

INSPECTION REPORT

WESTWOOD PRIMARY SCHOOL

Middleton

LEA area: Leeds

Unique reference number: 107954

Headteacher: Mrs Kathryn Atkins

Reporting inspector: Mr A J Dobell
10373

Dates of inspection: 30th - 31st October 2001

Inspection number: 194489

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Rev. Dr. Clive Barrett
Date of previous inspection:	April 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated on the southern outskirts of Leeds. It has 311 pupils on roll including the full time equivalent of 25 children who attend the Nursery on a part time basis. The school has rather more girls than boys (55 per cent to 45 per cent). The school is bigger than the average primary school. Most pupils come from the surrounding local authority housing estate, although some come to the school from outside its immediate catchment area, and the school is over-subscribed. A high proportion of pupils are from homes which experience significant social and economic disadvantage and, when they enter the Nursery, many children's learning skills are well below those normally found, although the full range of ability is represented.

The large majority of pupils come from Western European cultural backgrounds and no pupils speak English as an additional language. Some 35 per cent of the school's pupils are eligible for free school meals, which is well above the national average. There are 66 pupils on the school's register of special educational needs, which, at 21 per cent, is about average. Eight pupils have statements of special educational needs (2.6 per cent) which is above the national average. The nature of special educational needs includes dyslexia, moderate learning difficulties, emotional and behavioural difficulties, speech and communication difficulties and physical disabilities. About six per cent of pupils left or joined the school during the course of the school year in 2000-2001, but this did not have a significant impact on levels of attainment.

HOW GOOD THE SCHOOL IS

This is a very effective school with many strengths and no significant weaknesses. Pupils make very good progress in their learning throughout the school, not least because the school is extremely successful in including individuals and groups of pupils in all its activities. Standards of attainment have improved well since the school's first inspection and match the national averages overall at the end of Years 2 and 6. They are above the average attained in schools which draw their pupils from similar backgrounds at the end of Years 2 and 6. Evidence from the inspection is that pupils in the current Year 6 will be at least at the national average by the time they leave the school.

The headteacher, very ably supported by her deputy and all her colleagues, provides excellent leadership. The school receives very good support from its governing body. The quality of teaching is very good. As a result, the school is a lively and active community in which pupils are happy and productive. Given the very good progress that the school has made since its first inspection, the similarly good progress that pupils make and the very good quality of learning that it provides, while the school's unit costs are above average, the school provides very good value for money.

What the school does well

- The quality of teaching is very good overall and pupils enjoy a very good quality of learning.
- Pupils make very good progress because of the rich curriculum offered to them.
- Pupils have excellent attitudes to school fostered by the very strong relationships which exist throughout the school.
- The school's very good procedures for caring for and supporting its pupils mean that they learn in a secure and stimulating environment.
- The school has very effective links with parents who are highly appreciative of the educational opportunities that are provided for their children.
- The headteacher, very ably supported by the deputy, her colleagues and the governing body, provides excellent leadership: the school has a very strong commitment to improvement.

What could be improved

- The school has no significant weaknesses.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has improved very well in all areas of its activity since it was first inspected in April 1997. Standards of attainment have improved at the ages of seven and eleven and pupils make very good progress. The quality of teaching has improved and this has been a major factor in raising standards. The key issues for action identified in the previous inspection have been addressed successfully. Standards in information and communication technology have risen, not least because of the development of the school's computer suite, and this technology is used effectively to support learning in other subjects. Schemes of work are now in place for all subjects and support teaching and learning well. Systems for assessing pupils' attainment have improved markedly and are now excellent. They are very effective in promoting further progress and in supporting the planning of future teaching and learning. The school has the capacity to build on this improvement and to go on to improve further.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	E	C	D	B
Mathematics	D	D	C	B
Science	B	A	C	B

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Since the school was first inspected in April 1997, standards of attainment, as measured in the National Curriculum tests at the end of Years 2 and 6, have improved overall. They are in line with national averages and above the averages attained in schools which draw their pupils from similar backgrounds at the ages of seven and eleven. Science is not examined at the end of Year 2, but teachers' assessments in 2000 judged attainment to be in line with the national average. In 2001, the school's results at the end of Year 2 were lower than in 2000 overall. This is because a higher proportion of pupils were on the school's special educational needs register. The school exceeded the challenging targets set for English and mathematics for eleven-year-olds in 2001. Evidence from the inspection is that, by the time they leave the school, the current Year 6 pupils are on course to be at least in line with the national average in English and mathematics and well above the national average in science.

