

Westfield Junior School

Westfield Road, Hinckley, LE10 0LT

Inspection dates 30–31 January 2013

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.

- By the time pupils leave the school in Year 6, the standards they reach in reading, writing and mathematics are above national averages.
- Good teaching helps all pupils to achieve well in English and mathematics.
- The progress made by pupils who have moderate learning difficulties is outstanding.
- Progress in the main school for disabled pupils and those who have special educational needs is good because of the extra help they receive in lessons and when taught in small groups.
- Pupils are happy to come to school, as shown by their consistently above-average attendance. They say they feel safe and well looked after in school, and their parents and carers agree.
- Behaviour is good. Most pupils show positive attitudes to learning in lessons.
- Teaching is good and improving. This is because leaders give teachers precise feedback after watching them teach, and set demanding targets for improvement that show clearly how they can improve their skills.

It is not yet an outstanding school because

- Standards in writing and mathematics are not as good as in reading.
- Staff do not always insist on high standards of handwriting and presentation.
- Pupils do not get enough regular opportunities to use their mathematical skills when learning about other subjects.
- Teachers do not give pupils the opportunity to respond to their marking in their workbooks.

Information about this inspection

- Inspectors observed 20 lessons or parts of lessons and two assemblies.
- Meetings were held with senior leaders, staff and governors. In addition, the lead inspector spoke to a representative of the local authority.
- Inspectors talked to pupils and observed them at play during break times.
- The school’s safeguarding policies, improvement plans, governing body meeting notes and records of pupils’ behaviour were reviewed. In addition, inspectors looked at the work pupils were doing in their books, and at records of their progress.
- Inspectors took account of the 22 responses to the online parent questionnaire (Parent View) and replies from 25 staff questionnaires. The views of parents and carers were sought at the start of the school day as they brought their children to school.

Inspection team

Sarah Warboys, Lead inspector	Additional Inspector
Ann Glynne Jones	Additional Inspector
Sa'ad Khaldi	Additional Inspector

Full report

Information about this school

- Westfield Junior School is larger than the average junior school.
- Most pupils are White British. A well-below-average proportion of pupils come from minority ethnic backgrounds.
- A well-above-average proportion of pupils are supported by the pupil premium, which provides additional government funding for particular groups, including those known to be eligible for free school meals.
- The percentage of disabled pupils and those who have special educational needs supported by school action is average. The proportion supported by school action plus or a statement of special educational needs is well above average.
- The school hosts a specially resourced provision for pupils with special educational needs. This caters for up to 22 pupils who have moderate learning or speech and language difficulties. There are currently 21 pupils in this provision.
- No pupils are educated in alternative provision away from the school site.
- The Westfield Day Nursery and 'Kids Club' operate on the school site. They are not managed by the governing body, and are inspected separately.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make more teaching outstanding, and thereby raise achievement in writing and mathematics, by ensuring that all staff:
 - plan regular, imaginative experiences that inspire pupils to write
 - devise a whole-school approach to handwriting and encourage all pupils to take greater pride in the presentation of their work
 - give pupils regular opportunities to use their mathematical skills when learning about other subjects
 - give pupils time to respond to comments in marking, so that they can practise and improve their skills.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved steadily over recent years. The Year 6 pupils who took their national tests in English and mathematics in 2012 were, on average, about a term ahead of pupils nationally at their age. Current assessment information shows that the standards most pupils reach in writing and mathematics are not as high as in reading.
- All pupils make good progress in reading, writing and mathematics each year. Almost all make at least the progress they are expected to make nationally during their time in the school, and an increasing number make more than that expected. Consequently, they are well prepared for their move to the secondary school.
- Pupils in the specialist resource provision make outstanding progress. This is because teachers have an exceptionally thorough approach to recording what pupils can already do, and focus their teaching precisely on what they need to do next to move their learning forward. Pupils' achievements are measured in small steps and build on their successes extremely well.
- In the main school, the disabled pupils and those who have special educational needs make good progress because of the well-considered support they receive in lessons. Teachers and other adults adapt work to meet pupils' individual needs, and the tasks they set help to fill very specific gaps in their knowledge and skills.
- The revised approach to the teaching of reading has been particularly successful. Focused training has helped staff to teach pupils' reading skills more precisely. At the same time, new books have been purchased, the library refurbished and pupils' interest in reading invigorated. Teachers plan more reading opportunities in topic work. In addition, volunteers from the local community regularly visit the school to spend time with pupils, reading and enjoying books together. As a result, progress in reading is accelerating for all pupils.
- The pupil premium is used effectively to give eligible pupils extra help in lessons and one-to-one tuition, and to fund additional activities beyond the classroom. National test results and other data show that this extra support is having a positive effect on closing attainment gaps between pupils known to be eligible for free school meals and similar pupils nationally, and also with other groups of pupils in the school.

The quality of teaching is good

- Good teaching ensures that all pupils achieve well. In all lessons observed during the inspection, adults praised and encouraged pupils and valued their contributions to class discussions. Teachers regularly ask pupils to work together as 'talk partners'. This shared working enables pupils to clarify their thinking and helps them to practise their ideas before writing.
- Teaching in the specialist resource provision is outstanding. Pupils learn at a fast rate because teachers use assessment information exceptionally well to plan lessons at just the right level of difficulty. Lessons are practical and based on meaningful experiences. For example, in one session, pupils made rapid gains in learning the value of different coins. They looked at their shapes, colours and markings, then used their coins to buy their own lunch in the cafeteria. The arrangements for teaching pupils in the resource base are flexible. They are taught in the unit or learn alongside pupils in the mainstream classes.

