

# Westwood-with-Iford Primary School

## Inspection report

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<b>Unique Reference Number</b>	126234
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	360026
<b>Inspection dates</b>	7–8 July 2011
<b>Reporting inspector</b>	Michael Barron

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	83
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Armstrong
<b>Headteacher</b>	Sarah O'Donnell
<b>Date of previous school inspection</b>	16 October 2007
<b>School address</b>	Boswell Road Lower Westwood Bradford-on-Avon BA15 2BY
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed four teachers. They also held meetings with the headteacher, senior teacher, members of the governing body, teaching staff, parents and carers and groups of pupils. They observed the school's work and looked at school development planning, the minutes of governors' meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. They also scrutinised questionnaires returned by 36 parents, 41 pupils and nine staff.

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

- Pupils' attainment, especially in Year 6, and what this signifies in terms of the quality of teaching and the progress of different groups of pupils, especially the more-able pupils in mathematics.
- How effectively teachers use information from the school's assessment and tracking systems in order to plan work which is well matched to pupils' different abilities and needs in the school's four, mixed-age-group classes.
- The impact of the school's initiatives to improve pupils' knowledge and understanding of cultures and communities other than their own, especially regarding the wider nature of modern society in the United Kingdom.

## Information about the school

This is a small primary school. Most pupils are from White British backgrounds and all speak English as their first language. The proportion of pupils who have special educational needs and/or disabilities is well below the national average. These needs include specific learning difficulties and language and communication needs. There is Early Years Foundation Stage provision in the school's mixed Reception Year and Year 1 class. The proportion of pupils known to be eligible for free school meals is well below the national average. The school is presently working towards gaining National Healthy Schools Plus Status. The headteacher was absent from the school for a period of time during 2008 and 2009. In her absence the senior teacher assumed the role of acting headteacher while retaining the greater part of her class teaching role.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which has recovered well from the effect of a period of temporary changes in leadership and management since the last inspection. It has an inclusive ethos and prepares pupils well for the next stage of their education. The school strikes a good balance between striving for academic achievement and focusing on pupils' personal development and well-being. The good quality of care, guidance and support ensures that pupils feel valued as individuals and develop into confident and effective learners. One pupil commented, 'It's so friendly here and everyone helps each other,' while older pupils said they were not looking forward to leaving the school for good at the end of term. Pupils are well behaved and keen to learn. They have an excellent understanding of the need to stay safe. Parents and carers value the very effective way the school safeguards pupils. The parent who commented, 'I have every confidence that my child is very well looked after at the school and is making good progress,' summed up the very positive views of the overwhelming majority of parents and carers. However, even though pupils display a firm understanding of the immediate world in which they live, their knowledge of different cultures within the United Kingdom is limited.

Achievement is good and all pupils, including those with special educational needs and/or disabilities, make good overall progress because of good teaching linked to a stimulating curriculum. The school has developed effective systems to track pupils' progress and to set pupils individual learning targets. However, there are occasions in mathematics lessons when the work set for the more-able pupils is not always well matched to their capabilities. Although pupils' attainment in Year 6 is above average, it is better in English than mathematics. Pupils make better progress in reading and writing because they often find it difficult to use their basic arithmetic skills effectively when trying to solve mathematical problems.

The good leadership of the headteacher, working in close partnership with staff and the governing body, has enabled the school to evaluate its performance accurately and implement improvements where needed. This has been a key factor in maintaining the school's good overall effectiveness since the last inspection and is a clear indication of the school's good capacity for future sustained improvement.

Although governors fulfil their statutory responsibilities well several governors are still settling into their roles. As a result, not all governors presently play an active part in monitoring the effectiveness of the school.

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

- By the end of the spring term 2012 raise pupils' progress and attainment in mathematics to match their above average attainment in English by:

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- ensuring that pupils are provided with regular opportunities to develop their basic arithmetic skills when solving mathematical problems
- ensuring that the more-able pupils are always provided with work in mathematics lessons that offers them the correct level of challenge.
- Increase pupils' awareness of modern society in the United Kingdom by improving opportunities for them to develop their knowledge and understanding of the ethnic and cultural diversity of the country.
- By the end of the autumn term 2011, ensure all governors are actively involved in systematically evaluating the effectiveness of the school.

