

# Westerings Primary Academy

## Inspection report

---

<b>Unique reference number</b>	137405
<b>Local authority</b>	n/a
<b>Inspection number</b>	386192
<b>Inspection dates</b>	26–27 April 2012
<b>Lead inspector</b>	Norma Ball

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

---

<b>Type of school</b>	Academy
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jackie Unstead
<b>Headteacher</b>	Elizabeth Atay
<b>Date of previous school inspection</b>	28 January 2009
<b>School address</b>	Sunny Road Hawkwell Hockley SS5 4NZ
<b>Telephone number</b>	01702 205511
<b>Fax number</b>	01702 203873
<b>Email address</b>	contactus@westeringsprimaryacademy.org

---

<b>Age group</b>	4–11
<b>Inspection date(s)</b>	26–27 April 2012
<b>Inspection number</b>	386192



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012



## Introduction

Inspection team

Norma Ball

Additional inspector

Ogugua Okolo-Angus

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 14 lessons and observed a range of small teaching groups withdrawn from classes. A total of 13 teachers were observed, and short observations were made of learning support assistants teaching small groups. Inspectors made visits to classes to look at displays and observe individual pupils and groups at work, and to listen to pupils read. Parents and carers were met informally during the inspection. Meetings with the headteacher, teaching staff, members of the governing body and pupils also took place. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the academy's work and scrutinised samples of pupils' work, teachers' planning, the academy's systems for tracking pupils' progress, and documentation relating to management, curriculum and safeguarding. In addition, the inspectors noted the responses to questionnaires from 117 parents and carers, 14 staff and 150 pupils.

## Information about the school

The Westerings is an average-sized academy compared with other primaries. The number of pupils on roll has been decreasing as the academy moves towards one form entry. Most pupils are from White British backgrounds. The proportion of pupils from minority ethnic heritages and of those who speak English as an additional language is much smaller than found nationally. The proportion of disabled pupils and those who have special educational needs is lower than average. A very small minority of pupils are known to be eligible for free school meals. There is one Reception class in the Early Years Foundation Stage. The academy has met the government's current floor standard which sets the minimum expectation for progress and attainment. The school has been awarded Arts Mark and holds national Healthy Schools status. The governing body manages a breakfast club.

The Westerings Primary Academy achieved academy status in August 2011. Since January 2012, the deputy headteacher has led the academy as acting headteacher during the temporary absence of the headteacher.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- Westerings provides a good quality of education. All pupils, including disabled pupils and those who have special educational needs, make good progress. The academy is good rather than outstanding because teaching is not outstanding and attainment is still average for some pupils.
- Good teaching ensures that pupils work well and are enthusiastic about their learning. Lessons are well planned and interesting. However, pupils in Key Stage 2 are not sufficiently involved in setting and monitoring their targets in English and mathematics to help encourage their independence and full involvement in their own learning. Teaching and the curriculum have a positive impact on pupils' social, moral, spiritual and cultural development.
- Pupils' progress is tracked carefully through the academy and tasks in lessons are well planned to match pupils' abilities. Pupils' work is marked regularly but marking does not consistently guide pupils to improve their work or understand what they need to learn next, especially in mathematics.
- Behaviour is typically good and pupils feel safe in the academy. The inspectors followed up the views of parents, carers and pupils who did not think behaviour in the academy was good. The inspectors found a happy and industrious ethos and when behaviour was discussed with groups of pupils, they expressed favourable views.
- The acting headteacher provides ambitious and committed leadership which has ensured good teaching and united all staff in a sustained ambition to improve. The academy's performance has been sharply evaluated and effective initiatives have been implemented to secure good achievement for all groups of pupils. Parents and carers are provided with good information about their children's progress but curriculum information and guidance to help them support their children's learning at home is more limited.

**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

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

- Improve teaching to outstanding and so raise attainment in English and mathematics by:
  - ensuring marking is consistently evaluative, especially in mathematics, and identifies clearly for pupils how a piece of work can be improved and what they must learn next
  - involving pupils in Key Stage 2 in setting and monitoring their targets to help develop greater independence and increase their involvement in their learning.
  
