

Westfield Nursery and Primary School

Inspection report

Unique Reference Number	133390
Local Authority	Cumbria
Inspection number	360502
Inspection dates	20–21 June 2011
Reporting inspector	Sue Sharkey

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	135
Appropriate authority	The governing body
Chair	Mr Tommy Boag
Headteacher	Mrs Joanne Ormond
Date of previous school inspection	5 June 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in five lessons and the work of five teachers. Meetings were held with the headteacher, pupils, representatives of the governing body and staff. The inspectors observed pupils' work and looked at the school's system for tracking their progress, safeguarding documents and key policies. Inspection questionnaires from 22 parents and carers, 13 staff and 57 pupils were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The strategies used to raise attainment and improve achievement in English and whether these are successful and sustainable.
- Whether teaching is sufficiently challenging to ensure that different groups of pupils make the best progress possible.
- How the curriculum is planned to ensure that both girls and boys are motivated.
- How effectively Early Years Foundation Stage staff plan for both the indoor and outdoor environment.

Information about the school

This is a smaller-than-average-size primary school. The proportion of pupils known to be eligible for free school meals is above the national average and most pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is broadly in line with the national average. A very large majority of staff have joined the school and all members of the governing body have been appointed since the last inspection. The headteacher has been in post since September 2010.

The school offers a breakfast club before school hours that is run by the governing body. The school has the Activemark Award, Let's Get Cooking Accreditation and the Intermediate International School 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

Westfield Nursery and Primary School is a good school. The school leaders are caring; they foster an environment in which pupils can achieve well in their personal development. Care, guidance and support for pupils are outstanding. Year 6 pupils say, 'Our experience at this school has been excellent'. The skills and confidence that pupils develop ensure that they are well prepared for future learning and life as an adult. Children get off to a good start in the Early Years Foundation Stage and their confidence grows as they move through school. Pupils' attainment is broadly average, and steadily rising, reflecting good progress from their exceptionally low starting points. Pupils achieve well across the school because of the good quality of teaching and learning and of the curriculum. Improving writing is a high priority, however, there are not always sufficient opportunities for pupils to apply a wide range of writing styles across different subjects in the curriculum, in order to have as high attainment in this subject as they do in reading.

Pupils' spiritual, moral, social and cultural development is good. They learn about different faiths and cultural traditions and enjoy raising funds to support a wide range of charities. Pupils' contribution to the school and wider community is good. For example, pupils in Years 4 and 5 are working with a housing association to develop a local disused area for the use of older residents. Pupils in Years 4, 5 and 6 have the opportunity to take part in a residential trip each year which broadens the curriculum for them and takes learning outside the classroom.

Teachers use a good range of teaching styles to reach out to the different needs of pupils. They ask searching questions to extend pupils' language and move pupils on. However, teachers' marking of English books does not always explain to pupils how they can improve their work, particularly in writing. Lessons contain a good range of activities to enthuse pupils but they are not always delivered at a pace which consistently motivates pupils. The work of teaching assistants is of a high quality. They are well trained and are deployed effectively to have a positive impact on the good progress of pupils with special educational needs and/or disabilities.

The school has a good capacity to improve further. The headteacher is pro-active and is quick to harness staff strengths through a caring and supportive framework.

The school's evaluation of its own performance is accurate. There are good procedures for monitoring teaching and learning that enable leaders to know what needs to be done next, and recent initiatives to improve pupils' outcomes and the quality of provision further are proving to be successful.

What does the school need to do to improve further?

- Raise attainment and improve achievement in English, particularly in writing, by:

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- - ensuring there is always a rapid pace in lessons to motivate pupils at all times
- - extending the range of writing across the curriculum so that attainment is as high in writing as it is in reading
- - ensuring that the marking of pupils' work always helps them to know how to move on to the next steps in their learning.