Children under the age of five make very good progress in the Foundation Stage. They are in line to attain the expected standards in physical and creative development and in personal, social and emotional development by the end of the Reception Year. However, they are likely to be below the expected standards in communication, language and literature, mathematical development and in knowledge and understanding of the world. Pupils continue to make very good progress throughout the rest of the school. Attainment in information and communication technology is at the national expectation by the end of Years 2 and 6 and this is a marked improvement since the previous inspection. Attainment in religious education matches that expected for pupils following the Leeds agreed syllabus for religious education. Pupils with special educational needs make very good progress as a result of the school's very well planned provision and the strong support that they receive from non-teaching assistants.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have excellent attitudes to school and work at their lessons with enthusiasm and commitment.
Behaviour, in and out of classrooms	Behaviour is very good, both in and out of class, and has a major impact on the quality of education that pupils enjoy.
Personal development and relationships	Relationships between pupils, and between pupils and adults, are excellent. Pupils have a mature understanding of the effect of their conduct on others.
Attendance	Attendance is below the national average.

The excellent relationships and very good behaviour mean that no pupils have been excluded from the school in the last six years. This is a highly impressive record. Pupils throughout the school give each other a high level of support both in and out of lessons. The below average attendance is largely accounted for by families taking holidays during term time.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very good	Very good	Very good

The quality of teaching is very good throughout the school and the small amount of unsatisfactory teaching found when the school was inspected previously has been eliminated. In this inspection, all lessons had teaching which was at least satisfactory. In the 29 lessons observed, in over nine out of ten teaching was at least good, with six out of ten being very good or excellent. Teachers have excellent expectations for pupils' behaviour and effort and excellent relationships mean that, in many lessons, learning is fun. Teachers' enthusiasm is communicated to pupils so that, in the best lessons, the teacher and pupils are united in the joy of learning.

English is taught very well and mathematics is taught well. Teachers have a very good understanding of the National Strategies for Literacy and Numeracy and use them well to promote attainment and progress. All pupils, including those with special educational needs, are fully included in teaching and learning and have equality of access to all the school's activities. Pupils throughout the school benefit from high quality learning which is very effectively rooted in real-life experiences.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils enjoy a curriculum which is broad, balanced and relevant. The range of activities outside lessons is a strength of the school.
Provision for pupils with special educational needs	There is very good provision for pupils with special educational needs and, as a result, they make very good progress in relation to their prior attainment.
Provision for pupils with English as an additional language	The school has no pupils who speak English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Pupils develop very well as individuals. The provision for pupils' spiritual, moral and social development is very good and the provision for their cultural development is good.
How well the school cares for its pupils	The school has comprehensive systems for tracking and promoting pupils' academic progress. Teachers know their pupils very well and

for its pupils	provide a rich and stimulating learning environment.
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The school's curriculum meets all statutory requirements. It is carefully designed to meet the needs of all individuals and groups in the school and all are fully included in the school's work and activities. The school's positive ethos, which stresses that pupils 'can do' if they make an effort, is a key factor in their academic and personal development. Parents are very appreciative of the high quality of care that their children receive. The school's links with parents are very effective.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, very ably supported by her deputy and all her colleagues, provides excellent leadership and management. The school's very good rate of improvement since its first inspection is the result of her clear-sighted leadership and determination.
How well the governors fulfil their responsibilities	The governing body is very effective in fulfilling its responsibilities. Governors have a clear appreciation of the school's strengths and are concerned for it to continue to improve. They share the school's aims and values.
The school's evaluation of its performance	The school's systems for analysing and evaluating its performance are exceptionally good. It then goes on to use this information very effectively to shape its future development.
The strategic use of resources	The school uses its human and physical resources to very good effect. It has very effective systems for obtaining the best value from its expenditure.

Leadership and management are major strengths of the school. The headteacher has an excellent appreciation of the school's strengths and opportunities for improvement. Together with her colleagues, she runs a caring school in which care is rooted firmly in high expectations for behaviour and effort. In this way, pupils make very good progress in a stimulating and secure environment. The governing body, led by its effective chair, supports the school's aim to educate the whole child so that its pupils will play a full role in their communities and the world at large. The school is very well staffed to teach the National Curriculum and religious education and it has good quality accommodation and learning resources.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Behaviour is good and children are expected to work hard and give of their best. • Teaching is good and children make good progress. • The school works closely with parents and keeps them well informed about their children's progress. • Parents feel comfortable when approaching the school with concerns. • Children become more mature and responsible and enjoy an excellent range of activities outside lessons. • The school is well led and managed. • Children enjoy school. 	<p>Ten per cent of those who responded to the questionnaire have concerns about the amount of work their children are expected to do at home.</p>

The school distributed 336 questionnaires and 98 were returned (29 per cent). The parents' meeting held before the inspection was attended by seven parents.

