

# Westwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	119338
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	379782
<b>Inspection dates</b>	13–14 October 2011
<b>Reporting inspector</b>	Janette Corlett

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>	173
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Thoburn
<b>Headteacher</b>	Julie Martin
<b>Date of previous school inspection</b>	14 June 2007
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors saw 11 lessons or parts of lessons, observing six teachers. They examined a variety of pupils' written work. Inspectors held meetings with members of the governing body, teachers and groups of pupils. They scrutinised the school's child protection and safeguarding documentation, information about the curriculum, development plans and records of pupils' progress. The inspectors also analysed 44 questionnaires from parents and carers, 84 completed by pupils in Key Stage 2 and seven completed by teaching and support staff.

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

- Whether actions taken by the school's leaders to overcome barriers to pupils' learning, especially for those with special educational needs and/or disabilities and pupils whose circumstances make them more vulnerable, are leading to sustainable improvements in pupils' outcomes.
- The effectiveness with which school leaders and staff are narrowing the gaps in performance between boys and girls in reading, writing and mathematics.

## 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 slightly above average, as is the proportion that has special educational needs and/or disabilities. The vast majority of pupils are from White British backgrounds. Following recent changes in the staffing structure of the school, pupils in Years 4, 5 and 6 are currently taught in mixed-age classes. The school's leadership team has undergone recent changes due to alterations in staffing.

There is a before- and after-school club, shared with another local primary school, but it is not managed by the governing body and is subject to a separate inspection.

**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**

**3**

## Main findings

Westwood is a satisfactory school which provides good care, guidance and support for its pupils. Pupils feel safe and enjoy coming to school. The school is well regarded in the local community and staff and pupils are proud to belong to the school. Most parents and carers speak positively about the school. They typically comment on the caring and helpful staff and appreciate the opportunities the school provides for interesting outside visits and family learning.

From children's broadly expected levels of skills and development on entry to the Reception class, the majority of pupils make satisfactory progress. Whilst an increasing number of pupils are making good progress because of the initiatives introduced to improve aspects of the school's provision, inconsistencies in the quality of teaching mean that attainment is broadly average at the end of Year 6 and pupils' achievement is satisfactory. Pupils are known well as individuals and there is a strong focus on respect, resulting in good relationships. As a result some aspects of pupils' personal development, including their spiritual, moral, social and cultural development and behaviour, are good.

Since the previous inspection, school leaders have worked hard to develop a curriculum which is more relevant to learners' experiences and encourages pupils to be more independent in their learning. Recent actions to develop links between subjects in the curriculum have stimulated boys' interest in reading and writing. This is beginning to have an impact on improving boys' progress in these subjects.

Teaching is satisfactory and some is good or better. Teachers have secure subject knowledge and use this to enthuse and motivate pupils. Most teachers use assessment information well when planning lessons in order meet the needs of all learners and this is effectively supporting better rates of progress. However, this practice is not sufficiently embedded in all classes and in some lessons the tasks and activities set do not closely match the ability levels and prior learning of all groups of pupils. As a result pupils do not always actively engage in appropriately challenging thinking and learning activities.

Members of staff are particularly skilled at supporting those pupils most likely to be vulnerable and their families. As a result of good individual and small group support, these pupils make good progress in their personal and academic development.

The school's evaluation of its performance is accurate overall. Recent changes to the school leadership team due to staff moving on and leave of absence mean that some middle leaders are not yet secure within their roles and responsibilities. As a result action planning for improvement sometimes lacks clarity and is not always as effective as it might be in raising pupils' achievement. The school's capacity for sustained improvement is satisfactory.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit from an Ofsted inspector before the next Section 5 inspection.

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

- Raise attainment and accelerate pupils' progress by:
  - securing consistently good or better teaching
  - ensuring teachers make better use of assessment information to plan tasks and activities which are consistently well-matched to pupils' individual needs and challenge their thinking
  - ensuring that teachers make maximum use of learning time by giving pupils clear instructions on independent tasks and what to do once work has been completed
  - clarifying the roles and responsibilities of middle leaders so that the leadership team as a whole focus more sharply on actions to drive further improvement and secure consistently good or better progress for all groups of pupils.

