



Westways Primary School

Inspection Report

Unique Reference Number 107095
LEA Sheffield
Inspection number 277703
Inspection dates 11 July 2006 to 12 July 2006
Reporting inspector Mrs Dee Brigstock CfBT Lead Inspector

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

Type of school	Primary	School address	Mona Avenue
School category	Community		Sheffield
Age range of pupils	3 to 11		South Yorkshire S10 1NE
Gender of pupils	Mixed	Telephone number	0114 2662471
Number on roll	438	Fax number	0114 2631158
Appropriate authority	The governing body	Chair of governors	Mrs R Kay
Date of previous inspection	8 November 1999	Headteacher	Mrs Melany Holmes

Age group	Inspection dates	Inspection number
3 to 11	11 July 2006 - 12 July 2006	277703

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Westways Primary is a large school situated in an area of average prosperity. When pupils start school their skills and knowledge are average. Just over two-thirds of pupils are of White British heritage and the rest represent a range of minority ethnic groups. Just over 5% of pupils are at an early stage of learning English as an additional language, including a small number of pupils from asylum seeking families. The proportion of pupils with learning difficulties and/or disabilities is below average as is the proportion of pupils with a statement of special educational need. The school has gained the Artsmark Silver and Investors in People awards. The headteacher was appointed April 2006.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Westways is a satisfactory school which gives satisfactory value for money.

The school views itself as good. Whilst inspectors agree that pupils' progress in Key Stage 2 is good and sometimes excellent, progress is satisfactory in Key Stage 1 and the Foundation Stage. In addition, the most able pupils in Key Stage 1 make insufficient progress in writing and mathematics. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English make good progress because they are well supported both academically and socially. Steps have been taken to improve the provision in Key Stage 1, but these improvements are not yet consistently applied and have yet to make a full impact on the standards being attained. In Key Stage 2, teaching and learning are good because teachers use an effective system of setting challenging targets, based on accurate analyses of what pupils know and can do. Children in the Foundation Stage make satisfactory progress overall and good progress in their personal development and in speaking and listening. Pupils' personal development throughout the school is good. Of particular merit is their involvement, and acquisition of skills in extra-curricular activities, for example in music, that many pursue both outside school and in their next schools. Parents appreciate this, the headteacher's prompt attention to their concerns, and the additional, weekly information they now get about events in school. However, a significant minority of parents of pupils in Key Stage 2 would appreciate more direct access to teachers and more information on their children's progress. Care, guidance and support are satisfactory. Although the school knows of the uneven and poor state of the school's playgrounds insufficient action has been taken to address this issue. The school has addressed all the issues from the last inspection successfully, including raising standards from below to above average by Year 6, amply demonstrating the school's capacity to improve.

What the school should do to improve further

- In Key Stage 1, raise teachers' expectations of what the most able pupils can achieve in writing and mathematics.
- In Key Stage 1, ensure greater consistency in the use of assessment to set more challenging targets.
- Take steps to improve the surfaces of playgrounds.
- Improve communications with parents of pupils in Key Stage 2 so they have a better understanding of how well their children are doing.

Achievement and standards

Grade: 3

Children enter the Nursery with average standards. Overall, their progress is satisfactory in the Foundation Stage with strengths in their personal and social development and in speaking and listening. Throughout Key Stage 1, progress is satisfactory overall but the most able pupils do not make the progress they should particularly in writing and mathematics. Although standards have been broadly average by the end of Year 2,

the results for this year have fallen in these two subjects. In Key Stage 2, progress picks up and by the end of Year 6 standards are well above average. Pupils with learning difficulties and/or disabilities and those at an early stage of learning English are supported well with individual programmes of study and as a result they make good progress throughout the school. They are helped by additional and practical support from learning assistants and language specialists who work successfully, not only to improve pupils' English, but also to include them in learning and social activities.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They know how to make good healthy lifestyle choices and participate enthusiastically in a wide range of physical and sporting activities. Pupils are confident that rare instances of bullying are dealt with promptly and firmly. Parents acknowledge that recent incidents are dealt with quickly by the headteacher. Pupils are self-confident, mature and behave well, reflecting their good social and moral development. Their spiritual and cultural development is also good. They have good relationships with each other and share friendships across the many different cultures. Pupils' positive attitudes and enjoyment of school are reflected in their good attendance and punctuality. Pupils thrive on being given additional responsibilities and undertake membership of the school council seriously, listening carefully to proposals from other pupils and initiating improvements such as the introduction of a new playground buddy system and healthier lunches. They are willing participants in the wide range of school and community activities such as looking after the beautiful school garden, and working with the local museum. Pupils make a very effective contribution to the good reputation of the school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. It is good in Key Stage 2 and satisfactory in the Foundation Stage and Key Stage 1. Good lessons in Key Stage 2 are characterised by teachers' high expectations, shown in their good use of assessment, target-setting, planning and questioning skills. Teachers expect pupils to use their knowledge to investigate and solve problems, thus extending their thinking skills. Consequently, pupils make good progress. In Key Stage 1, teachers' expectations, particularly of what the most able pupils can achieve, are not high enough in writing and mathematics. In mathematics, there is an overuse of worksheets, many un-dated, making it difficult to measure pupils' learning and pupils do not get enough guidance on how to improve their writing. New systems have recently been introduced for teachers to set more challenging targets and these are seen in some of the pupils' work. However, this practice is inconsistent. For example, some pupils' books include regularly updated targets for them to achieve and others do not. As the new target-setting systems are not firmly embedded, they have yet to be reflected in the