The inspection team supports the positive views expressed by parents. Inspectors judge that the school uses homework very effectively to support learning.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The quality of teaching is very good overall and pupils enjoy a very good quality of learning.

1. The quality of teaching has improved significantly since the school's first inspection. Then, while 93 per cent of teaching was at least satisfactory, only 19 per cent was very good or better. In this inspection, all teaching was at least satisfactory and 93 per cent was good or better, with 45 per cent being very good and 14 per cent being excellent. Overall, the quality of teaching is very good throughout the school.
2. The very good teaching is rooted in the school's ethos of very high expectations for behaviour and effort and its philosophy that, with application, pupils can and will achieve well. Pupils respond positively to these high expectations, apply themselves eagerly to their work and, as a result, make very good progress in their learning.
3. Teachers are very committed to the school and to their pupils. They plan their teaching carefully and thoroughly and take very good opportunities to use their teaching in one subject to support learning in another. For example, in an excellent science lesson for Years 3 and 4, information was presented initially in a bar graph to support learning in mathematics. The pupils' imagination was captured when the bar graph was converted into a line graph. This resulted in very effective learning. Similarly, in an excellent lesson in the Nursery, very clear and careful planning enabled these young children to settle quickly to purposeful activity. High quality organisation meant that children were making very good progress towards their early learning goals. For example, two children were rolling play dough to make pizzas. They explained that they 'get rolling pins and bake 'em'. Their very effective learning was developing early speaking and listening skills and impressive levels of motivation and concentration.
4. The teaching of the basic skills of literacy and numeracy is excellent in the Foundation Stage and very good in the rest of the school. When children enter the Nursery, their communication and number skills are very underdeveloped. Carefully structured learning experiences enable them to make rapid progress and, in the Foundation Stage, children make excellent efforts in their learning because they enjoy it so much. In spite of this very good progress, they are still below the expected standards in literacy and numeracy by the end of the Reception Year. By the age of seven, pupils have made further progress and are at the national average in literacy and numeracy by the end of Year 2. By the age of eleven, further very good progress means that pupils are in line to reach standards of attainment which are at least at the national average in literacy. In numeracy, pupils reach the national average by the end of Year 6, but, so far, too few pupils have attained the higher level 5 in the National Curriculum tests in mathematics at the end of Year 6 for attainment to be above the national average.
5. Teachers have a very good knowledge and understanding of the subjects that they are teaching. Staff have worked hard and successfully to improve their skills in information and communication technology. As a result, pupils' learning in information and communication technology is now effective and they reach the standards expected nationally by the end of Years 2 and 6. Staff development in this area is continuing, but staff are now using information and communication technology effectively to support learning in subjects across the curriculum. For example, in a very good mathematics lesson in Year 6, much of the lesson was spent in the computer suite where a computer program was used to support pupils' work on tangrams. Pupils had good skills in using information and communication technology to support their learning in mathematics. The teacher's very clear explanation of the task and calm control of the lesson resulted in pupils experiencing high quality learning and making very good progress.
6. Teachers plan graded work for different ability groups so that all pupils have an appropriate level of challenge and are fully included in learning. The school's provision for pupils with special educational needs is very well planned and they are sensitively supported so that they

make very good progress in their learning throughout the school. The needs of higher attaining pupils are also supported by focused work and by learning opportunities such as the extra English classes run after school on occasions for higher attaining pupils in Year 6. The school takes all opportunities to provide support for different groups of pupils, for example, the additional literacy support for pupils in Years 3 and 4. Booster classes are targeted at pupils who are learning at just below the expected level for their age. A range of other opportunities is provided both in and out of class to promote attainment and progress. Among the more imaginative of these is that, along with pupils from other local schools, six pupils have an opportunity to attend a ten week study support programme at Leeds United Football Club to boost skills in English, mathematics and information and communication technology.

