted. Good arrangements to safeguard pupils, for example, by ensuring that it is given strong emphasis within the curriculum, mean that parents and carers have every confidence in the school to keep their children safe. The school is a cohesive community. Community cohesion is a strong feature of the school's developing curriculum with a variety of links that promote engagement with groups far and wide. Resources are managed soundly, thus ensuring that the school provides satisfactory value for money.

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	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
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	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

When children start school their skills and knowledge are below those expected for their age and sometimes well-below. Welcoming staff ensure that children settle quickly into

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established routines and become receptive learners in a supportive and nurturing environment. All adults are caring and ensure safeguarding arrangements are met. Children whose circumstances make them vulnerable are quickly identified and are well cared for. Teaching is satisfactory and sometimes good, enabling children to make sound progress as they move through the Nursery and Reception classes. However, most children transfer to Year 1 with skills that are still below what is typical for their age. Nevertheless, all adults strive to raise children's self-esteem and confidence. For example, 'Tremendous Effort Certificates' are used effectively. Some activities are carefully chosen to capture children's interest, such as, when children in the Nursery class make paper bag monsters after listening to the story of the Gruffalo.

The outside area is used well to promote children's physical development and exploration. However, opportunities to promote language development, interest and excitement are sometimes missed. Children's progress is tracked extensively as they move through the Early Years Foundation Stage. The wealth of data and information accumulated is presented in a variety of forms and this makes it difficult to evaluate exactly how much progress children are making over time. Relationships with parents and carers are good. Parents and carers contribute to their child's learning journeys and appreciate the sensitive care provided for their children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Approximately 15% of parents and carers returned the inspection questionnaire, which is lower than the average response. A minority also wrote comments to expand upon their views. Most parents and carers returning questionnaires were positive about the school and their child's experience, particularly that their children are kept safe, encouraged to lead a healthy lifestyle and they enjoy school. Inspection evidence supports these positive views. Although most parents and carers think that teaching is good, inspection evidence showed satisfactory but rapidly improving teaching. Inspectors investigated all general issues raised by parents and carers, and their findings, when significant, are included in this report. Negative responses were few with no trends emerging.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfield Primary Community 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 571 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	50	59	29	34	5	6	1	1
The school keeps my child safe	44	52	39	46	1	1	0	0
My school informs me about my child's progress	38	45	43	51	2	2	0	0
My child is making enough progress at this school	39	46	39	46	7	8	0	0
The teaching is good at this school	43	51	39	46	3	4	0	0
The school helps me to support my child's learning	30	35	47	55	4	5	0	0
The school helps my child to have a healthy lifestyle	30	35	48	56	5	6	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)	30	35	42	49	5	6	0	0
The school meets my child's particular needs	31	36	50	59	3	4	1	1
The school deals effectively with unacceptable behaviour	27	32	50	59	6	7	1	1
The school takes account of my suggestions and concerns	21	25	52	61	8	9	1	1
The school is led and managed effectively	27	32	50	59	4	5	0	0
Overall, I am happy with my child's experience at this school	42	49	38	45	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



13 May 2011

Dear Pupils

Inspection of Westfield Primary Community School, York, YO24 3HP

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. Please give our thanks to your parents and carers for their comments and opinions. We enjoyed being in your school, visiting your lessons and listening to what you had to say. You told us that you like your school. We judge that your school is giving you a satisfactory education, and that it is improving quickly. These are some of the good things about your school.

- You enjoy your lessons and most of you behave well.
- You know about the importance of staying healthy and keeping safe.
- The curriculum is good and there are interesting activities for you to do.
- Adults take good care of you and you are happy in school.
- Your headteacher knows what to do to make your school a good school.

You make satisfactory progress as you move through the school. To help you to make good progress and to make sure that your school becomes a good school, we are asking your headteacher, teachers and the governing body of the school to:

- share ideas so all lessons are good and promote your learning well
- work with parents and carers to improve attendance further
- improve the ways adults check how well the younger children are learning.

You can help by always trying hard, always doing what you are asked when teachers mark your work and by coming to school as often as you can.

Best wishes for the future.

Yours sincerely

Derek Pattinson
Lead Inspector

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