

Westmoor Junior School

Church Lane, Dewsbury Moor, Dewsbury, West Yorkshire, WF13 4EW

Inspection dates

21–22 November 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		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The local community can be very proud of the school because it is passionate about education and its role in raising young people's ambitions.
- Most pupils enter the school having achieved standards well below those of pupils of the same age across the country. However, by the time they leave school, all pupils have made good progress and some have made outstanding progress.
- Attainment in mathematics is above average when pupils leave school and they also do well in reading and writing.
- Teaching is consistently good and some is outstanding. This results in pupils learning well. Teachers expect the best of pupils and, generally, plan tasks which are interesting, engaging and challenging.
- There is a strong sense of community in the school. Pupils' behaviour and attitude to learning are outstanding. They feel very safe and cared for. Pupils respect the staff, themselves and one another.
- Pupils are proud of the school and enjoy learning. As a result they attend regularly. Instances of bullying are rare and pupils are fully confident that any inappropriate behaviour will be quickly and effectively dealt with by staff.
- The leadership and management of the school, including that of the governing body, are outstanding. The headteacher is an inspirational leader who has driven significant improvement since the last inspection and developed middle leaders who are well placed to improve the school further.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Although progress in reading is good, it does not match that of writing and mathematics.

Information about this inspection

- Inspectors observed 18 lessons taught by 12 members of staff. Two observations were carried out as joint observations with the headteacher.
- Meetings were held with staff, pupils and members of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors observed the school's work and looked at its development plan and its views on its own performance. Additionally, records of pupils' progress, arrangements for safeguarding and documentation on checking teachers' performance were scrutinised.
- Inspectors analysed the five responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents as they visited the school.
- Staff questionnaires were also scrutinised.

Inspection team

Ray Biglin, Lead inspector	Additional Inspector
Sue Eland	Additional Inspector
Doreen Davenport	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The proportion of pupils supported through school action is above average.
- The proportion supported at school action plus or a statement of special educational needs is above average.
- The proportion of pupils eligible for the pupil premium is twice the national average.
- For a significant number of pupils, English is not their first language.
- The school meets the government's floor standards, which is the minimum expected for pupils' attainment and progress.
- Approximately half of the pupils are from a White British background; the other half of pupils are from a range of ethnic minority backgrounds, predominantly Pakistani.

What does the school need to do to improve further?

- Increase the amount of outstanding teaching by:
 - ensuring that teachers consistently challenge the most able pupils to do even better in English to match how they do in mathematics
 - increasing the number of opportunities for staff to share outstanding teaching practice.
- Accelerate progress in reading, particularly in Years 3 and 4 by:
 - providing pupils with more challenging reading tasks in subjects other than English
 - providing more opportunities for pupils to read independently and at home.

Inspection judgements

The achievement of pupils

is good

- When pupils join the school they do so with skills and knowledge well below those of similar pupils nationally. As a result of consistently good teaching they make good progress, especially in Year 6, and leave having achieved average test marks in English and above average test marks in mathematics. Over 90% of pupils, including those with disabilities and special educational needs, achieved the expected Level 4 in English and mathematics. Six pupils achieved the highest level possible in mathematics.
- Since the last inspection the school has worked hard to improve pupils' writing and has been successful in doing so. Pupils make much better progress in writing than pupils nationally and, as a result, are confident writers by the time they leave the school.
- The school places a great deal of emphasis on developing pupils' self-confidence and self-esteem. From the moment they join the school they are helped to develop their listening, speaking and communication skills. For example, older pupils are required to apply and be interviewed for jobs in school to help their fellow pupils. Other pupils have written letters to local councillors expressing their views on a proposed merger with another school.
- Although pupils read well by the time they leave school, their test results are not as high as in writing because their rate of progress is slower in Years 3 and 4. Additionally, not enough pupils read books at home or visit a library.
- Occasionally the most able pupils do not make the progress they are capable of because activities are sometimes not challenging enough to get the best out of these pupils.
- Those pupils who are supported by the pupil premium make much better progress than similar groups across the country and the school is clearly narrowing the gap between their test results and those of other pupils.
- Those pupils with disabilities and special educational needs also do better than similar pupils nationally.
- Pupils from Pakistani, Indian and other ethnic heritages make the same good progress as their classmates.

The quality of teaching

is good

- The quality of teaching over time is consistently good and some is outstanding. As a result, all pupils do well by the time they leave school. Teaching in the lower years is not quite as strong as in Year 6 where progress is particularly rapid.
- Teachers generally expect the best of pupils who consistently respond well to the challenges they are set. Some very challenging algebra work was seen in one Year 6 class. However, in English, some of the more able pupils are not always given tasks which fully extend them.
- Pupils particularly enjoy lessons where there are opportunities to learn on their own and activities are fun. In one class pupils were writing a report on a motorbike stuntman after watching an exciting film of him in action.
- Pupils' work books are all thoroughly marked by the teachers. There are comments that praise hard work and comments that suggest what pupils could do to make their next piece of work even better. This helps pupils learn from their mistakes and make progress.
- There are good resources available to help pupils learn. Information and communication technology is used particularly well. On a number of occasions inspectors observed interactive whiteboards being used well. In one lesson the teacher used this resource to quickly annotate pupils' work and help them improve their writing.
- Teachers give their pupils plenty of opportunities to work cooperatively and talk together. Relationships between staff and pupils are excellent. Pupils work well on their own and are also keen to help one another. After school Year 6 pupils give up their time to help weaker readers in

Year 3 improve. These Year 6 'teachers' even plan the sessions and record the progress made.