- Improve the range of information available to parents and carers about what is taught in the academy and provide more guidance for them to help support their children's learning at home.

## Main report

### Achievement of pupils

Pupils' achievement is good. Children enter the Early Years Foundation Stage with a variety of skills and abilities that are generally below those of children of a similar age. They settle quickly and develop confidence and enter Year 1 with broadly average attainment. The academy's own tracking information, pupils' work and inspection evidence indicate that all groups of pupils, at whatever stage they join the academy, make good progress and achieve well from their different starting points. Attainment at the end of Year 6 has been average and is now on track to being above average. This is because pupils are well taught and have a stimulating curriculum that helps extend their literacy and numeracy skills well.

Reading skills at the end of Year 2 and Year 6 are above average. Progress in reading in Years 3 to 6 is good and has been improving consistently, especially for boys. This is because pupils' progress is closely monitored, there are regular opportunities to read to adults with a continued focus on identifying words by sounding out their component parts. In mathematics, problem-solving tasks have improved pupils' confidence in applying their mathematical knowledge and their achievement is now good. In English, creative writing opportunities have inspired pupils' writing, especially for boys who find adventurous themes interesting.

Pupils' positive attitudes to learning make a strong contribution to their good achievement. A Year 4 lesson in the computer suite on interpreting pie charts gave a typical example of how pupils enjoy their lessons, want to do well and settle to their tasks quickly. Disabled pupils and those who have special educational needs make good and sometimes better progress from their individual starting points. This is because they receive a range of flexible and effective support, both in and out of lessons, based on accurate assessment of their needs. They are encouraged to

**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

develop their skills and confidence well and, like their peers, try hard and show enjoyment in learning. Parents and carers of all pupils, who expressed a view, are pleased with the progress their children make.

### **Quality of teaching**

Tasks are matched carefully to pupils' abilities to ensure good challenge which underpins the good progress that all groups of pupils make. The purpose of lessons is explained clearly and teachers use questioning effectively to assess pupils' understanding as well as to encourage them to explain and explore their ideas orally. Teachers have good subject knowledge and use academy-wide strategies to extend pupils' basic skills in English and mathematics consistently well. In a Year 6 mathematics lesson, for example, pupils were using their knowledge of area and shape to plan a farmyard with progressively more buildings and facilities to be included in their plans. They enjoyed the problem and all groups worked diligently, making good progress in extending their ability to calculate areas. Pupils' work is marked carefully and regularly. Effort and good work are praised but opportunities are sometimes missed, especially in mathematics, to identify clearly for pupils how and where they can improve their work and do better next time.

Teachers make good opportunities to promote pupils' spiritual, moral, social and cultural development. In a Year 5 literacy lesson to encourage pupils to develop their reporting skills, for example, the thought-provoking example of the tragedy of 'Titanic' was used. Pupils showed insight and empathy for the tragedy and for the moral courage and care shown to others by some crew members and passengers. Reading skills are monitored closely, pupils are heard to read regularly and reading books are well matched to pupils' abilities. Pupils with disabilities and those with special educational needs receive good support in and out of class that fosters their independence. Work is adapted well for their needs so they make the same good progress, from their individual starting points, as their peers. Targets are set for all pupils in English and mathematics and they are reviewed regularly. However, pupils are not consistently involved in agreeing their individual targets or monitoring how well they are doing and this limits their involvement in their own learning. Pupils and their parents and carers value the good quality of teaching in the academy.

### **Behaviour and safety of pupils**

Behaviour in lessons and around the academy is good. The questionnaire returns from a minority of parents and carers, and from pupils, indicated that behaviour was a concern. During the inspection a number of pupils were consulted about behaviour and bullying. They were unanimous in stating that the academy was a happy place, and that incidents of name-calling and unacceptable behaviour were rare. Pupils and parents and carers have been fully involved in a review of bullying initiated by the academy council who designed and circulated a questionnaire. The high standards of behaviour expected by the academy are shared regularly and well with pupils. Academy data and inspection evidence indicate that behaviour is typically good. A few pupils can present challenging behaviour but this is well managed by staff.

**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

Incidents of unacceptable behaviour, whether in class or in the playground, are dealt with quickly and fairly and the academy has a happy and vibrant ethos.