7. Teaching and learning are underpinned by a carefully planned programme of professional development for staff, supported by a rigorous programme of monitoring and evaluation of teaching and learning. The school has agreed criteria for effective lessons and staff support each other well, sharing good practice and effective planning. The results of monitoring and evaluation are carefully analysed so that they can be used to improve practice further. Support assistants are fully involved in teaching and learning and are instrumental in promoting attainment and progress. Good quality learning resources are used well to create interesting and motivating learning experiences. Lessons have a brisk pace so that pupils' interest is engaged and concentration is maintained. The school uses homework very effectively to support learning.
8. Effective learning is supported by the excellent relationships which exist between pupils and between pupils and adults. In the best lessons, learning is fun and adults and pupils are united in the pleasure and excitement of learning. In these lessons, skilful class management is almost unnoticed because pupils are so engaged in their work. As a result, progress in learning is very good and pupils achieve very well in relation to their previous levels of attainment. Evidence from the inspection is that the school is continuing to improve and is in a good position to improve standards of attainment further.

Pupils make very good progress because of the rich curriculum offered to them.

9. The very good progress that pupils make throughout the school results from the rich curriculum offered to them. The curriculum is broad, balanced and relevant and meets all statutory requirements. The available time is used sensibly so that all subjects can be taught effectively. Staff work hard to create a stimulating and encouraging learning environment, with attractive displays throughout the school which celebrate pupils' achievements and experiences in and out of school.
10. The curriculum is managed very effectively. The curriculum co-ordinator has created a curriculum plan to ensure that all subjects are taught so that progress in learning can be managed systematically as pupils progress from one year group to the next. The curriculum in English and mathematics is based on the National Literacy and Numeracy Strategies. In other subjects, it is based on nationally agreed guidelines, but these have been adapted sensibly to meet this school's particular needs. In religious education, the curriculum is based on a combination of national guidelines and the Leeds agreed syllabus for religious education. Curriculum planning emphasises the links that can be made between subjects and the opportunities that exist to enrich learning by visits, visitors and the local community and facilities.
11. The curriculum is appropriately and successfully rooted in real-life experiences. For example, learning in history was enhanced by visits out of school so that pupils could spend a day as Tudor children. Other pupils had a similar experience when visitors from Temple Newsam House came into the school to run a Tudor day. Pupils in Year 6 had their learning in geography enriched by a visit to Otley so that they could compare the geography of their own locality with that of a small market town. In religious education, there have been visits to churches and to the Leeds Grand Mosque. In art, children in the Foundation Stage have worked with Leeds Art Gallery. Learning in music is enhanced by experience of African drumming and school productions such as 'Hosanna Rock', 'Annie', and 'Joseph and his Technicolour Dreamcoat'. Learning about the Second World War in history was enhanced for

Year 6 pupils when they interviewed their grandparents to get their first hand experiences. Learning in physical education in rugby is supported by the school's links with the Leeds Rhinos Rugby League Team and the school's participation in the 'Running with the Rhinos' project.

12. The pupils' curricular experiences are also enriched by an unusually wide-ranging and varied provision of activities outside class. Some of these are extensions of the curriculum, for example, creative reading, French, mathematics, recorders and the handwriting breakfast club. Others, such as gardening and board games, are more recreational and provide breadth of experience. The wide range of physical activities includes soccer, rugby, netball and running. The sense of a family atmosphere and the involvement of all in the school's work was illustrated well during the week of the inspection when the gardening club was taken by members of the school's administrative staff and the rugby practice by the caretaker.
13. All pupils are fully included in the school's range of activities. For example, the rugby practice during the inspection was attended by boys and girls, and both formed the descant group which contributed to the hymn practice. Care is taken to enable pupils of all ages to benefit from activities out of class which include soccer for boys and girls and games for Years 1 and 2. There is excellent equality of access and opportunity to the school's curriculum for all pupils. This is ensured by graded work being provided for groups of pupils with different levels of ability and by some separate teaching being provided for particular groups. Pupils with special educational needs have full access to the curriculum because of the very good provision made for them and because of the very good levels of support that they receive from teachers and non-teaching assistants.
14. Subject managers have an important role in curricular provision. They have a delegated budget so that they can manage the provision of resources in their subjects and receive reports from class teachers about the effectiveness of teaching and learning in their subjects. Subject managers play a significant role in assessing attainment and progress in their subjects and are fully committed to school improvement.
15. Parents confirm that their children enjoy school. Throughout the school, pupils have excellent attitudes to school and to learning. This is because they are fully engaged in lessons and take very good opportunities to be involved in activities. As a result, pupils' behaviour is very good both in and out of class and exclusions are unknown. It is the fact that they are effectively engaged in the very interesting activities provided by the school that enables them to make very good progress in their learning. The success that the school has achieved in promoting achievement is illustrated by its receipt of a School Achievement Award, the Active Mark Award reflecting high quality in physical education and the Healthy Schools Award, level 1.