standards attained. The quality of provision for those who find learning difficult is good throughout the school. The extra coaching provided for pupils with English as an additional language is well targeted and delivered. The support staff are of a good quality and play a key role in the classrooms and pupils' social development.

Curriculum and other activities

Grade: 3

Pupils benefit from the many extra-curricular activities available, particularly in sports and music. Parents really appreciate this as their children can build on the skill they acquire for the rest of their lives. French and Spanish clubs have also been established. A broad range of visits and visitors provide good, first-hand experiences to enrich learning. Pupils' personal, social, health and citizenship education are good. Themed weeks add variety, for example, to pupils' awareness of international, cultural and health issues. The school's curriculum meets all statutory requirements. However, the most able pupils in Key Stage 1 are not always sufficiently challenged by the learning activities they are given in writing and mathematics, restricting their progress. In contrast, those pupils who have English as an additional language are given tasks well matched to their individual needs. Others, who find learning difficult, are equally well challenged. The leadership has identified some unnecessary repetition in the curriculum in Key Stage 1, which is now being revised. The school has rightly recognised the benefit of planning work with a more thematic approach to develop links between subject areas to give pupils the opportunity to practise the skills they learn in one subject in another.

Care, guidance and support

Grade: 3

Child protection procedures are in place but it is some time since staff had their training updated. Arrangements for health and safety are satisfactory. The headteacher has recently carried out risk assessments and identified some potential hazards, for example, the uneven surfaces in the playgrounds.

The support for pupils with learning difficulties and/or disabilities and those at an early stage of learning English is good and ensures their good progress. Children in the Foundation Stage are well supported and guided to make choices in their learning. They make good progress in their personal and social development and are well prepared for starting school. Older pupils make a smooth transition to secondary school where there are particularly strong links.

Teachers' marking in Key Stage 2 effectively guides pupils on how to improve further. However, assessment information for pupils in Key Stage 1, particularly the more able, is not used consistently enough to inform them on how to improve their work. Consequently, these pupils are not making the progress they could.

Leadership and management

Grade: 3

The leadership and management of the school is satisfactory. The governors used their expertise in recruitment to appoint an experienced headteacher with the drive and enthusiasm to improve the school further. The new headteacher, assisted by the leadership team, has gained a quick understanding of the school's strengths and developmental needs through monitoring activities. Their actions, including the appointment of a new leader for Key Stage 1, and revisions to the Key Stage 1 curriculum, indicate this good understanding. A scrutiny of pupils' work in Key Stage 1 shows that more of the most capable pupils are now being challenged with more demanding work, but the impact of these recent changes has yet to be seen in improved standards at the end of Year 2. For these reasons, the school's evaluation of its work as good is overly generous. It has relied too much on the standards pupils attain in Year 6 to make its judgements, without giving enough weight to the pockets of underachievement in Key Stage 1. The school works well in partnership with other agencies to support pupils' learning, particularly for pupils at an early stage of learning English. Parents appreciate the headteacher's openness and quick resolution of problems their children encounter. They also appreciate the weekly 'note home' that the school has instigated to inform parents of forthcoming events. However, a significant minority of parents, who returned the questionnaire, would welcome easier access to teachers in Key Stage 2 and more information about their children's progress.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome in your school and for being so helpful when we asked you questions. We enjoyed talking with you, looking at your work, listening to you practise for your performance and finding out about the things you like to do.

We think there are lots of really good things about your school. We particularly appreciate:

- your standards in English, mathematics and science by the time you leave school
- how well you talk and listen to each other and to your teachers
- all the extra things you do in sports and in the arts, particularly in music
- your learning about each other's cultures; how you are the same and how you are different
- the way your new headteacher is changing the school to make it even better.

To improve your school even more, we have asked your headteacher to:

- help teachers plan work that is more challenging for some of the pupils in Years 1 and 2
- see if she can make the school safer, for example, by making the playgrounds a bit more even
- try to find more ways of letting your parents know how well you are doing in Years 3 to 6.

We all hope you will carry on enjoying learning and helping your teachers to make Westways Primary School a good place to be.