

Westfield Primary School

Clayton Crescent, Runcorn, WA7 4TR

Inspection dates 9–10 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils' achievement is good. It has improved rapidly, following a decline since the previous inspection.
- The majority of pupils make good progress in all subjects, including disabled pupils, those with special educational needs and those known to be eligible for the pupil premium.
- The quality of teaching is good overall with some examples of outstanding teaching. Teaching assistants provide effective support to pupils.
- Robust action has been taken to address weaker teaching and this is making a significant difference to the outcomes for the pupils.
- Teachers' high-quality marking and feedback have enabled pupils to make good progress.
- Pupils are polite, behave well and have a good understanding of the importance of feeling safe. Attendance is above average, reflecting pupils' enjoyment of school.
- The headteacher and senior leaders have a clear vision and high expectations which are shared by all staff and governors and ensure that this is an improving school.

It is not yet an outstanding school because

- Teaching is good but not yet outstanding because activities do not always challenge all pupils, particularly those who are higher attaining.
- The skills of new middle leaders and governors need to be further developed in the evaluation and monitoring of the school's performance in order to support the continued drive for improvement.

Information about this inspection

- Inspectors observed 15 lessons or part-lessons taught by eight different teachers, of which two were joint observations with the headteacher.
- The inspectors listened to pupils from three different year groups reading, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspectors observed the school’s work and scrutinised documentation relating to pupils’ progress and to the school’s management, including the arrangements to ensure safeguarding.
- Inspectors took account of the 15 parental responses to the on line questionnaire (Parent View) and questionnaires completed by staff.

Inspection team

Vanessa MacDonald, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- Westfield Primary is smaller than the average sized primary school. The majority of pupils are of White British heritage and there are none who speak English as an additional language.
- The proportion of pupils supported by school action is below average. The proportions with a statement of special educational needs and those supported by school action plus are above average.
- The proportion of pupils known to be eligible for the pupil premium is above the national average.
- The school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in 2012, but not in the previous year, 2011.
- The school provides a breakfast club, which was part of the inspection.
- There is a hearing impaired base on site which also formed part of the inspection. It caters for children across the primary age range who are educated both in the base and integrated in to mainstream classes with support. There are currently six pupils on roll.
- Since the last inspection, there have been considerable changes in all levels of staff most significantly with teaching staff.

What does the school need to do to improve further?

- Further raise pupils' attainment and accelerate their progress, particularly in Key Stage 1, by:
 - improving the quality of teaching so that an increased proportion is outstanding
 - ensuring activities in lessons are always planned to take full account of pupils' prior learning, needs and abilities, especially those of higher attaining pupils
 - ensuring pupils are always set to work on tasks as soon as they are ready.
- Further strengthen leadership and management by developing further the skills of subject leaders and governors, particularly those new in role, in monitoring and evaluating performance.

Inspection judgements

The achievement of pupils

is good

- Children enter the Reception Year with skills that are below those expected for their age and well below in communication. Good teaching and well-planned activities, including the use of the Forest School outdoor learning environment ensure that children achieve well.
- Achievement is good. Pupils' achievement rose considerably during 2011/2012, compared to the previous year. The percentage of pupils who reached the expected Level 4 by the end of Year 6 increased, with the majority making at least expected progress in reading, writing and mathematics. Attainment overall is in line with what is expected for their age although the number of pupils exceeding this level at the end of Years 2 and 6 remains below the national average, particularly in Key Stage 1. This is because teaching does not always challenge higher attaining pupils sufficiently well through the activities planned.
- The progress of pupils in different year groups is good overall, with school data showing an improving picture over two years. A significant proportion of pupils made better than expected progress from their starting points during the last academic year.
- Pupils' progress in mathematics is improving and is good overall. Pupils throughout the school have good opportunities to apply their skills in other subjects and real-life situations which are having a positive impact on their achievement.
- Progress in reading is good and the majority of pupils make the expected Level 4 by the end of Year 6 in 2012, with 100% of pupils making at least expected levels of progress. Progress in Key Stage 1 is good because of regular focused sessions on letters and sounds across school. This progress accelerates as pupils have increased opportunities to apply reading in a range of contexts.
- Pupils are encouraged to explain and discuss their reasons and answers, both verbally and in writing. This supports their good development of higher order skills in literacy, particularly at Key Stage 2.
- Disabled pupils and those who have special educational needs make good progress in line with their peers, including those who attend the hearing impaired base. This is because of the good proactive support they receive from teachers and teaching assistants, which allows them to access their work well.
- Pupils known to be eligible for the pupil premium also make good progress and current data shows that any gaps in their achievement are narrowing.
- Basic skills of literacy, numeracy, and information and communication technology (ICT) are integrated well into many lessons. Opportunities for this are well-planned and provide pupils with a range of practical activities to apply their skills.