Pupils have excellent attitudes to school because of the excellent relationships which exist throughout the school.

16. Relationships between pupils and between pupils and adults are excellent. Teachers and other adults know their pupils very well and this very good knowledge is at the basis of these excellent relationships. All adults have very high expectations for pupils' conduct and efforts in their work. All pupils feel that they are valued, that they have something to contribute and that they will be listened to. Because of this, pupils develop excellent attitudes to school, to each other, to their community and the wider world in which they live. Parents at the meeting held before the inspection expressed their gratitude to the school for the attitudes and values that their children develop.
17. These excellent attitudes to school result in a very good level of behaviour both in and out of class. Parents believe that behaviour is good and that any difficulties such as bullying will be dealt with quickly and effectively. Pupils confirm this. In conversation with an inspector, Year 6 pupils said that bullying would be stopped straight away - 'teachers sort it out, or you can go straight to the headteacher'. Pupils quoted the school rules and assembly rules and believed them to be fair. They appreciate the reward system - 'the best part is when you get your gold merits and super merits in assembly, when you are walking back, everyone claps'. They feel that they can talk to any teachers about problems - even previous teachers. They feel that -

'the head is fantastic, she sorts things out straightaway'. They enjoy responsibilities which 'make you feel important'.

18. The school's concern to develop good attitudes and values in pupils is reinforced by the provision for their spiritual, moral, social and cultural development, by the personal, health, social and citizenship education programme and by the use of assemblies and religious education to reinforce appropriate attitudes. The provision for pupils' spiritual, moral and social development is very good and provision for cultural development is good. Although the school is almost entirely mono-cultural, pupils are taught to respect each other's differences. The assertive discipline, which is a key element in the school's positive approach to behaviour, emphasises that pupils are responsible for their own actions. Pupils' moral and social development is enhanced by the school's care to ensure that this approach to behaviour is promoted consistently and is perceived to be 'fair'.
19. The school's success in reinforcing these messages was illustrated by two assemblies held during the inspection. In one, the headteacher showed that pupils are valued because they have different qualities to offer and not because some qualities are better than others or are 'best'. In the second assembly, a teacher sensitively recalled a former pupil who had died of leukaemia and invited pupils to reflect on the benefits of good health.
20. Pupils are encouraged to take a pride in their school and in their achievements. They understand the need to maintain an attractive environment. In discussion with an inspector, Year 6 pupils were invited to suggest what they would change. They expressed concern that the pond area 'looks a bit sad' and suggested a water feature to give a better impression to visitors. Year 6 pupils develop a mature understanding of others' differences and difficulties. They understand that a pupil has difficulties in managing his behaviour and that they do not 'take things that he says personally'.
21. Attitudes to school are underpinned by pupils' understanding of the 'Westwood Way'. Pupils understand that the school has high expectations and that the philosophy is one of 'can do'. For example, in a rugby tournament, the school team was losing in a semi-final and a team member exhorted his team-mates to 'come on; this is not the Westwood Way!' They went on to win the match.
22. These excellent attitudes are reinforced by the pupils' clear understanding that they are all equally valued and will have equal access to all that the school provides. All planned visits and the residential experience are available to all pupils. Pupils with particular difficulties such as behaviour are encouraged to attend residential visits because the school recognises the benefits that will accrue in terms of social and moral development from the experience of being away from home, the responsibilities involved and the character-building benefits of outdoor activities.
23. The school recognises that its pupils will be successful if they develop self-confidence and a positive self-image and feeling of self worth. The school is successful in developing these traits in its pupils as a result of the excellent relationships that exist and the rewarding attitudes which result.

The school's very good procedures for caring for and supporting its pupils mean that they learn in a secure and supportive environment.

24. The excellent relationships and attitudes to school are a result of the school's very good systems for caring for and supporting its pupils. The school's procedures for assessing pupils' attainment and progress are excellent. Attainment and progress in English, mathematics, science and information and communication technology are assessed regularly and recorded in assessment files. In this way, the progress of individual pupils can be tracked and targets set for further progress. Assessment opportunities are built into planning for the other subjects of the curriculum.
25. The school has begun to use a computer program to analyse its assessment data and is finding this valuable. It is able to identify individuals or groups of pupils who need support in a

particular area and to make appropriate arrangements, for example, through additional literacy support. Pupils can also be encouraged to attend one of the out-of-class clubs or activities to increase their skills in a particular area. The information from assessments is also used to ensure that pupils are grouped appropriately and that work provided for different groups provides appropriate challenge.