Outcomes for individuals and groups of pupils

2

Pupils enjoy lessons, behave well and greatly value the support and guidance that the school gives them. In lessons, pupils are active participants and are keen to succeed. The school has an appropriate focus on improving writing. During a lesson for Years 5 and 6, pupils observed a class member entering the room in such a way that demonstrated an adverb. Pupils used their individual whiteboards to quickly write a sentence using the most appropriate adverb, for example, quickly, hurriedly or angrily. Discussions followed about where in the sentence the adverb could be used in order to create the most impact. Pupils were excited, they responded extremely well to the teacher's questioning and succeeded in writing extended sentences. In another class, Year 1 and 2 pupils were engaged in a range of activities identifying and using adjectives to describe pirates. Through discussion, either in pairs or in groups, pupils exchanged adjectives until they found the words they liked the best. Pupils were able to put these into short sentences to accompany their picture or talk about their words with an adult.

Overall, pupils enter the Early Years Foundation Stage with skills that are exceptionally well below those expected for their age, particularly in reading, writing, communication and calculation. They make good progress in the Nursery and Reception classes. They continue to sustain good progress over time so that when they leave in Year 6 their attainment is broadly average. The school has introduced a wide range of strategies to raise attainment and improve progress. Recent assessments show that these actions are proving to be very successful and that attainment in 2011 should be closer to the national average, particularly in reading and mathematics. Approaches being taken to improve pupils' writing were clearly seen in lessons as having a positive impact on their progress.

Pupils are polite, they get on well with each other and show courtesy around the school and at break times. Older pupils instinctively look after younger ones showing a strong sense of responsibility and setting a good example to the younger pupils. Pupils thrive on additional responsibilities, for example, as members of the school council or playground 'buddies' where they lead games and help pupils at break times to join in, play together and be safe. The school council plays an important role in helping the school to improve. For example, the eco-warriors are proud of reducing the number of lights switched on in school. Pupils possess a good awareness of the importance of being healthy and talk confidently about keeping themselves fit through regular exercise in school and healthy by eating balanced lunches and fruit snacks at break time. Pupils agree they feel safe in school and are unanimous in their view that if they have a problem they can talk to any adult in school. Pupils develop good workplace skills through working in teams, taking on roles of responsibility and accepting challenges.

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Please turn to the glossary for a description of the grades and inspection terms

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
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	2
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?

Notable strengths in the good and sometimes outstanding teaching are the very good relationships in all classes which ensure that pupils behave well and have good attitudes to learning. Where teaching is outstanding, expectations of pupils are high and there is rapid pace, which is not always evident in all lessons. The marking of pupils' work is generally good but not all marking explains to pupils how they can improve their work, especially in English. Teachers and teaching assistants work skilfully together ensuring that all groups of pupils, including those with special educational needs and/or disabilities, are challenged so that they make good progress.

Girls and boys learn equally well because the school works successfully to provide a range of activities that excites both groups. The school has been reviewing the curriculum this year and is developing a cross-curricular approach, where pupils' English and mathematical skills can be applied in other subjects. However, this is not yet as well established in writing. The good use of visitors and other agencies, together with strong links with a range of partners, contribute significantly to the wide range of additional activities that enhance the effective curriculum. All pupils have the opportunity to perform in the national 'Junior Rock Challenge' where they participate in performing arts events which promote healthy life choices. The school has been very successful in receiving awards for its performances.

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The school knows pupils and families individually and excellent care is given to all pupils to ensure they are supported emotionally as well as academically. The highly effective guidance and strategies used to encourage regular attendance, together with the learning mentor's extremely useful work with parents and carers of pupils whose absence rate has been high in the past, has improved attendance greatly. Induction at the various stages through the school is excellent. Year 6 pupils say they are being well prepared for secondary school through receiving extra homework and visiting secondary schools often so that they already know adults there and meet Year 6 pupils from other primary schools.

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
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?

The headteacher has an accurate view of provision in the school and provides strong leadership. The right priorities have been set and are tackled with rigour. All staff are closely involved in school improvement and a positive team spirit pervades the school. Subject leaders have a good understanding of their subject, effectively carry out their monitoring roles, for example, through observing lessons, and they plan for school improvement well.

