



# Westfield Primary School

## Inspection Report

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**Unique Reference Number** 109072  
**LEA** Bath and North East Somerset  
**Inspection number** 278114  
**Inspection dates** 24 January 2006 to 25 January 2006  
**Reporting inspector** Alison Grainger AI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Longfellow Road
<b>School category</b>	Community		Radstock
<b>Age range of pupils</b>	4 to 11		Bath BA3 3XX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01761 413662
<b>Number on roll</b>	377	<b>Fax number</b>	01761 419976
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Ron Stewart
<b>Date of previous inspection</b>	15 March 1999	<b>Headteacher</b>	Mr Simon White

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This large primary school, with two classes in each year group, draws most of its pupils from the surrounding area of Westfield, Radstock and Midsomer Norton. The vast majority of pupils are of White British heritage, and a few are from minority ethnic backgrounds. No pupil is at an early stage of learning English as an additional language. Although the percentage of pupils with learning difficulties or disabilities is broadly average, many children start school with attainment below the level expected for their age. The percentage of pupils known to be eligible for free school meals is below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 4

The school has made satisfactory progress since its last inspection, when it was judged to have serious weaknesses. Senior leaders demonstrate satisfactory capacity to improve the school further. Nevertheless, its present effectiveness is still inadequate and it provides unsatisfactory value for money. Although the quality of teaching is now satisfactory in the school as a whole, the teaching in Years 3 to 6 is still too patchy and inconsistent, and some is inadequate. Not only is the teaching not yet good enough to make up for pupils' inadequate progress in the past, but it also results in pupils' present rate of progress being too slow in some classes. Teaching in Years 3 to 6 is still not well enough matched to pupils' individual needs and some teachers' expectations of the standards pupils are capable of attaining are too low. In particular, the more capable pupils are not challenged and, there are also times when work is pitched too low for those of average capability. The picture is much more positive lower down the school. Children are given a good start in the Reception Year, where they achieve well. This strong beginning is built on well in Years 1 and 2, where pupils make good progress in reading and writing and satisfactory progress in mathematics and science. Throughout the school pupils behave well, form good relationships with others and are courteous and polite. Other aspects of pupils' personal development are satisfactory. There are strengths in the care for pupils' welfare. However, there is too much variation in how well pupils are guided about how to improve their school work. The use of targets to support progress is too hit-and-miss and is unsatisfactory in some classes in Years 3 to 6. Marking does not show pupils clearly what to do next to move on a level. Leadership and management are satisfactory overall and the school runs smoothly. However, the school's evaluation of how well it is doing lacks accuracy. The effectiveness of teaching has been evaluated too superficially and without enough attention paid to how well it promotes successful learning for all pupils. Monitoring has not been rigorous enough to pinpoint and rectify the inconsistencies in teaching and pupils' progress in Years 3 to 6. As a result, the school has seen itself as doing better than it is. In accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well in all circumstances than it would reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in the progress made by pupils in Years 3 to 6 and in how well teaching is matched to their needs, and in the monitoring and development of teaching.

### What the school should do to improve further

- Eradicate underachievement in Years 3 to 6 by closely matching teaching to pupils' individual needs and by giving pupils clear guidance on how to do better.
- Improve the accuracy and effectiveness of self-evaluation by rigorously monitoring how well teaching in each class contributes to pupils' learning and by rectifying the weaknesses identified.

## **Achievement and standards**

### **Grade: 4**

Too many pupils are not achieving as well as they should in relation to their starting points and capabilities. However, in some years, progress is at least satisfactory. Children achieve well in the Reception Year and most reach the level expected for their age, except in early reading and writing. Even so, children's progress in literacy is good, as attainment is particularly low in this area when they start school. In Years 1 and 2, further good gains are made in reading and writing and satisfactory progress is made in mathematics and science. As a result, standards are average in all three subjects by the end of Year 2. The 2005 national test data identified broadly average standards being attained by pupils at the end of Year 6 but also showed that a significant number had not made enough progress from their start in Year 3. Inspectors found that there is significant underachievement currently in Years 4 to 6 and that not all pupils in Year 3 are doing well enough. The present standards in Year 6 are below average. This is a particular concern given that this year group of pupils entered Year 3 with average attainment. In one Year 4 class the current standards are significantly lower than they should be given the pupils' performance at the end of Year 2. Writing Standards are lower than they should be in Year 5. Inadequate progress in the past contributes to the older pupils' underachievement. However, pupils' present progress in Years 3 to 6 is still patchy and inconsistent, varying between year groups, classes and subjects. The more capable pupils in particular are not making up lost ground or meeting their individual targets. However, pupils with learning difficulties and disabilities progress satisfactorily.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory overall. Social development is good and is evident in pupils' behaviour, positive relationships with others, and willingness to take on responsibilities. Pupils are courteous and polite, holding doors open for others and greeting adults with a smile. Children in the Reception Year settle in well and quickly learn the routines and what is expected of them. Most pupils want to learn and enjoy school, although the younger ones enjoy it more than the older ones. Whilst attitudes are satisfactory, many pupils in Years 4 to 6 do not take enough pride in the presentation of their work. Pupils gain a satisfactory awareness of healthy eating and a good understanding of the importance of regular exercise. They show awareness of safety, for example, in using the adventure playground and in moving sensibly about the school. Skills important for their future success, such as in working together, develop satisfactorily. The attendance rate is average. Pupils' spiritual and cultural awareness are weaker aspects of their personal development. Pupils do not gain as much understanding as they should of their inner resourcefulness and capacity to persevere, particularly in some classes in Years 3 to 6. They also have too little awareness or understanding of the values and beliefs of people from backgrounds different from their own.