**Outcomes for individuals and groups of pupils****2**

Pupils enjoy school and this is reflected in their good achievement and above-average rate of attendance. They feel very safe and secure and are confident that adults will deal with any instances of unkind behaviour quickly and fairly. Pupils are aware of the importance of exercising regularly and eating healthy foods and realise the significance of the school's work towards gaining National Healthy Schools Status. Older pupils say that they enjoy the responsibility of looking after the younger ones and describe the school as 'like a big family where we all know each other.' Year 6 pupils firmly believe that behaviour in the school is good. Whilst the quality of pupils' spiritual, moral, social and cultural development is good overall, their moral and social development is particularly strong and this is reflected in pupils' respect and care for others.

Children often enter the school's Early Years Foundation Stage with the skills and understanding typically expected for their age, although this can vary from year to year. They make good progress during their Reception Year and continue to make similar progress throughout the rest of the school.

Pupils say that teachers try to make learning interesting. During a well-taught mathematics lesson to a mixed Year 5 and Year 6 class pupils worked excitedly at finding out the location of hidden treasure on a map of the school grounds. They then had to go outside and search the playing field to see if they had worked out the correct coordinates. Pupils said they liked this approach to learning. However, several also said that they found solving mathematical problems difficult because they sometimes made mistakes with simple calculations. Likewise, pupils in the school's mixed Year 1 and Year 2 class found it difficult to use mathematical language correctly when working out worded problems. Very few were able to explain the strategies they had used to work out their answers.

Pupils are proud of the role of the school council in ensuring the school listens to and acts on their views. They believe they make a good contribution to the school and the wider community, for example by organising a petition for a lower speed limit in the village and taking part in the sponsored walk to raise money for the school. Their developing skills in literacy and numeracy, their good attitudes to learning and their good collaborative and independent skills are preparing them well for their future economic well-being.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

The curriculum provides pupils with a range of imaginative experiences in order to help broaden their understanding of the world in which they live. It has been designed to make learning more meaningful while focusing on promoting the effective development of skills in numeracy, literacy and information and communication technology. Pupils are keen to learn and say that when teachers mark their work they always give them ideas about how to improve. The quality of teaching is good and teachers usually plan lessons in order to meet the needs of pupils of different ages and at different stages of learning in each class effectively. Work is usually well matched to pupils' abilities but there are rare occasions, especially in mathematics lessons, when teachers do not use assessment information to best effect in their planning. As a result, tasks may offer a lower level of challenge to the more-able pupils and this can affect their progress.

Classrooms are well resourced and teachers make good use of modern technology to enhance learning. They display good subject knowledge and often pause work in lessons in order to offer explanations to pupils. Teachers and effective teaching assistants work well together to support pupils who are experiencing difficulties in learning or who require additional challenge.

The level of care, guidance and support for pupils is good and this is the basis for their good personal development. Effective induction and transfer arrangements help pupils settle into new routines and vulnerable pupils receive a good level of well-targeted care

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and support. Pupils look forward to school visits to places of interest and meeting interesting visitors to the school. They appreciate the wide range of enrichment activities the school provides including sporting and musical activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## **How effective are leadership and management?**

The headteacher provides a clear vision and direction for school improvement which is shared by staff and governors. This is reflected in the thoroughness of the school's self-evaluation and the quality of its most recent development planning which focuses well on important priorities. Staff morale is good and teachers have high expectations of what pupils can achieve. The school has worked hard to ensure that pupils are given equal opportunities to succeed and ensure that any very rare instances of discrimination are tackled quickly and effectively. The governing body is well informed and supportive and is currently working on self-evaluating its role.

