

Westfield Primary School

Longfellow Road, Radstock, BA3 3XX

Inspection dates 25–26 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils' achievement is not consistently good over time, particularly in mathematics. Recent improvements in the use of assessment and tracking have not been in place long enough to improve teaching and achievement across the school.
- Pupils' progress in mathematics is not as strong as that in writing and reading. Teachers do not use the information that is now available to them to plan precisely enough.
- Not enough teaching is consistently good. At times, the work pupils are asked to do does not fully match their abilities, particularly for higher-ability pupils. Teacher expectations are not always high enough to ensure all pupils make good progress.
- The pace of learning in lessons is not always brisk enough and pupils make slower progress than they should.
- Marking and feedback to pupils are not consistently good across all classes and subjects. As a result, not all pupils know how their work can help them meet their targets and raise their levels of learning.
- The teaching of phonics (letters and the sounds they make) is not ensuring that pupils make good progress.
- Leadership has recently introduced regular checks on the quality of teaching yet these are not fully focused on how well pupils achieve in lessons.
- The quality of the curriculum for mathematics is not checked often enough and there are too many gaps in the activities given to pupils for them to learn well over time.

The school has the following strengths

- The new headteacher has a clear vision of what he wants the school to achieve. Plans for improving the school contain the correct areas for improvement. He is building a positive staff team with shared ambition to succeed.
- Teaching in the Early Years Foundation Stage is a strength of the school. Children make good progress and get a good start to their primary education.
- Writing across the school is good due to the effective strategies being consistently used by staff.
- Pupils enjoy school and feel safe. They behave very well and show respect for each other and adults.
- The school provides a very caring, safe and happy environment for its pupils.

- Pupils in Key Stage 1 make good progress. They are well prepared for Key Stage 2.

Information about this inspection

- The inspectors observed 28 lessons and parts of lessons led by 13 members of staff. They were accompanied by the headteacher and deputy headteacher on eight of these lessons.
- Meetings were held with staff, the Chair of the Governing Body, representatives of the local authority and with pupils from Years 3, 4, 5 and 6. Inspectors also took account of the 12 responses to the staff questionnaire.
- The inspectors heard pupils read in Years 2 and 6.
- The work in pupils' books was analysed with the leadership team.
- Inspectors gathered the views of parents and carers through informal meetings before school and from the scrutiny of the 21 responses to Parent View, the Ofsted online questionnaire.
- A wide range of documentation was considered including the school's analysis of pupils' attainment and progress, the school's development plan, school leaders' monitoring records, pupils' work and the records of checks made on the eligibility of staff to work with children.

Inspection team

Claire Thompson, Lead inspector	Additional Inspector
Fiona Richardson	Additional Inspector
David Westall	Additional Inspector

