

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5359
Direct F 0117 315 0430
Email: shannyn.sachse@tribalgroup.com

28 June 2013

Mr S Mills
Westfield Primary School
Longfellow Road
Radstock
BA3 3XX

Dear Mr Mills

Requires improvement: monitoring inspection visit to Westfield Primary School

Following my visit to your school on 28 June 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in April 2013. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, I met with you, the deputy headteacher, the Chair of the Governing Body with another governor, and a representative of the local authority to discuss the action taken since the last inspection. The school improvement action plans were evaluated. You and I did a tour of the school together and I was introduced to staff. I talked to pupils about their work. I looked at teachers' marking in English and mathematics books.

Main findings

You are leading the school in a well organised way, with the full support of the governing body. The school's internal and external moderations of the National Curriculum levels that pupils have attained, across both key stages, has been verified recently by the local authority to ensure that the judgements made by the school are secure.

Your school action plan has a clear focus on the areas for improvement identified in the recent section 5 inspection. The literacy and numeracy coordinators have devised action plans that link into them. We discussed how all these plans could be refined further with more quantifiable milestones for those actions that will be on-going and to ensure that all leaders are held fully to account for their areas of responsibility.

You, and governors, told me that teachers have changed the way they mark pupils' work, so that comments give pupils more advice about how to improve. I saw evidence of this when I looked at teachers' marking of pupils' English and mathematics books, which confirms that robust and rigorous systems are in place and marking has improved. Also, the use of 'Every time I write Criteria' helps pupils know what they need to include in their work. We agreed that to ensure further improvement in more aspects of teaching and learning that the senior leadership team would implement a set of non-negotiable 'corporate' policies and practices this term. These are needed to secure a greater consistency in the quality of teaching across all classes, which will raise expectations for all, and enable all staff to focus on pupils' learning and progress, rather than on peripheral details.

We discussed how all leaders and managers need to ensure that teachers are held to account more precisely for the progress of pupils in their classes. You have rightly changed the proforma used when observing lessons, so that it can provide more helpful feedback to staff on how they can improve their work. It is also intended to provide all observing staff with a clear focus on the different groups of pupils that they are observing.

You are getting external help and support to improve the quality of the teaching of phonics from a university and three local schools, including an outstanding school. Governors told me that they had found their training from the local authority useful and you also appreciate the opportunity to work with representatives from the local authority.

Senior leaders, working with the governing body and the local authority, are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure that there are termly measurable milestones for each action point in the school action and improvement plans so that:
 - all leaders and managers are held firmly to account for their area(s) of responsibility
 - that the document is used to regularly measure the achievement of pupils and the progress that the school is making towards providing a good quality of education

- all leaders conduct regular meetings to monitor progress being achieved to improve the quality of teaching and learning so as to ensure that teachers provide information about pupils' progress and are held to account for their performance.
- implement a set of non-negotiable 'corporate' policies and practices, this term including:
 - pupils' books will inform pupils in greater detail about the:
 - National Curriculum levels, and parts of levels that they have reached, along with any gaps in lower levels that remain
 - individual short-term targets that they are working at with quantifiable timescales by which they should meet them
 - success criteria for each lesson, or piece of work they are doing, with self-evaluation and peer-marking.
 - classrooms will have a common format with:
 - 'interactive learning walls', where wall spaces are used to drive improvements in learning, for example, through sharing different pupils' 'working thinking processes'
 - carefully considered support materials that are age appropriate and cover the range of ability within that class
 - displays of high quality work being celebrated and shared in the corridors so that younger pupils and pupils from other classes can be inspired; raising their own, and others' expectations.

Ofsted may carry out further visits and, where necessary, provide further support and challenge to the school until its next section 5 inspection.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Bath and North East Somerset.

Yours sincerely

Steffi Penny
Her Majesty's Inspector