The school's relationship with parents and carers is good. They appreciate the way in which the school keeps them well informed about their children's progress and well-being. The school has developed effective links with several outside agencies which it uses effectively to support pupils' learning and well-being. Safeguarding procedures are good and meet all requirements. This is reflected in the precision of vetting checks and the way in which the school regularly monitors and evaluates its practices. Staff and governors are aware of the importance of their role in protecting pupils and receive regular training about safeguarding issues.

The school's work in promoting community cohesion is satisfactory. It uses its good links with the local community well to develop pupils' understanding of the immediate world around them. However, pupils have only a limited appreciation of the diversity of cultures and beliefs in the wider national community.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The comment of one parent aptly sums up the good quality of provision in the Early Years Foundation Stage: 'Our daughter is very happy and enthusiastic and has made good progress in her first year at school'.

Children settle quickly into school as a result of effective induction processes. They quickly develop good attitudes to learning and this is reflected in their good behaviour. Teaching staff work effectively to ensure that learning is interesting and that lessons cater well for individual needs. Lessons often provide children with opportunities to work at adult-led and child-initiated activities. Ongoing records of progress are used well when planning further work. As a result, children make good progress and get off to a good start during their first year at school. Good leadership ensures priority is given to children's personal, social and emotional development. Children receive an excellent level of care and support and quickly develop the skills needed to interact well with classmates and adults. Welfare is given a high priority and children are happy and feel very safe.

The Reception Year classroom, which children share with Year 1 pupils, is bright and colourful and provides children with a stimulating learning environment. However, although a secure outdoor area is used to help build up the skills associated with outdoor learning and play, children do not have regular opportunities to use larger equipment because of a lack of adequate storage space.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

There was an above-average rate of response to the parents' and carers' questionnaire returns. An overwhelming majority of the parents and carers who returned the questionnaires, or who were spoken to by inspectors, held very positive views about the school and no parents and carers had any concerns.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westwood-with-Iford 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	64	13	36	0	0	0	0
The school keeps my child safe	26	72	10	28	0	0	0	0
My school informs me about my child's progress	22	61	12	33	0	0	0	0
My child is making enough progress at this school	13	36	23	64	0	0	0	0
The teaching is good at this school	22	61	14	39	0	0	0	0
The school helps me to support my child's learning	21	58	15	42	0	0	0	0
The school helps my child to have a healthy lifestyle	16	44	20	56	0	0	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)	21	58	11	31	0	0	0	0
The school meets my child's particular needs	16	44	20	56	0	0	0	0
The school deals effectively with unacceptable behaviour	13	36	22	61	0	0	0	0
The school takes account of my suggestions and concerns	15	42	19	53	0	0	0	0
The school is led and managed effectively	12	33	24	67	0	0	0	0
Overall, I am happy with my child's experience at this school	22	61	14	39	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



11 July 2011

Dear Pupils,

**Inspection of Westwood-with-Iford Primary School, Bradford-on-Avon, BA15 2BY**

Thank you for welcoming the inspectors to your school. We enjoyed talking to you about what you like the most about school and seeing you working hard in lessons. You were all very friendly and polite and we quickly realised why you like your school so much. We also enjoyed listening to pupils playing their recorders in assembly. We agree with you when you say that you believe you attend a good school.

Here are some of the main things we found out about your school.

- You get off to a good start in the Reception class.
- You then make good progress throughout the rest of the school.
- Adults always make sure you are very safe and well looked after.
- Your behaviour is good and you all get on very well with each other.
- Your teachers always make sure you know what to do to improve your work.
- Your headteacher, governors and staff are working hard to improve the school.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- help you to get better at problem solving in mathematics so you do as well in mathematics as you do in English
- help all of you to find out more about the customs and traditions of people living in this country who are from different cultural backgrounds to yours
- make sure that all governors visit the school to see what is going on in classrooms and the school as a whole.

We hope you continue to enjoy school and work hard. You can help your school to improve by attending as often as possible.

Yours sincerely

Michael Barron

Lead Inspector

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