

# Westwood Academy

Beresford Close, Hadleigh, Benfleet, SS7 2SU

**Inspection dates** 20–21 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The great majority of pupils from Reception to Year 6 make good progress.
- The rate of pupils' progress is improving and standards are rising.
- Pupils' attainment in Years 1 and 2 is above average in writing and mathematics and average in reading.
- Pupils' attainment is above average in reading, writing and mathematics by the end of Year 6.
- Teaching is good and improving.
- In most lessons work is demanding and the pace of learning fast, which helps pupils to concentrate and try hard.
- Pupils enjoy school and learning.
- Behaviour is good and often outstanding.
- Bullying is very rare, and the school keeps pupils safe.
- Leaders have an accurate view of the school's strengths and weaknesses.
- Leaders support staff to improve their skills, including by attending training.
- The leaders' efforts to improve pupils' writing and mathematics skills have worked well. They are now focusing on improving pupils' reading skills.

### It is not yet an outstanding school because

- Pupils in Key Stage 1 do not make as much progress in reading as they do in writing and mathematics.
- Occasionally, work in lessons is not interesting or demanding enough to hold pupils' attention.
- Teachers' marking does not always help pupils improve their work or tell them what they should learn next.

## Information about this inspection

- Inspectors observed eight teachers teach 15 lessons or parts of lessons.
- Meetings were held with staff, representatives of the governing body and pupils.
- Inspectors looked at the school's work, pupils' achievement information, development planning and the school's self-evaluation.
- Inspectors spoke to parents bringing their children to school and took into account 63 responses on Parent View.

## Inspection team

Edward Wheatley, Lead inspector

Additional Inspector

Fatiha Maitland

Additional Inspector

## Full report

### Information about this school

- Westwood Academy is smaller than the average primary school.
- Pupils mainly come from White British backgrounds. A very small number of pupils are at the early stages of learning English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action plus is below average, as is the very small number of pupils with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium is well below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school became an academy in August 2011. It is not part of an academy chain or any other formal partnership.

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

- Raise attainment by July 2013, by ensuring that:
  - pupils at Key Stage 1 improve their reading skills
  - all pupils improve the quality of their handwriting and presentation of their work.
- Improve the quality of teaching by December 2012, by ensuring:
  - work is consistently demanding enough to suit the learning needs and abilities of all pupils
  - marking always indicates the next steps in learning, has brief clearly stated pointers on how to improve, and that time is provided for pupils to carry out the improvements suggested.

## Inspection judgements

### The achievement of pupils is good

- Pupils make good progress from average starting points. Their attainment in English and mathematics is above average by the end of Year 6, and both attainment and progress are improving steadily throughout the school. The proportion of pupils attaining above average levels at the end of Years 2 and 6 has increased since the previous inspection.
- Children in the Reception class make good progress, especially in developing their literacy, numeracy and social skills. Pupils in Years 1 and 2 do not make as much progress in reading as they do in writing and mathematics. Pupils in Years 3 to 6 make good progress in all subjects and are well prepared for their next school.
- Throughout the school, pupils read competently. They reach above average levels by the end of Year 6 although an improving rate of progress in reading is not as evident as it is in writing and mathematics. Most pupils use phonic approaches (the sounds that letters make) to help them read. Pupils have good mental mathematical skills. They calculate competently and confidently, and can explain the processes they use.
- Pupils write well. They express their ideas fluently by planning their work carefully and by using complex sentences and a wide vocabulary. However, despite the good quality of the content of their writing, sometimes handwriting is untidy and difficult to read.
- Pupils have a good understanding of mathematical procedures. In a lesson in Key Stage 2 on doubling and halving numbers, for example, pupils of all abilities made good progress in working with large and small numbers. They rounded numbers up or down where necessary, and explained how they had arrived at their answers. However, the work in their exercise books is sometimes untidy and hard to read.
- The previous underachievement of more-able pupils has reduced significantly. Their progress is now good. Disabled pupils and those who have special educational needs make good progress, as do those learning English as an additional language. Pupils who are eligible for the pupil premium funding make good progress because they are supported effectively for their individual learning needs.
- Learning in lessons is good. Pupils work together well in small groups. They respect each other's ideas and make constructive contributions to discussions. Learning occasionally slows if the work is not demanding enough. Parents are pleased with how well their children learn and with the improvements in their attainment and progress in recent years.

