

Westfield Nursery and Primary School

Nilsson Drive, Workington, Cumbria, CA14 5BD

Inspection dates 13–14 May 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- The headteacher, ably supported by all staff and governors, has fostered a climate for learning at Westfield School where all pupils achieve well, teaching is good and the school continues to improve.
- Children make good progress from low starting points in the Early Years Foundation Stage.
- This good progress continues as they move through the school and they reach standards much closer to the national average when they leave Year 6.
- Pupils behave well. They feel very safe in school, enjoy learning and attend regularly.
- Teaching is good. Teachers manage their classes very well and lessons are conducted in an atmosphere of respect and trust. Varied activities, lively teaching and interesting resources all add to pupils' enjoyment of learning.
- Governors, leaders and managers celebrate the schools strengths but also identify and tackle any weaknesses. Consequently, the school is well placed to improve further.
- The school has forged excellent relationships with parents who are very appreciative of the good education and support the school provides for children and their families.

It is not yet an outstanding school because

- Although teaching is good, it could be even better so that pupils' progress was more rapid. Sometimes, work lacks a good level of challenge and sometimes pupils are not moved on to new work quickly enough when they are ready.
- Pupils are not consistently given high-quality advice on how to improve their work and, when they are, they do not always act upon it.
- Teachers' best skills, including those in teaching phonics, are not yet fully shared with others in the school.

Information about this inspection

- Inspectors observed nine lessons and part-lessons. The headteacher and lead inspector made several shorter visits to classrooms and observed the teaching of smaller groups of pupils. Inspectors listened to pupils read.
- Discussions were held with parents, pupils, staff, governors and a representative of the local authority.
- Inspectors observed the school’s work and looked at work in pupils’ books, progress data, safeguarding information and other documentation.
- There were too few responses to the online questionnaire ‘Parent View’ for these to be considered as part of the inspection. However, inspectors analysed parents’ views which were expressed in the school’s own parental survey. Responses to staff questionnaires were also scrutinised.

Inspection team

Ann Ashdown, Lead inspector

Additional Inspector

Aileen King

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and pupils known to be eligible for free school meals, is well above average.
- A well-below average proportion of pupils are from minority ethnic backgrounds and a similarly small proportion speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is well-above average as is the proportion supported at school action plus and with a statement of special educational needs.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress

What does the school need to do to improve further?

- Improve teaching so that it leads to even greater progress for pupils by:
 - always providing pupils with challenging activities so they make even faster progress
 - making sure teachers' marking always gives pupils clear advice on how to improve their work and that checks are made to ensure that pupils act upon it
 - sharing the skills of the best teachers within the school more widely and regularly observing good and outstanding practice in partner schools
 - checking on pupils' understanding throughout the lesson and moving them on quickly to the next activity as soon as they are ready
 - monitoring the teaching of phonics and providing further training for staff to ensure it is of consistently high quality.

Inspection judgements

The achievement of pupils is good

- Work in pupils' books and the school's own tracking data both confirm that all groups of pupils make good progress. In 2013 the proportions of pupils making expected progress in national tests compared favourably to that found nationally in reading, writing and mathematics. Current Year 6 pupils are on track to reach their targets and an above-average proportion are making better than expected progress.
- Children enter the Nursery class with skills which are low compared to those typical for their age, particularly in speech and language and social development. They settle quickly into school routines, make good progress in their learning and confidently handle books and engage with other children and adults in the classroom.
- Pupils continue to make good progress as they move through the school. In Key Stage 1 standards are rising and current pupils are now reaching standards closer to the national average in reading and mathematics and making good progress in all areas of their learning.
- Small numbers of pupils in each year group means that pupils' attainment can fluctuate markedly from year to year. In tests at the end of Year 6 in 2013 pupils attained standards close to the national average in mathematics but slightly lower than this in reading and writing. Those with special educational needs made up almost half of this cohort. They made good progress in line with their classmates.
- Pupils have good basic skills in mathematics and most use these confidently to solve real-life problems.
- In English most pupils are successfully helped to become competent readers. Year 2 pupils were able to identify correctly terms such as 'blurb', 'contents', 'index', 'author' and 'illustrator' and explain in some detail the stories they were reading. Phonics (the sounds that letters make) is usually taught well but this is not consistent across the school, so some small groups of pupils make slower progress than their classmates.
- The test scores of Year 6 pupils known to be eligible for free school meals and supported by extra funding (the pupil premium) showed they were over a term ahead of their peers in reading and writing but two terms behind them in mathematics. They make at least as good and often better progress than their classmates. Pupil premium funding is spent wisely on extra staffing to provide one-to-one and small group tuition to improve pupils' skills in literacy and numeracy.
- Pupils who speak English as an additional language make good progress because they receive constructive individual help if and when this needed. Disabled pupils and those who have special educational needs also make good progress because they receive sensitive and timely support from both teachers and teaching assistants.
- The very small numbers of more able pupils make good progress in their learning because they are given extra help and more challenging work to enable them to reach the higher Level 6 in English and mathematics.