26. Procedures for monitoring and promoting attendance and good behaviour are very good. The school monitors absence rigorously and has good relationships with external agencies to promote attendance. For this term, if holidays taken in term time are excluded, attendance is very close to the national average. Behaviour is tracked carefully and the behaviour of pupils who have difficulties in this area is monitored closely. Good behaviour is then celebrated through the school's reward system and the positive self-image of the pupil concerned is developed. Behaviour during breaks and lunchtimes is also monitored. It is this careful management which underpins the very good standard of behaviour throughout the school.
27. There are good procedures for supporting pupils' personal development. Teachers and other adults know pupils well and ensure that all have equality of access to all that the school offers. The recording of personal development is less formalised, but the school is aware of such factors as participation in out-of-class activities and conduct in and out of class. Parents appreciate the interest that all teachers take in individual children and the good moral guidance that they provide.
28. The school's provision for children under the age of five in the Foundation Stage is very good. They are introduced into the Nursery following a sensitive induction procedure and settle quickly. Parents and carers are involved and kept well informed. They are encouraged to co-operate with the school as partners in their children's education. As a result, children make rapid progress and this is carefully recorded in individual records which cover all areas of the Foundation Stage curriculum. This information is then used to plan activities for individuals to promote further progress. As a result of this carefully planned care, children in the Foundation Stage make very good progress overall.
29. There is also very good provision for pupils with special educational needs. They are identified early and given individual education plans, which set realistic but challenging targets for progress in learning. This progress is carefully monitored and new targets are set as appropriate. Pupils with special educational needs are supported very effectively by their class teachers, support assistants, many of whom have received specialist training, and by the co-ordinator for special educational needs. Outside agencies, with which the school has very good links, are used where appropriate to support their learning. A notable feature of the school's provision is an 'occupational therapy' class for pupils with particular needs which improves their dexterity as a means of supporting them in their learning. As a result of this carefully planned provision, pupils with special educational needs make very good progress and some are taken off the special educational needs register. Six pupils with special educational needs made such good progress that they achieved the national expectation of level 4 in at least one subject in the National Curriculum tests at the end of Year 6 in 2001.
30. The very good levels of care and support that pupils receive are key elements in raising their self-image and confidence so that they attain in line with their potential by the time that they leave the school.

The school has very effective links with parents who are very appreciative of the educational opportunities that are provided for their children.

31. The school has very effective links with parents. In the responses in the parents' questionnaires, 94 per cent of parents expressed satisfaction with information about their children's progress, 98 per cent said that they would be confident when approaching the school with concerns and 97 per cent felt that the school works closely with parents. At the meeting for parents held before the inspection, parents confirmed that the school takes their concerns seriously and follows up any problems raised or suggestions made. Evidence available to the inspection team is that parents have a high level of confidence in the school. Indeed, the

parents' meeting described links with parents as 'brilliant'. Its high reputation in the local community is confirmed by the fact that it is oversubscribed.