### The quality of teaching is good

- In most lessons, teachers plan well and provide interesting, demanding activities. These are based on an accurate assessment of pupils' skills so that they are constantly learning or practising something new. This ensures pupils enjoy learning and make good progress.
- Teaching in the best lessons includes searching questions and activities that encourage all pupils' full participation. For example, in a lesson about writing suspense stories, the teacher used a Harry Potter extract to model suspense. Pupils were challenged to use alternative vocabulary, sentence structures and ideas to develop their own stories. It worked well for all pupils, with good support given for those needing help.
- Teachers use small-group work and 'talking partners' effectively to keep pupils active and involved. They are encouraged to share their ideas, to listen to each other and to arrive at

group decisions. This contributes well to their social, moral and cultural development. The teaching of the sounds that letters make to help pupils develop good reading skills is satisfactory. It is a current focus of staff training.

- The teaching of disabled pupils and those who have special educational needs is good. Pupils receive sensitive support and encouragement to overcome their difficulties and work independently. They develop confidence in their own ability to do well.
- Marking is usually good and effective in helping pupils improve their skills. However, teachers do not consistently expect pupils to write neatly. Sometimes, comments on how to improve work are too long, next steps in learning are not clearly stated and opportunities are not always given for pupils to improve their work.

### **The behaviour and safety of pupils is good**

- Pupils enjoy school. In most lessons their behaviour is good, and it is often outstanding. At break and lunch times, in assemblies and when moving around corridors, pupils behave very well, with consideration for each other.
- Teachers manage pupils' behaviour well. Pupils say poor behaviour rarely interrupts learning and is dealt with very quickly. Their attitudes to learning are usually good, although the attention of a few pupils occasionally wanders when work is not interesting or demanding enough.
- Pupils say they feel safe at school, and this is confirmed by parents. Pupils report that bullying is extremely rare and does not worry them. They are confident that any concerns they have would be dealt with quickly and effectively.
- Pupils' attendance is average overall. The attendance of the great majority of pupils is good. The school works tirelessly with a small number of persistent absentees, and uses external agencies frequently in its efforts to improve these pupils' attendance.
- The school takes very good care of its pupils. It has a wide range of effective strategies to support pupils and families who are experiencing difficulties.

### **The leadership and management is good**

- The headteacher gives a very clear direction for school improvement. He is well supported by others in leadership positions. All staff wholeheartedly support the school's efforts to improve teaching and pupils' achievement.
- The school accurately identifies areas of relative weakness. Strategies to carry out the improvements work well. For example, the recent focus on improving pupils' writing and mathematical calculation skills has resulted in better standards in these areas. The school is now turning its efforts to improving reading and mathematical problem solving.
- The targets set for teachers to improve their performance are closely linked to raising pupils' attainment and improving their progress. This has given a clear purpose to staff development and training. Where teachers require support, it is provided quickly, and its impact is monitored to ensure it is helping.
- The school effectively promotes equality of opportunity for its pupils. It has worked successfully to improve the achievement of the more-able pupils, and provides good support for those groups who are at risk of not doing well, such as those with English as an additional language. Given the success of the school's improvement planning and the

following action, its capacity for further improvement is good.

- The curriculum is managed well. It provides a wide range of experiences for pupils and encourages their enthusiasm for learning. It includes many opportunities for pupils to develop their English and mathematical skills. The curriculum promotes pupils' spiritual, moral, social and cultural development well. It provides opportunities for them to learn about their own community and how people live in the wider world.
- Partnerships with other schools are particularly good. For example, they help the school confirm their assessment of pupils' skills, and support staff training and development.
- Good links have been established with parents. They are pleased with the school and its management. Communications with parents are good, events are regularly organised for them to attend, and teachers are accessible to address any concerns.
- **The governance of the school:**
  - works effectively to make sure it is well informed about the school's work
  - works closely with staff to identify the school's strengths and weaknesses
  - is actively involved in development planning to help promote rapid improvement
  - holds the headteacher to account for the school's results
  - ensures safeguarding and other requirements are fully met
  - ensures the additional funds derived through the pupil premium are used effectively to help pupils who are falling behind in literacy and numeracy.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	137030
<b>Local authority</b>	N/A
<b>Inspection number</b>	402746

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

<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>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mike Simmonds
<b>Headteacher</b>	Simon Harbrow
<b>Date of previous school inspection</b>	26 January 2010
<b>Telephone number</b>	01702 559467
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<b>Email address</b>	admin@westwoodacademy.org



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