The quality of teaching is good

- Work in pupils' books demonstrates the good progress pupils make as a result of good teaching over time.
- Teachers use a range of interesting resources and varied tasks to keep pupils engaged and focused on learning. In the Reception class, as part of their 'under the sea' topic, children really enjoyed writing about crabs, sharks and whales, drawing fish and painting shells and pebbles.
- In Year 3, pupils made good progress in mathematics, for example, as they used the correct terminology to describe cylinders, hexagons and cuboids and also accurately identified examples of obtuse and acute angles.
- Teachers manage their classes well and give pupils the confidence to succeed. Perceptive questioning, plentiful opportunities for pupils to develop their speaking and listening skills and

clear explanations all help pupils to achieve well.

- Pupils' spiritual, moral, social and cultural development is provided for well in lessons. Pupils work together to share ideas and information sensibly. They learn about a range of religions and countries, which adds to their understanding of other cultures.
- Most teachers and teaching assistants have high expectations of what pupils can achieve and set challenging work so that pupils have to think hard. Where pupils make slightly slower progress it is because the work is not quite hard enough for them or they are not moved on quickly to a new challenge when they are ready.
- Work in pupils' books is usually well presented and marked regularly. In Year 6, teachers' marking gives pupils clear pointers for improvement and they regularly correct their work. However, this good practice is not consistent across the school. Pupils are not always given precise guidance on how to improve their work and, when they are, they do not always act upon it.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. In lessons most pupils work hard, are keen to answer questions and have good attitudes to learning. Pupils move sensibly around the school and are polite and well mannered in the dining hall. They are proud of their school and, in a school assembly about teamwork, all pupils showed how keen they were to belong to 'Team Westfield'.
- Pupils attend school regularly and most arrive on time. Exclusions from school are very rare.
- Records show that there have been a few incidents of challenging behaviour including racist behaviour and bullying. But that when they do occur, they are dealt with quickly and fairly. The numbers of incidents are becoming fewer.
- Pupils behave well at breaks and lunchtimes in the school yard. They have a good range of activities to choose from and enjoy listening to music, reading and playing ball games. Older pupils enjoy acting as playground buddies to ensure all children are involved and none are left out.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and bullying of any sort is rare. They know about different types of bullying, including homophobic and cyber-bullying. They are particularly aware of, for example, the importance of staying safe whilst using the internet or a mobile phone.
- Older pupils enjoy acting as members of the school council, raising money for different charities and working in the school garden.
- Pupils and their parents are very appreciative of the personal support the school gives them. The school works closely with outside agencies to ensure pupils, particularly those whose circumstances make them vulnerable, get expert help when they need it.

The leadership and management are good

- The headteacher's firm and fair leadership has been instrumental in moving the school forward and ensuring that staff and pupils feel well supported and that their opinions matter.
- School self-evaluation is accurate and any relative weaknesses are tackled. Appropriate priorities for improving the school further have been identified and staff and other resources are well deployed.
- Extra funding, such as the pupil premium, is used well to ensure all groups of pupils have good equal opportunities to succeed. This has helped to close gaps between the achievement of pupils eligible for free school meals and their classmates. Funding for primary school sports is also used wisely to employ a sports coach, provide training for staff and to allow more pupils to participate in sporting competitions and festivals. Consequently, pupils have every opportunity to develop healthy lifestyles, improve their physical well-being and perform to the best of their ability.
- Staff performance is managed well. Lessons are observed regularly and staff are given training

to improve their skills. However, the skills of the best teachers are not yet shared fully across the school, particularly those relating to the teaching of phonics.

- Middle managers monitor the work of their areas of responsibility carefully. They check pupils' progress and make sure that they receive extra help, particularly in developing their literacy and numeracy skills, when this is needed.
- Safeguarding meets requirements. Staff are fully trained and well aware of child-protection and risk assessment procedures.
- The local authority provides very light touch support for the school through the general advisor.
- The headteacher works in partnership with three other local primary schools to share expertise in data analysis and leadership and management. Opportunities for teachers to observe good and outstanding classroom practice in these partner schools have not yet been fully exploited.
- The curriculum meets pupils' needs and successfully develops their basic skills as well as their spiritual, moral, social and cultural awareness. Pupils speak enthusiastically about the after-school clubs they go to and the residential visits they have been on. Exciting and challenging outdoor activities, visits to museums, theatres and football grounds all add to their enjoyment of school. Year 6 pupils were particularly looking forward to a trip to the beach, visiting the funfair and eating ice cream after a hard week of tests.
- **The governance of the school:**
 - Governors are very supportive of the school. They have close links with the local community where the school is well regarded. Governors are well informed about the school's performance data, the quality of teaching and the way in which good teachers are rewarded and weaknesses in teaching tackled. Governors are knowledgeable about safeguarding procedures. Finances are well managed and governors challenge the school to account for how extra funds such as the pupil premium are spent ensuring that the money is spent wisely on those pupils for whom it is intended.

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	133390
Local authority	Cumbria
Inspection number	443903

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	May Burrow
Headteacher	Joanne Ormond
Date of previous school inspection	20 June 2011
Telephone number	01900 874000
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