32. The school has created a wide range of opportunities for parents to be involved in the work of the school and be informed about its work and activities. A weekly newsletter from the headteacher, 'Westwood Weekly', gives information about current activities. Half-termly curriculum bulletins from class teachers inform parents about topics to be taught during the next half term. An information board for parents gives advice about how parents can help with homework such as 'Reading with me' and 'Helping me to learn my spellings'. An annual questionnaire seeks parents' views on a range of issues so that they can be taken into account in future planning.
33. The school has an 'open door' policy whereby parents can arrange to see class teachers or the headteacher at any time. Parents are aware of this facility and appreciate it. 'Parent and child time' in the Foundation Stage and Years 1 and 2 enables parents to come into class with their child before the morning session to read a book or play a game. About 90 per cent of parents take advantage of this and, as a result, build positive relationships with class teachers in an informal situation. The headteacher sends letters home to parents at the end of each term to celebrate very good behaviour or progress. Concerns about behaviour or effort are communicated to parents by letter or telephone.
34. There are two consultation evenings for parents each year and an annual report. Reports are informative and make clear what children know, understand and can do. They include suggestions for further progress. For example, a report for a child in the Reception class suggested that greater care was needed with capital letters and full stops and in subtracting numbers to 20. The prospectus and governors' annual report to parents are informative and practical. Parents are given further information about the school's work in particular areas. For example, sessions were held to explain the National Literacy and Numeracy Strategies and, during 'Maths Week', parents were invited to visit numeracy lessons. About 50 parents responded to this invitation.
35. Parents of pupils in Years 2 and 6 have opportunities to attend meetings early in the school year to discuss the National Curriculum tests. Parents sign a homework agreement and many parents support their children with work at home. The school holds an annual meeting for parents to explain its provision for sex and relationships education. Class assemblies in the summer term for parents of children in the Foundation Stage and Years 1 and 2 give further opportunities for parents to see work which has been completed that term. A 'share project' enables parents of some children in Year 1 to attend a weekly meeting and support their children's learning at home. Parents of pupils with special educational needs are fully involved in their children's education and are invited to regular review meetings. Some parents help regularly in class and with extra-curricular activities, while others help with transport for away fixtures.
36. The school provides opportunities for parents to attend family literacy and numeracy projects in partnership with a local Further Education College to increase their understanding of the school's work. During the inspection, five parents attended a course on language and communication and have a commitment to attend for one morning per week for a term. Previous courses have covered information and communication technology for beginners, literacy and numeracy. These valuable initiatives provide good opportunities for links between the school and parents to be strengthened in informal situations.
37. There is a strong parent-teacher association which organises a wide range of fund raising activities, providing the school with extra resources. These events are well supported and provide further opportunities for links between the school and parents to be strengthened. Parents express their appreciation of the way in which teachers are willing to be involved in all aspects of the school's life and work.
38. Parents express their strong support for the school by a very high attendance rate at consultation evenings and school productions. The school's considerable efforts to build strong links with parents and to involve them as partners in their children's education are key elements

in the very good progress that pupils make. These very good links have given parents considerable confidence in the school and its provisions. As parents said at the meeting, 'It is very hard to fault the school'.

The headteacher, very ably supported by her deputy and other colleagues and the governing body, provides excellent leadership: the school has a very strong commitment to improvement.

39. A key factor in the school's success and its very good rate of improvement since the school's first inspection is the excellent leadership provided by the headteacher. She is supported very effectively by her deputy, all her colleagues and the governing body. Her vision and clear-sighted sense of purpose are major strengths of the school.
40. The headteacher has a clear vision for the school. In essence, this is to increase pupils' self confidence and give them a positive self image by providing a secure and stimulating learning environment in which all pupils feel valued for what they can offer. She understands that it is only if this confidence is created that pupils will develop both academically and as individuals. The fact that pupils make very good progress in their learning throughout the school and develop into articulate and confident young people demonstrates that the school has succeeded in achieving these aims.
41. The headteacher recognises that her staff are the school's major resource. She understands that the school will be successful if the opportunities that staff are given to contribute to its work are maximised. As a result, her management style is collaborative and professional development is given a high priority. This means that staff are continually developing their expertise and interests as a means of moving the school forward. There is an excellent shared commitment to school improvement and an excellent capacity to succeed. There is an impressive unity of purpose in the staff and they are mutually supportive of each other, sharing good practice and planning jointly so that progress for individuals and groups of pupils is managed systematically. Staff meetings concentrate on teaching and learning and how they can be improved.
42. The school has a healthy culture of self-review and analysis in order to monitor and evaluate the success of initiatives and to identify priorities for future developments. This systematic evaluation of the school's strengths and areas for development is the basis for the school improvement plan which identifies priorities for staff development and is a useful working document which underpins improvement over time. The headteacher has a secure grasp of the school's strengths and needs and is adept at incorporating the different elements of the school's needs into a coherent and systematic overview which will move the school forward in the short and medium term. In this she is very well supported by her deputy and colleagues. There is a group of four senior staff - the headteacher, deputy headteacher, curriculum co-ordinator and special educational needs co-ordinator who meet regularly to plan the school's development. Other staff are invited to meetings as appropriate to discuss particular issues. This pragmatic and sensible arrangement ensures that the school gets the best advice for its planning and involves all staff as part of a collaborative management style.
43. This secure grasp comes partly from the careful monitoring and evaluation of teaching and learning led by the headteacher. All staff participate in this and the results are shared with suggestions for improvement. This is a key element in the school's self-review which has a positive impact on attainment and progress. In this process of self-review, the school seeks a range of views, such as those of the local education authority and parents, so as to get a broad view. The process is shared with all staff and with the governing body so that all feel a sense of involvement and commitment.
44. The governing body shares the headteacher's vision for the school and gives her very good support. The governing body treated the key issues identified in the report from the school's first inspection seriously and its action plan established effective measures for addressing them. As a result, facilities for information and communication technology are now much improved. Pupils' attainment in this subject is at the level expected by the end of Years 2 and 6 and is continuing to improve. Schemes of work are now in place for all subjects and are effective as a means of guiding teaching and learning and ensuring systematic progress. Procedures for assessing attainment and progress and using the information obtained to promote further progress are now markedly improved and are a strength of the school. The governing body fulfils all statutory requirements and has a very good appreciation of the