## Quality of provision

### Teaching and learning

#### Grade: 3

Although the overall quality of teaching and learning is now satisfactory in the school overall, there are still weaknesses in Years 3 to 6. These weaknesses result in underachievement in some classes now. In the Reception Year, good teaching is the main reason for children's good achievement. Reception teachers are focused on what they want children to learn. This is built on well in the accurate teaching of reading and writing in Years 1 and 2. Some good features of teaching are evident throughout the school. Teachers manage pupils and activities well. Their positive relationships with pupils are supportive of learning. Instructions and explanations are usually clear so that pupils know what they are expected to do. Some teachers have good questioning skills, for example, in mathematics lessons. The main weakness in Years 3 to 6 is the inconsistency in how well teaching is matched to pupils' individual needs in different classes. Too much teaching is pitched at the same level for all pupils. The expectations of the more capable pupils in particular, and also of average pupils in some classes, are too low. This is why pupils who have made inadequate progress in the past do not achieve as much as they should and why progress is still too patchy now. Satisfactory attention is given to meeting the needs of pupils with learning difficulties and this ensures that they make adequate progress.

### Curriculum and other activities

#### Grade: 3

The curriculum meets most pupils' needs and external requirements satisfactorily. In the Reception Year, learning opportunities are stimulating and help children to make good progress in all areas of learning. In Years 1 and 2, as well as in the Reception Year, there is a good focus on developing skills in reading and writing. Learning opportunities are not well enough matched to pupils' needs in some classes in Years 3 to 6. Not enough attention is given to the development of skills in English, mathematics and science across the subjects. However, the emphasis given to pupils' speaking and listening skills has improved. As a result, pupils are more confident now in communicating orally. There is insufficient attention paid to developing pupils' spiritual awareness and their understanding of different cultures. The enrichment of day-by-day lessons through activities such as clubs and visits is satisfactory. However, pupils regret that some clubs stop when staff leave. Opportunities in physical education are good.

### Care, guidance and support

#### Grade: 3

The overall quality of care for pupils ensures that they are safe and looked after personally. Sensitive support is provided for pupils with learning difficulties, particularly from the Reception Year to Year 2. Pupils find staff approachable and have a voice in

the school through the school council. The attention to pupils' health and safety is good. Pupils are taught about safety in practical activities, such as physical education. They are also encouraged to eat healthily and are given plenty of opportunities for exercise. Child protection arrangements are secure. The guidance for pupils about how to improve their schoolwork is too patchy. It is good up to the end of Year 2 but is inconsistent in Years 3 to 6. Although there are examples of pupils being set targets to help them make progress in some classes, in other classes the targets are of little help. Often, targets are too long-term for pupils to see them as attainable or they are in language that the pupils do not understand. Marking is also inconsistent in telling pupils what they have done well and in guiding them to do better.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school ensure that the overall quality of education is satisfactory, that pupils are cared for personally and that the school runs smoothly. Satisfactory improvement has been made since the last inspection. For example, there is better attention now to the development of pupils' speaking and listening skills. Systems have been put in place to record pupils' progress but are still not used well enough. There is still some considerable way to go to eradicate underachievement in Years 3 to 6 and to ensure that teaching consistently meets pupils' needs in all classes. Although the headteacher, senior staff and governors are rightly focused on raising standards, the school's self-evaluation is not yet accurate enough. The monitoring of teaching lacks a sharp analysis of how it contributes to learning. As a result, teaching has not been improved as much as is necessary to help pupils who have lost ground to catch up and to prevent them making further inadequate progress now. Even though the lack of sharp monitoring of teaching has led the senior managers and governors to see the school as being more effective than it is, they are not complacent. A positive recent initiative is the establishment of a school improvement committee to ensure that governors work more closely with staff in driving up the standards. Satisfactory attention is paid to the views of pupils and their parents in identifying areas for improvement in the school. Given the school's track record since its last inspection, and the initiatives being put in place, the school has the necessary capacity to improve further.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	4	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

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	4	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	4	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Dear Pupils Thank you for helping us when we visited your school. We enjoyed talking with you. We saw that you behave well, get on well with each other, and are friendly and polite. You are very sensible when you move around the school and when you are outdoors playing. We found that the adults in school look after you well and make sure that you are safe. They encourage you to eat healthily and to have regular exercise. You have lots of good activities in PE lessons and break times are made interesting for you. We also found that the youngest children in the Reception Year get off to a good start. The pupils in Years 1 and 2 build on this so that, by the end of Year 2, you are doing well. Not all of you in Years 3 to 6 are doing as well as we think you could. We have asked your teachers to help you to make more progress by making sure that you always have work at the right level. We have also asked them to tell you all clearly what you need to do next in order to improve your work, and also to tell you what you are already doing well. The headteacher and all the other teachers will be looking carefully at how well they are teaching you in the different classes so that they can make the lessons better. You can help as well by making sure that you always do your best and present your work neatly. Thank you again for your help. Best wishes Alison Grainger (Lead Inspector)  
Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707  
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