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

<b>3</b>
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Pupils' good behaviour and positive attitudes to learning play a major part in their overall satisfactory quality of learning. This was seen to good effect in a Year 5/6 mathematics lesson on the properties of shapes, where pupils cooperated very well with each other and many were able to give a highly articulate description of a variety of different polygons using correct mathematical vocabulary. Girls contributed equally as much as boys, showing that the school's strategies to improve girls' relatively weaker performance in mathematics in Key Stage 2 are beginning to have an impact. Attendance is average. The learning and progress of pupils with special educational needs and/or disabilities are satisfactory overall and sometimes good. This is because they usually have well-targeted support and the activities set are increasingly well matched to their individual needs.

Pupils enjoy and participate willingly in the opportunities provided for taking on responsibilities, such as playground leaders, helping to support younger children at breaks and lunchtimes, as toast merchants, who help to distribute the morning snack and as members of the Eco group which takes a leading role in recycling waste and helping to build a sustainable environment. Pupils say that they feel safe in school and have every confidence in the adults who support them. They say that bullying is infrequent and always appropriately dealt with. Pupils have a satisfactory understanding of how to stay healthy. Many of them take part in after-school sporting clubs and events and they have a sound understanding of healthy eating

and the dangers of drug and alcohol abuse. School councillors can point to some examples of where they have made a difference to life in the community through organising events such as ‘Westwood’s Got Talent’ and fund-raising for charities. Pupils understand the difference between right and wrong, treat each other fairly and have interesting opportunities to develop their understanding of other cultures. For example, pupils recently enjoyed learning about a world religion when a Hindu parent visited the school to talk about Diwali and other celebrations of her faith.

Pupils' basic skills give them a satisfactory preparation for their future. They leave the school with sound skills in problem solving and as increasingly confident learners who are developing the ability to reflect critically on the effect of their own and others' ideas and actions.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory. In the most effective lessons, clear learning intentions are shared with pupils and carefully chosen and well-organised activities are closely matched to pupils' abilities. A lively style, good class management and helpful questioning encourage pupils to respond readily, maintain their interest and work hard. In some lessons, however, pupils' attention wanders and learning slows when teachers work with one group of pupils and the rest of the class are unclear as to how to complete tasks independently or they finish a task and are unsure as to what to do next. Teachers' marking has improved and now celebrates pupils' accomplishments and frequently gives them clear suggestions for improvement.

Pupils particularly enjoy 'hands on' activities within the curriculum, such as exploring history through an archaeological dig set up in the school grounds or the recent school museum project. Pupils enjoy using computers, and have opportunities to use them to support their learning within the classroom. The curriculum is developing to embrace more opportunities to apply mathematical, reading and

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<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

writing skills to real and relevant problem-solving activities across different subject areas.

Pastoral support, especially for those with special educational needs and/or disabilities and for those pupils whose circumstances make them potentially vulnerable, is established well in the school and effectively supports the learning and development of these pupils. The school draws on the expertise of external agencies to work collaboratively on programmes for those with more complex needs. Secure transition arrangements mean that pupils are confident in moving between year groups in the school and ultimately on to secondary education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account:	
The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

School leaders and managers provide satisfactory leadership and educational direction for the school. They work satisfactorily with a range of other agencies and partners. School leaders have structures in place to monitor the quality of teaching and learning which support satisfactory self-evaluation and improvement planning. Regular meetings with school leaders hold teachers to account for individual pupils' progress. These have a positive impact on raising teachers' expectations of pupils' achievement and, as a result, progress is improving. Whilst self-evaluation is accurate overall, it is not always based securely enough on evidence of improving outcomes for pupils. The school is inclusive and no racist incidents have been reported in recent years. Whilst the gap in boys' overall performance in relation to that of girls is beginning to narrow, their relatively weaker attainment in reading and writing means that the effectiveness of the school's promotion of equal opportunities is satisfactory overall.