Full report

Information about this school

- This is a larger than average primary school.
- The school is currently organised into 12 classes. There are mixed-age classes in the Early Years Foundation Stage, Key Stage 1 and in Years 3 and 4. There are two classes in Years 5 and 6.
- Most pupils are from White British families. Very few pupils are learning English as an additional language.
- The proportion of pupils who have special educational needs is above average for pupils who are supported through school action.
- The numbers of pupils who are disabled or who have special educational needs is above average.
- The number of pupils who are supported by school action plus or who have a statement of special educational needs is well above the national average.
- The proportion of pupils for whom the school receives pupil premium funding is lower than the national average. The pupil premium is extra money given to the schools by the government to support pupils who are eligible for free school meals, are from forces families or who are looked after.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- By September 2013, improve the arrangements for the teaching of letters and the sounds they make (phonics) in the Reception and Key Stage 1 classes so that all pupils make good progress in every lesson.
- By January 2014, improve teaching and raise achievement in mathematics to be at least good by:
 - making sure that teachers use the assessment information for each pupil to plan work which more precisely matches their different abilities and suitably challenges them to make good progress in every lesson
 - ensuring that higher-ability pupils are stretched to quickly improve their skills in every lesson
 - adapting the pace of learning so that pupils spend more time independently applying themselves to their activities rather than listening to teachers
 - developing teachers' marking of pupils' work so that pupils are clear about when they have met their targets and about what they need to do next
 - ensuring that all pupils know their number facts and have instant recall of their multiplication tables.
- Improve the quality of leadership and management by:
 - making sure the monitoring of teaching is rigorous and fully focused on how well pupils achieve
 - monitoring and evaluating the curriculum for mathematics to make sure that it challenges all groups of pupils, especially the most able, and it promotes good achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement is not consistently good enough over time. Not all pupils across the school are making the progress they are capable of because too many activities do not always challenge the most-able learners and progress in lessons is too slow.
- The school has introduced learning targets so that pupils know what levels they are working towards, particularly in mathematics. Activities are not sufficiently well matched to meet these different levels and for pupils to see when they have met these targets. This is because teachers do not sufficiently use the information that is available to them to plan precisely for pupils' next steps of learning.
- Marking and feedback are not developed enough in mathematics to be helpful in showing pupils what they have achieved and in pointing out the next steps they need to take.
- Pupils are limited from achieving well in mathematics because pupils do not have instant recall of number facts and do not know their multiplication tables by heart, even when they are clever mathematicians.
- Children in Reception begin school with skills and understanding that are just below those expected for their ages. Their progress during the year is good and is helping them to catch up with other children nationally. This Key Stage is a strength of the school.
- Pupils in Key Stage 1 make good progress in their lessons because the quality of teaching is most often consistently good.
- Recent school information about pupils' learning and scrutiny of books show that the proportion of pupils making expected progress or better by the end of Year 6 has improved and is now closer to other pupils nationally, especially in reading and writing. This is also the case for pupils who are learning English as an additional language and those with a disability or special educational needs. In particular, the number of pupils attaining the higher levels is improving because of better approaches to teaching.
- Pupils are now making good progress in writing because a recently introduced writing initiative is given a high profile across the school. Independent writing books are well marked and give pupils very clear guidance on their achievements. Pupils are given opportunities to correct their mistakes and to know what they need to do to reach higher levels.
- In lessons, the progress made by pupils known to be eligible for the pupil premium and those who are disabled or have special educational needs is similar to all other pupils in the school. The gap in attainment is narrowing in both English and mathematics. Their average point scores for all subjects are catching up with all other pupils and their rates of progress are also improving. This demonstrates the school's commitment to equal opportunities and tackling discrimination.

The quality of teaching

requires improvement

- Teaching is not consistently good because there is too much variation across the school, especially in mathematics. Teachers' expectations are not always high enough, particularly for more-able pupils.
- Some teachers do not use time effectively and do not instantly engage pupils in challenging tasks. In these lessons, pupils too often have the same work to do across the class, with limited match to their needs, and work is often too easy. The pace of learning is not always brisk because teachers talk too much, frequently stopping pupils learning when they are working independently.
- In too many lessons, while elements of good practice exist in the way teachers share learning objectives and how pupils know their targets, teaching is not always effective in accelerating progress. Currently, teachers do not use the assessment information they have when planning

learning activities.

- Targets given to pupils show that the majority of classes have a vast range of abilities because of the way the mixed ages are grouped. Teachers planning to meet these broad needs do not sufficiently consider the stages of learning in each theme in mathematics for all pupils to be given work which matches their targets.
- The teaching of phonics in Reception, Year 1 and Year 2 does not use adults well enough to ensure the pupils are in small enough groups to make good progress in each lesson. Teaching does not involve the pupils enough or assess what they can each do with sufficient regularity.
- The marking of mathematics lacks consistency and pupils do not have enough feedback about how well they are doing or how to correct their mistakes.
- Teaching is most effective in Reception, being at least good, with some that is outstanding. The Early Years Foundation Stage is a strength. Teaching at Key Stage 1 is also good and reflects the good progress pupils make.
- The best lessons across the school were seen in English. The learning of literacy skills contributes well to the weekly independent writing session and this is taught well. The marking of independent writing is highly effective.
- The teaching of writing is now good and pupils' workbooks show good evidence of improved rates of progress being sustainable. One example of this was in a Year 6 child's writing: 'Still determined Aron stared down at blinding white ice as the steady cart carried on like a bird flying quickly upwards. Suddenly, darkness was a sheet over the dark sky. Silently, glamorous stars twinkling brightly
- Relationships are good and teachers manage pupils' behaviour very well so that learning can proceed without undue interruption. Teaching assistants make a valuable contribution to pupils' learning when instructed well by the teacher. They usually provide good support in class and also when they take groups of pupils out for specific help.