The vast majority of parents and carers are pleased that their children are safe at the academy and pupils say they feel safe. They have a well-developed awareness of being safe including how to use the internet sensibly. Pupils work well together in lessons and mix happily and sociably at playtimes and in the many extra-curricular activities arranged for them. In lessons, pupils listen with respect to their teachers and to the contributions of their classmates. They work constructively and well in groups and pairs. Attendance is average and improving rapidly because of the careful monitoring and follow-up procedures of the academy.

### **Leadership and management**

The acting headteacher provides efficient and ambitious leadership that has united staff through the challenges posed by the absence of the headteacher and other recent staff changes. There is a positive spirit in the academy that has sustained and accelerated an important range of improvements, especially in pupils' progress. In addition, good quality teaching, behaviour, pupils' personal development and their overall achievement, mean that the academy is well placed for further improvement.

Leaders and managers have adopted a successful collegiate approach and are well led in this by the acting headteacher. Close monitoring of teaching by the acting headteacher and subject leaders has ensured that good quality teaching has been maintained despite some staff changes and this underpins the improving progress and good achievement of all groups of pupils. The academy is free from discrimination and all pupils are treated fairly and equally and recognise that they can share their concerns with staff. The academy has evaluated its effectiveness in all areas accurately. Clear areas for development are identified succinctly and included well in the academy development plan, which is a working document and frequently reviewed and revised. Good arrangements are made for teaching and support staff to develop their skills and expertise and this has been especially effective in improving achievement in mathematics. Effective monitoring ensures that improvements in the academy are sustained.

The governing body knows the academy well. Governors offer good challenge based on their knowledge of the academy and are taking active steps to improve their ability to monitor pupils' academic achievements. Arrangements to ensure pupils' safeguarding and their health and safety are rigorous and supported by clear policies and procedures. The academy works soundly to involve parents and carers in their children's education beginning with home visits in the Reception class. Termly consultation evenings and fortnightly class surgeries provide good opportunities for parents and carers to discuss their children's progress. Less efficient is the range of information provided for parents and carers on the curriculum and guidance, beyond that provided in the Reception class, to help them understand how to support their children's learning at home.

**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

The curriculum is very broad and balanced and provides a wealth of experiences for pupils of all abilities. Carefully selected strategies to improve achievement in English and mathematics are proving successful because they are well monitored and implemented in all classes. Through linking curriculum subjects, good opportunities to develop pupils' basic skills in interesting topics are made more enjoyable. Pupils appreciate the good range of learning experiences outside the classroom, including a wide variety of clubs and interesting visits and visitors. The curriculum makes a positive contribution to pupils' spiritual, moral, social and cultural development alongside the extension of their academic skills. All pupils are known and valued as individuals. The breakfast club provides good care for pupils before school and breakfasts often reflect other cultural influences, such as the recent Turkish and American breakfasts.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



30 April 2012

Dear Pupils

**Inspection of Westerings Primary Academy, Hockley, SS5 4NZ.**

Thank you for making us so welcome when we visited your academy. We enjoyed seeing how you work in lessons, talking to you and hearing some of you read. We also read the questionnaires some of you filled in. We were especially impressed with the lovely displays of your work around the academy including the 'Wonders of the World' display in the library.

You told us that you learn a lot at the academy and enjoy your work. Your acting headteacher, other staff and the governing body work well together to make your academy a happy place in which to learn. You get on together and behave well. You know a lot about being safe and healthy and you are well cared for by all adults.

We believe that Westerings provides you with a good quality of education and we have suggested two things which would help to make your academy even better.

- To ensure that you are very well involved in your learning, we have asked your teachers to work with you to set your own targets and then discuss what you need to do next to improve. To also help you make even better progress we have asked your teachers to make it really clear when they mark your work how you can improve what you have done and what you need to learn next.
- We have asked the academy to keep your parents and carers well informed about what you are learning in class and also to give them guidance about how they can help you at home.

You can all help by continuing to work hard and doing your best at the academy. It was a great pleasure to visit Westerings and we wish you every success for the future.

Yours sincerely

Norma Ball  
Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**