- The best learning happens when teachers insist on high standards of learning and behaviour. Adults ask pupils searching questions to check their understanding, and to encourage them to think more deeply and express their own views and opinions. They listen carefully to pupils' responses and adjust the difficulty of tasks accordingly, and this helps pupils' learning to move on at a brisk pace.
- Teachers sometimes provide interesting experiences which inspire all pupils to write. For example, in Year 5 pupils compared the similarities and differences between two 'Batman and Robin' films. As they compared the 1960 and 1997 versions, they learned much about life in the 1960s. However, pupils do not yet have enough of these experiences across the school.
- Teachers use computers well to develop pupils' English skills when they are learning about other subjects. In Year 4, for example, pupils developed their understanding of the features of writing and illustrating comic strips on computers. Opportunities to use mathematics while learning about other subjects are more limited.
- Teachers' marking generally gives pupils clear guidance about what they have done well and what they need to do to improve their work. Teachers often ask pupils additional questions and give them examples to address any errors they might have made. However, they are not always given enough time to respond to the comments made in marking before the next lesson, and so pupils miss opportunities to learn from their mistakes and improve their skills.
- In all year groups, the quality of handwriting is variable. Some pupils do not take enough pride in their work because the staff do not have an agreed standard for the presentation of written work across the school.

The behaviour and safety of pupils are good

- Pupils are happy to come to school. Their attendance has been consistently above average for several years and their punctuality is good.
- Pupils say that they feel safe in school and that their teachers help them to 'learn lots and lots'. They say that incidents of bullying, such as name-calling, are rare. They are clear about how to seek help if the need arises, and are confident adults will deal with their concerns. The parents and carers who responded to the online questionnaire and those who spoke to inspectors agree that their children feel safe and are well cared for at the school.
- Pupils' behaviour is typically good in lessons and around the school. At break times, pupils enjoy meeting friends, playing and chatting to each other. Older pupils enjoy looking after the younger ones and help them to play games. Lunchtime is a social occasion in the cafeteria for all pupils. Pupils in the specialist resource base go into the dining area first. Their behaviour as they sit, chat and eat together is outstanding.
- The vast majority of pupils are keen to learn. Occasionally, a few pupils lose focus and concentration, which slows their learning.
- Pupils have a good understanding of the system of rewards and sanctions for promoting good behaviour. They say, and school records show, that behaviour has improved over time. One pupil explained that he had experienced some anger management problems when he first came to the school, and that the teachers had helped him to control his feelings. 'That's gone now,' he said, and 'I can keep calm.'

The leadership and management are good

- Led by a committed headteacher, the school is moving forward at a good pace. There is a clear sense of purpose among the staff, who are focused on improving pupils' achievement. Leaders at all levels are clear about what needs to be done next. They are fully aware that recent improvements must be sustained for attainment in writing and mathematics to equal that of reading.
 - The quality of teaching is rising because of the thorough systems to improve it. Teachers are given clear, detailed feedback about their teaching and provided with training to help them improve. They are given precise targets that are based on making certain that all pupils make at least good progress.
 - The school is committed to making sure that all pupils have an equal chance to succeed, and takes prompt action to tackle any form of discrimination. Leaders and teachers meet regularly to discuss the progress of all pupils. Those who are in danger of falling behind are given extra help. The unit for pupils with moderate learning difficulties is managed exceptionally well.
 - Parents and carers are positive about the work of the school. A range of partnerships with other agencies enables the school to provide extra help for all pupils, particularly those whose circumstances make them vulnerable.
 - The way subjects are taught is regularly reviewed and adapted to make sure it continues to meet the pupils' needs and interests. Teachers plan interesting activities that foster pupils' curiosity and support their spiritual, moral, social and cultural development well. Pupils benefit from high-quality teaching in music and French. They participate fully in the wide range of sporting activities, including swimming at the school's own pool.
 - The local authority has provided effective support to the school, particularly in developing the skills of its leaders.
 - **The governance of the school:**
 - Governors are clear about what the school does well and its priorities for improvement. They receive good-quality information from senior leaders and challenge the school on its performance. Governors are fully involved in supporting the headteacher to improve the quality of teaching and to make sure that good teachers are rewarded and those who take on additional responsibilities receive financial incentives. They have a good grasp of the school's finances and make sure, for example, that the pupil premium is spent in the best interests of the pupils who are eligible. Governors take advantage of training opportunities so that they are able to make well-informed decisions about the work of the school. They are visible in the school community and regularly seek the views of parents and carers. Governors take turns to make sure that, wherever possible, they support school events. They ensure that national requirements for safeguarding pupils are 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	119928
Local authority	Leicestershire
Inspection number	401889

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	299
Appropriate authority	The governing body
Chair	Gary Weston
Headteacher	Margaret Greig
Date of previous school inspection	29 September 2009
Telephone number	01455 637437
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