- The school employs a large number of teaching assistants to help disabled pupils and those with special educational needs. These staff are skilled and sensitive in their support of pupils and key to the good progress they make. Occasionally, in their eagerness, some give too much help, rather than encouraging them to be independent.

The behaviour and safety of pupils are outstanding

- Behaviour is exemplary in lessons and around school. This is a happy school and pupils from a range of different backgrounds get on very well with each other and all the staff who work in the school. The atmosphere in the school is both respectful and harmonious and no pupils have been excluded.
- A large number of pupils attend the school's breakfast club and inspectors were impressed with the attitude of the children as they began the day happily chatting together and playing games. Pupils enjoy coming together at lunchtime and really appreciate the different coloured table cloths and vases of flowers.
- Parents, pupils and staff all agree that behaviour is excellent and that if there are any incidents of inappropriate behaviour they are dealt with effectively. There is a policy on how to encourage pupils to behave well which is understood by pupils and consistently applied by all staff.
- Instances of bullying are rare and pupils are fully confident that the staff take any such occurrences very seriously and, as a result, feel safe, secure and well cared for. One pupil said that the school protects them.
- Pupils understand the different kinds of bullying, including cyber bullying, and know how to deal with them. They were adamant that there is no racism or homophobia and school records confirm this.
- At the last inspection attendance was an area of serious concern. Now, as a result of a concerted effort by the school and much stronger relationships with parents, the vast majority of pupils enjoy coming to school and as a result attend regularly.

The leadership and management are outstanding

- Inspirational leadership from the headteacher and other senior leaders has led to an improvement in teaching and, as a result, a significant improvement in achievement for all pupils. Many more pupils than nationally make both expected and better progress in English and mathematics. Planning documents and thorough checks on the quality of teaching clearly show an acute awareness by the senior leaders of the school's strengths and weaknesses. There is a real drive to improve further though opportunities for teachers to share outstanding practice are sometimes missed.
- Arrangements to improve the performance of staff are thorough and clearly focussed on making the school an even better place for pupils. Targets are linked to the school development plan, pupils' progress and professional development. The performance of staff, together with their individual responsibilities, reflect the pay scales awarded.
- Pupil premium money is used extremely well. Some of it has been used to provide an extra member of staff to work with this group of pupils in order to improve their skills in English and mathematics. This is clearly working as these pupils are making better progress than similar pupils nationally. The remaining funds have been used to set up a community room where parents and pupils can learn together. This has strengthened relationships with parents which is another improvement since the last inspection.
- The way the school organises and teaches the subjects pupils study is well matched to their needs. In all subjects pupils are encouraged to work creatively and there are ample opportunities for pupils to improve their number and sentence writing skills. However, some of

the reading given to pupils is not always sufficiently challenging. This is particularly so in subjects other than English.

- The school has established highly effective systems for reviewing the progress of all pupils including those with special educational needs. This involves the headteacher and middle managers regularly checking the progress that pupils are making so that teachers can adjust their teaching accordingly. School leaders do their best to make sure all pupils have the best possible chances in school and this is reflected in the good progress made by all groups. As one parent said, 'Our community is highly diverse and this is reflected in the school. All children are given the opportunity in all aspects of their school life.'
 - A wide range of additional activities are available at lunchtime and after school such as a film club and the opportunity to sing in the choir. The school has a strong focus on encouraging pupils to take responsibility and this is reflected in their roles around the school and keenness to be involved in charity events. The school also ensures that pupils have a good understanding of each other's cultures through, for example, celebrating Eid together. All of these opportunities, coupled with pupils' excellent behaviour and care for one another, mean that pupils' spiritual, moral, social and cultural development is very strong.
 - After the last inspection the local authority provided support for the school. They now provide more light touch support due to the rapid improvement made as result of the headteacher's outstanding leadership.
 - **The governance of the school:**
 - The governing body is highly effective in all its roles and duties and is passionate about the school and the importance of education for raising pupils' ambitions. Each member of the governing body has an individual responsibility matched to the needs of the school. The governors provide a very good level of challenge to the headteacher and other managers and they fully understand the importance of the pupil premium. For example, they decided that the pupil premium would be best used to improve pupils' work in English and mathematics. Members also work closely with the headteacher on setting performance targets for staff and checking that they are met before staff progress through the pay scales. There is an effective governor with responsibility for safeguarding and statutory safeguarding requirements are fully met.
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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	107613
Local authority	Kirklees
Inspection number	400923

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	330
Appropriate authority	The governing body
Chair	S Readhead
Headteacher	K Lonnergan
Date of previous school inspection	9 February 2010
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