school's strengths and needs. Under the leadership of its supportive and committed chair, it is effective in shaping the direction of the school, for example, through its school improvement committee.

45. The governing body has a clear grasp of the need for the school to get the best value from its expenditure and very effective systems are in place to achieve this. The school's finances are managed very well by the finance committee of the governing body and the headteacher and administered on a day-to-day basis by the school administrator. The school's routines are straightforward and clearly understood so that little time is wasted moving from one activity to the next. Careful management has meant that the school is well resourced to teach the National Curriculum and religious education. The school's accommodation has improved markedly since its previous inspection and is now good. It is kept in good condition by the caretaker and his team and has a positive impact on learning and progress.
46. The headteacher's sensitive but rigorous leadership reflects the school's excellent ethos. This stresses the school's 'can do' philosophy that, with effort, individual pupils and groups of pupils can achieve. Pupils have a clear appreciation that the 'Westwood Way' means that they behave sensibly and responsibly, try hard in their work and support and appreciate each other. As a result, they enjoy school and the excellent relationships that result from this ethos are central to the very good progress that pupils make.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

This is a very good school with no significant weaknesses. It has an impressive culture of improvement and seeks to move forward and improve its provision for all its pupils. The governing body, headteacher and staff are set to continue the process of systematic self-review so as to maintain the impressive rate of improvement already achieved.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	29
Number of discussions with staff, governors, other adults and pupils	22

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	4	13	10	2	0	0	0
Percentage	14	45	34	7	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than three percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	286
Number of full-time pupils known to be eligible for free school meals	0	89

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	10
Number of pupils on the school's special educational needs register	5	66

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	7.0
National comparative data	5.2

Unauthorised absence

	%
School data	0.3
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	24	41

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	15	14
	Girls	21	17	20
	Total	33	35	34
Percentage of pupils at NC level 2 or above	School	80(95)	85(96)	83(98)
	National	84(83)	85(84)	90(90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	14	15
	Girls	20	20	22
	Total	34	34	37
Percentage of pupils at NC level 2 or above	School	83(95)	83(98)	90(98)
	National	84(84)	88(88)	88(88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	17	23	40

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	12	16
	Girls	20	20	21
	Total	31	32	37
Percentage of pupils at NC level 4 or above	School	78(78)	81(65)	93(92)
	National	75(75)	71(72)	84(85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	11	15
	Girls	19	20	21
	Total	30	31	36
Percentage of pupils at NC level 4 or above	School	76(78)	78(68)	91(84)
	National	71(70)	71(72)	79(79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	231
Any other minority ethnic group	2

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	24.5
Average class size	28

Education support staff: YR – Y6

Total number of education support staff	11
Total aggregate hours worked per week	275

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	25
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Financial information

Financial year	2000/01
	£
Total income	695,682
Total expenditure	685,626
Expenditure per pupil	2,222
Balance brought forward from previous year	30,630
Balance carried forward to next year	40,670

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	336
Number of questionnaires returned	98

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	58	39	2	1	0
My child is making good progress in school.	51	45	2	0	2
Behaviour in the school is good.	52	43	4	0	1
My child gets the right amount of work to do at home.	44	44	8	2	2
The teaching is good.	59	41	0	0	0
I am kept well informed about how my child is getting on.	49	45	6	0	0
I would feel comfortable about approaching the school with questions or a problem.	67	31	2	0	0
The school expects my child to work hard and achieve his or her best.	67	32	0	0	1
The school works closely with parents.	52	45	1	1	1
The school is well led and managed.	64	36	0	0	0
The school is helping my child become mature and responsible.	53	47	0	0	0
The school provides an interesting range of activities outside lessons.	60	31	5	0	4