The governing body is developing its role and gives sound support. It regularly monitors the school's work and is active in ensuring that safeguarding fully meets requirements and reflects good practice. Pupils are reminded on a day-to-day basis about being safe. The school successfully promotes equal opportunities and avoids discrimination ensuring there is no significant underachievement by any group of pupils. The school's involvement in the local community, and its success in extending pupils' awareness of other beliefs and ways of life, indicate good community cohesion. The school has identified where pupils' understanding of the wider world and their contribution to it needs to be developed. Parents and carers have positive views about the school and appreciate the school's provision of the well-run breakfast club. The school gives good value for money.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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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	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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The Early Years Foundation Stage provides a very warm, welcoming and vibrant environment for children and their families. Children settle quickly into the nursery because the quality of care and support they receive, as well as the effective partnership with parents and carers and very good induction processes. Children behave well and are polite to each other as well as adults, reflecting the ethos of care that pervades in the Early Years Foundation Stage unit. Teachers' good planning ensures that there is a good balance between indoor and outdoor learning and adult-led and child-initiated activities, which promotes good learning. For example, children thoroughly enjoy time in the role-play area, where they can dress up as a nurse caring for anyone who may have hurt themselves, or as a fireman rushing to the scene of a fire. At the same time, another group works with an adult to explore the use of clay, making crabs and other creatures for their sea display. Adults talk constantly to children to encourage their language development. They intervene when appropriate to help children to learn new words and to extend their vocabulary and increase their knowledge. As a result of good teaching and leadership, children make good progress towards their early learning goals. This progress is checked regularly providing a clear picture of what children need to learn next. Collaborative working with other agencies at this early stage ensures that children, including those with special education needs and/or disabilities, are supported well, enabling them to make good progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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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

Parents and carers who returned the questionnaires were positive about the way the school cares for and educates their children. They feel that their children enjoy school, are kept safe and are pleased with their children's progress. Some parents and carers added comments to the questionnaire they returned, many to reinforce the strength of their positive views. A very small minority of parents and carers raised concerns and these were looked into during the inspection. A few parents and carers were concerned about how the school deals with unacceptable behaviour. Inspectors found that behaviour is well managed by staff during lessons, and at breaktimes and lunchtimes.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfield Nursery and 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 135 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	10	45	12	55	0	0	0	0
The school keeps my child safe	15	68	6	27	1	5	0	0
My school informs me about my child's progress	11	50	10	45	0	0	0	0
My child is making enough progress at this school	12	55	9	41	1	5	0	0
The teaching is good at this school	13	59	7	32	2	9	0	0
The school helps me to support my child's learning	7	32	14	64	1	5	0	0
The school helps my child to have a healthy lifestyle	9	41	12	55	1	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)	9	41	12	55	0	0	0	0
The school meets my child's particular needs	11	50	10	45	1	5	0	0
The school deals effectively with unacceptable behaviour	9	41	10	45	2	9	1	5
The school takes account of my suggestions and concerns	8	36	11	50	2	9	0	0
The school is led and managed effectively	10	45	11	50	0	0	1	5
Overall, I am happy with my child's experience at this school	11	50	10	45	0	0	1	5

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.



22 June 2011

Dear Pupils

Inspection of Westfield Nursery and Primary School, Workington, CA14 5BD

Thank you for making the inspectors welcome when we visited your school recently. We thoroughly enjoyed talking with you and watching you learn in lessons. It was good to learn that you feel very safe and that you have a good understanding of keeping healthy. We were very impressed with your school council members who work so hard to help your school to be good. Your behaviour is good and well done for raising money for various charities. All the jobs you do in and around school, including playground 'buddies' help the school enormously but we were also impressed with all you do outside school to help others. Your headteacher and teachers are good at working with teachers in other schools as well as other groups of people. This helps you to develop lots of skills as you grow up. Overall, we found that your school provides you with a good education and the progress you make is also good.

There are three things that I have asked the school to do to help to make it better.

Firstly, for teachers to mark your work differently so that they add comments to let you know what you need to learn next, particularly in your writing. Secondly, for teachers to make sure that they move you on more quickly from one activity to another during lessons. Thirdly, that you have lots of opportunity to do different types of writing in different subjects, such as in geography or history, to help your writing to get better so that it is as good as your reading.

We were really impressed with how well you care for each other. Congratulations on all you do to help the school. We were really delighted that you said that you enjoy coming to school. Remember to always do your best and help your teachers. Thank you for helping us and for being so polite.

Yours sincerely

Sue Sharkey

Lead Inspector

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