The quality of teaching

is good

- The quality of teaching over time is good and is improving rapidly. The vast majority of teaching seen during the inspection was good, with an example of outstanding practice.
- In an outstanding lesson, the teacher skilfully engaged and enthused pupils, building successfully on their prior learning of information texts, reinforcing and extending this with activities matched correctly to different groups.
- Teachers manage their classes very well. They create a positive classroom atmosphere where pupils are given many opportunities to verbalise their ideas and opinions through varied and practical teaching sessions. This supports their spiritual, moral, social and cultural development well. For example, in a Key Stage 1 class a group of pupils independently followed instructions to plant a bulb and were actively involved in assessing accurately their own and each others' learning.
- In the most effective lessons, teachers have high expectations, good subject knowledge, and conduct lessons at a brisk pace. Activities in these lessons meet all pupils' needs because

teachers make effective use of assessment, including pupils' self-assessment.

- When teaching is less effective, teachers plan different activities for different groups of pupils but these are not always sufficiently well-matched to the needs of all pupils, particularly higher-attainers. On occasion, groups of pupils are kept too long before beginning their activity which also slows their learning.
- Most teachers provide high quality feedback, especially through marking that enables pupils to make good and better progress. Pupils' consistently respond to teachers' comments, and one pupil commented that he 'enjoys the conversation' he has with his teacher. Pupils are also involved in high quality peer marking and in the older classes are able to provide next steps for each other.
- Pupils have realistic targets, particularly in writing and pupils are clear about how to achieve them, accurately assessing their own work against these.
- Teaching assistants are used effectively. They help to ensure that the pupils they support, both in class and in small groups, make good progress.
- Pupils in the hearing impaired unit are supported and taught well both in the base and when working in mainstream classes because staff are experienced in meeting their needs.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They have very positive attitudes to work, are attentive and considerate of one another around school, at break times and during lunchtimes. The relationships with staff are positive and pupils respond well to them, including for those pupils who attend the breakfast club.
- Pupils say that bullying is unusual so that the role of the 'bully busters' is rarely needed. On the few occasions it occurs, pupils are confident it will be dealt with swiftly and there are well-embedded processes to manage this to ensure a swift resolution.
- Other roles, such as the school council, eco council and road safety officers are taken seriously and pupils contribute to whole school awareness through assemblies, for example. Pupils also have responsibility for care of the school chickens, hatched from eggs, in which they take great pride. This contributes well to pupils' social development.
- Pupils feel safe. Pupils have a good knowledge of how to keep safe, including the youngest children who were taught clearly how to be safe in the woodland outdoor learning environment. Links with other agencies support their understanding of e-safety and fire safety, for example.
- The majority of parents who responded to Parent View agreed that their children feel safe and are well looked after.
- Attendance has improved since the last inspection and is above the average for primary schools. Pupils understand the importance of attending school and say it has improved because 'learning is fun.'

The leadership and management are good

- Strong leadership and management by the headteacher have ensured that the school has improved since the previous inspection. She is extremely well-supported by senior staff who share her vision and high expectations for all pupils. It is an inclusive school which actively promotes equality of opportunity for all pupils. Any gaps in progress between different groups are narrowing.
- One aspect of this is the involvement of senior leaders, along with external consultants, in monitoring and evaluating pupils' progress and the quality of teaching. The quality of teaching has improved as a result and is having a genuine impact on improving progress, particularly in literacy and numeracy. Effective action is taken to address any weaknesses.
- Performance management of staff is robust and linked to key school priorities, as are the

training needs of staff. Staff are positive about the support and training they receive.

- The school's self-evaluation is accurate and the school's development plan has a clear focus on continuous improvement. The school has improved the way in which it tracks the progress pupils make, with action focused on specific individuals and groups.
 - The pupil premium funding is used effectively to support pupils' academic and social and emotional needs, so pupils in receipt of this make the same good progress as that of their peers. One example is the one-to-one support for pupils in their mathematical skills, which has improved their skills and understanding.
 - There has been a considerable turnover in staff and in responsibilities within the school. Many middle leaders are new in post and there has not yet been time for their skills to be developed fully, particularly around monitoring and evaluating the progress that pupils make and the quality of teaching in their areas.
 - The teacher in the hearing impaired base has, in a short period of time, established a clear overview of the setting and developed good links with outside agencies and parents.
 - The curriculum is well organised and opportunities for cross subject learning is well planned. There are a good range of extra-curricular activities available, including a residential visit. The school makes effective use of its outdoor environment and pupils are actively involved in developing designs for future improvements, for example, a 'crazy golf' course.
 - The local authority provides appropriate and effective support and challenge to this good school. It provides on-going advice and support in improving the quality of teaching and has been involved in brokering support with external consultants.
 - All safeguarding procedures are secure and meet requirements.
 - The governance of the school:
 - is of a good quality and knows the school's strengths and areas to develop well
 - the governing body challenges the school effectively in a number of areas, particularly in performance management
 - governors are not always given clear enough summary information about the performance of pupils to be able to monitor, evaluate and challenge the school as well as they might.
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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

Unique reference number	111240
Local authority	Halton
Inspection number	401177

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	158
Appropriate authority	The governing body
Chair	Mrs Joan Lowe
Headteacher	Mrs Claire Dawes
Date of previous school inspection	23 March 2010
Telephone number	01928 572343
Fax number	01928 565099
Email address	Head.westfield@halton.gov.uk

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