The school's effectiveness in promoting community cohesion is satisfactory. Pupils have a good understanding of the local community and a developing understanding of the range of cultures, faiths and communities in the United Kingdom and the wider world. The governing body is supportive of the school and successfully carries out its statutory duties in relation to safeguarding pupils and staff and ensures that they are satisfactory. The school gives satisfactory value for money.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

## Early Years Foundation Stage

The warm and caring atmosphere in the Early Years Foundation Stage ensures that children settle happily into school life. They make satisfactory progress developing their skills in reading, writing and mathematics and reach expected levels by the end of the Reception Year. Adults work together closely and maintain a balance between adult-directed activities and the opportunities children have to choose the direction of their own learning. Occasionally, adults miss opportunities to extend children’s learning because they supervise rather than engage actively in children’s play.

Provision is satisfactory overall. The indoor learning environment is welcoming and stimulating. Continuous access to the outdoor area means that children enjoy playing and learning together outdoors in all but the most inclement of weather. However, the outdoor learning area is compact and the resources and activities outdoors are not quite as interesting and exciting as they are indoors.

Children know how to keep themselves safe, demonstrate awareness of personal hygiene and show consideration towards one another. Arrangements to promote children's health and safety are secure, which ensures that children feel safe and enjoy school. Parents and carers make valuable contributions to their children's learning and are welcomed into school. The Early Years Foundation Stage leader is developing her leadership role. She is a reflective practitioner, has a secure knowledge of how young children learn and a clear understanding of how to further improve the provision and outcomes for children.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>3</b>
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 in the Early Years Foundation Stage	3



## Views of parents and carers

The response to the questionnaire from parents and carers was lower than average, with just under one third of families contributing their views. The vast majority were very positive and supportive of the school. Parents and carers also believe their children enjoy school and that the school keeps them safe. This concurs with inspection evidence.

Parents and carers typically commented that regular newsletters are helpful. A small minority of them expressed concerns about their children's progress and/or the amount of information they receive on this. Further, a similar very small number of parents and carers expressed concerns over the levels of communication, bullying, teaching and school leadership and management.

Inspectors seriously considered and investigated these concerns in the course of the inspection. Inspection evidence showed that the amount of information available to parents and carers on their children's progress is satisfactory, as is the quality of teaching and the leadership and management of the school. Inspectors found that incidents of bullying are rare and the school actively promotes pupils' awareness that it is unacceptable in any form.

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

Ofsted invited all the registered parents and carers of pupils registered at Westwood 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	77	9	20	0	0	0	0
The school keeps my child safe	36	82	7	16	0	0	0	0
The school informs me about my child's progress	27	61	14	32	3	7	0	0
My child is making enough progress at this school	30	68	12	27	0	0	2	5
The teaching is good at this school	30	68	12	27	2	5	0	0
The school helps me to support my child's learning	28	64	15	34	1	2	0	0
The school helps my child to have a healthy lifestyle	28	64	14	32	2	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)	28	64	12	27	1	2	0	0
The school meets my child's particular needs	29	66	10	23	4	9	1	2
The school deals effectively with unacceptable behaviour	30	68	11	25	1	2	1	2
The school takes account of my suggestions and concerns	22	50	17	39	3	7	1	2
The school is led and managed effectively	29	66	9	20	5	11	0	0
Overall, I am happy with my child's experience at this school	32	73	10	23	2	5	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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.**



17 October 2011

Dear Pupils

### **Inspection of Westwood Primary School, Preston, PR5 8LS**

Thank you for making me so welcome in your school when I inspected it recently along with two of my colleagues. A special thank you to those of you who gave up your breaks to talk to the inspection team and tell us how much you like coming to school and enjoy learning. You told us that you feel safe in school and were polite, courteous and behaved sensibly as you moved around the building. You also mentioned how much you have appreciated recent events, such as the archaeological dig in the school grounds and the Westwood Museum.

The school provides you with a satisfactory education. Your headteacher, members of the governing body and all the other staff in school are working together to improve the education that you receive.

I have asked them to help you to improve your achievement by making sure that the quality of teaching in all your lessons is good and that you are all given tasks and activities in lessons which are just at the right level and really challenge you to think and to learn as much as possible. I have also asked school leaders to be very clear on their areas of responsibility in school so that they will be even more effective in helping you to improve your progress and the standards you reach by the time you are ready to move on to secondary school.

You can help by really concentrating on your work, continuing to behave well and to look after one another in school.

Best wishes for the future.

Yours sincerely

Janette Corlett  
Lead inspector

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