The behaviour and safety of pupils are good

- Pupils' behaviour is consistently good. Pupils enjoy their activities, work diligently and want to achieve. They show good levels of concentration in lessons and work cooperatively, supporting each other well. On a few occasions when work is not sufficiently demanding, they are less attentive and they produce too little.
- The pupils with identified behavioural issues are supported well in lessons so that they do not disrupt any other pupils' learning. Very good pastoral support ensures that there is sensitive intervention for pupils whose circumstances make them more vulnerable. Parents and carers feel that their children are well cared for and kept safe.
- The school has a harmonious atmosphere because the overwhelming majority of pupils are very friendly, being polite, courteous and enjoying the company of the adults. Pupils behave extremely well around the school and during social times. Inspectors saw outstanding behaviour in an exhilarating assembly led by the headteacher.
- Pupils feel very safe in school. This is because they feel that adults look after them very well. They say that bullying is rare and is dealt with quickly and effectively. Pupils have a good understanding of the different forms of bullying, including cyber-bullying and name-calling.
- Pupils say that they like coming to school, and this has encouraged them to attend regularly and on time. Attendance has now improved to being average.

The leadership and management require improvement

- Leadership and management require improvement because teaching is not yet good in mathematics and not enough lessons ensure that pupils achieve consistently well enough.
- The headteacher has introduced more frequent monitoring of teaching and knows that there is

too much variation in the consistency of teaching, particularly as pupils get older. This has not fully eradicated inconsistencies because there is not enough emphasis on the impact of teaching on pupils' progress in each lesson. Written feedback to teachers made by school leaders and external consultants does not make enough links to how well pupils have achieved so that teachers focus on improvements that will not make enough difference to the pupils' outcomes.

- The curriculum provides a rich variety of learning experiences for pupils, including a broad range of clubs, visits and residential experiences. The effectiveness of the curriculum is not fully evaluated, resulting in differences in the quality of planned activities in mathematics so this subject has too much variation.
- The drive and determination of the new headteacher has contributed well to recent school improvement and has eradicated significant pupil underachievement this year. There is clear evidence that rates of pupils' progress are increasing across the whole school. Systems for tracking pupils' progress are starting to improve standards and spotting underachievement more quickly. This is not secure enough to ensure that all pupils, including the more-able pupils, consistently make good progress because teachers are not using the information sufficiently in their planning.
- The school uses the additional funds provided for pupils who are eligible for free school meals (pupil premium grant) to provide a broad range of appropriate activities. This is tracked to ensure spending decisions are appropriate and measures are being developed to know how each activity has an impact on pupils' progress.
- A restructuring of subject leadership, including the leader for pupils who are disabled and have special educational needs, means that most leaders are new to their role. They have begun work quickly and have correctly identified the most important areas for improvement. They are becoming involved in checking the quality of teaching and learning, and have used this information to design accurate action plans.
- New appraisal systems have been introduced to manage the performance of all staff robustly.
- The local authority provides some effective support for the school through allocating a school improvement adviser who has identified similar issues as found in the inspection. However, the large amount of different external support is not always sufficiently focused on helping leaders concentrate on how well pupils learn in their lessons.
- Safeguarding arrangements meet statutory requirements.
- **The governance of the school:**
 - The governing body has been re-formed and is now very active in ensuring that it has the right skills to support and challenge the school through asking rigorous questions. It has gathered a large amount of information and knows how well the school is doing, including the spending decisions made for allocating the pupil premium funds. It has taken part in a wide range of training activities. Governors regularly visit the school and work closely with the staff to understand how well pupils are progressing in their work and to find out about the quality of teaching. Governors have been involved in setting the new procedures for staff appraisal and have been fully involved in checking that good teachers move up their pay scales. Child protection and safeguarding arrangements are appropriate and governors meet their statutory responsibilities. The governing body is determined to ensure that all pupils have equal opportunity to achieve and do well.

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	109072
Local authority	Bath and North East Somerset
Inspection number	411762

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	347
Appropriate authority	The governing body
Chair	Julie Probert
Headteacher	Simon Mills
Date of previous school inspection	16–17 March 2010
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