



The Westerings Primary School

Inspection Report

Better
education
and care

Unique Reference Number 115272
LEA ESSEX LEA
Inspection number 279559
Inspection dates 27 February 2006 to 28 February 2006
Reporting inspector Mr. John Williams LI

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

Type of school	Primary	School address	Sunny Road
School category	Foundation		SS5 4NZ
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01702 205511
Number on roll	393	Fax number	01702 203873
Appropriate authority	The governing body	Chair of governors	Mr. Adrian Hall
Date of previous inspection	4 October 1999	Headteacher	Mrs. Sue Bridger

Age group 4 to 11	Inspection dates 27 February 2006 - 28 February 2006	Inspection number 279559
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

The Westerings Primary School serves a mostly residential community within the Borough of Hockley, Essex. There are 393 pupils on roll, which is above average for a primary school. Almost all pupils speak English as a first language. The majority enter the school with levels of attainment which are broadly in line with those found nationally. The percentage of pupils eligible for free school meals is also broadly in line with the national average, as is the number of pupils known to the school with learning difficulties or with a Statement of Special Educational Need. The school has been through considerable upheaval since the last inspection with an almost complete change of staffing.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The Westerings Primary is a sound and improving school which provides satisfactory value for money. Inspectors agree with the school that it provides a satisfactory education, with some good features. Improvement since the last inspection has been good and the leaders and managers of the school demonstrate well that they are able to take the school forward. In the Foundation Stage, provision is good and the children make good progress, exceeding the goals set for them by the end of Reception. Standards at the end of Key Stage 1 are above national average and progress is good. Standards in Key Stage 2, and particularly those in English, have improved in recent years, though the numbers of those achieving the highest level have not increased. Standards are a little above average. In the past, progress in this key stage has not been so good in mathematics but is now adequately addressed. Pupils are making satisfactory progress towards achieving challenging targets. A strength of the school is the care, support and guidance offered to all pupils and the attention paid to their personal development. Pupil behaviour is good and their response to adults is excellent. They work together very well, listening to each other and building on each other's ideas. Pupils are supported effectively in their learning and procedures for tracking their achievement and setting targets in English and mathematics are impressive. However, systems are under-developed for the other subjects. The quality of teaching is satisfactory overall but there are examples of some outstanding practice. Teaching is best in the Foundation Stage and Key Stage 1 where it is good. It is satisfactory in Key Stage 2, mainly because work for more able pupils is not always sufficiently well planned. Teaching assistants are effective in supporting both teachers and individual pupils. Good links are established with external agencies such as the local community police, and parents and carers are mostly positive about what the school does for their children. Leadership and management are now good. There is a positive commitment to improvement demonstrated by the focus on setting targets for school improvement and the monitoring of progress at all levels. Staff and governors know well where the strengths and areas for development lie.

What the school should do to improve further

- Ensure pupils make better progress across Key Stage 2, especially the more able, by improving the quality of teaching. - Extend assessment and target setting to subjects other than English and mathematics.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Standards in English, identified as a weakness at the time of the last inspection, have improved and are now good. In Reception, children are prepared well for learning in Year 1. They achieve well and reach standards above those expected. At the end of Key Stage 1 pupils attain above the national average in reading, writing and mathematics; they do particularly well at the higher level (Level

3) in writing. The pupils' progress is good during this key stage. The Key Stage 2 results improved last year so that they are a little above national average, though not for the most able. Progress slows because not enough attention is given to the work of more able pupils. A significant number of pupils at the end of Key Stage 2 did not meet their target, particularly in mathematics. Current targets set for Year 6 pupils are challenging and the majority are now reasonably on track to achieve these. Pupils' speaking and listening skills are very good. Their questioning skills are very well developed and they are independent yet co-operative learners. The school caters well for pupils with learning difficulties or disabilities who make good progress. Some special provision is also made for those who have specific gifts or talents and these pupils also progress well.

Personal development and well-being

Grade: 2

Inspectors agree with the school that pupils' personal development is good. Pupils have positive attitudes and enjoy coming to school. They behave well in lessons and very well around school. They are extremely polite to adults and there are very good relationships between all members of the school community. Pupils feel safe and secure as they know adults will help them if they have a problem and they will be treated fairly. Pupils feel that their views are well represented by the active school council. Attendance is satisfactory and most pupils arrive at school on time. Reward systems promote personal and academic qualities and pupils learn to help others by contributing to local community activities and by raising funds for charities. Assemblies and lessons in personal, social and health education contribute well to pupils' good spiritual, moral, social, and cultural development. Pupils respect the views, values and beliefs of others. The school makes sure that all develop a good range of basic skills and sensible attitudes that prepare them well to become valuable citizens. The school is part of a scheme to promote healthy lifestyles and walking to school is encouraged. Pupils speak sensibly about how to keep themselves healthy and safe. They have good opportunities for exercise and sport.

Quality of provision

Teaching and learning

Grade: 3

Inspectors confirm the school's judgement that teaching and learning are satisfactory overall. The school has worked successfully to address several of the weaknesses identified in the last inspection and has begun to improve the overall quality of the teaching. Strengths in teaching lie in the very good relationships which are promoted, the good use of praise and encouragement and the clever use of questioning. These impact well on learning. Pupils co-operate with each other and find out things for themselves. The teaching of pupils in the Foundation Stage is good. Here teachers are skilled at devising interesting and challenging activities for the pupils to follow. Teaching in Key Stage 1 is also good. However, some weaknesses remain in the teaching

in Key Stage 2 which do not always address the needs of the more able pupils. The high numbers of teachers who have recently joined the school have been inducted well to procedures and expectations. A comprehensive monitoring programme has given management a clear view of the strengths and weaknesses of its current staff. Training initiatives, such as raising expectations and looking at examples of best practice, have all helped to raise the quality of teaching. Assessment procedures are satisfactory overall, though a strength is the way in which assessment data in English and mathematics is collected and used to inform targets. Procedures are insufficiently developed in other subjects.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. All the subjects of the National Curriculum are taught with reasonable amounts of time devoted to each of these. There is an appropriate balance between basic skills provision and their use in other subjects. Pupils' interest and enjoyment in their work is secured through several visitors to the school and a strong emphasis is placed on the performing arts through opportunity for pupils to perform to parents and visits to public performances. There is a very good range of sports clubs such as football, netball and cricket and opportunity for other activities such as drama, chess and French. Good use is made of the excellent outdoor area, for example in studying different environments in science, and the local area is used well in history and geography. The curriculum for pupils in the Foundation Stage and for those with learning difficulties and disabilities is good.

Care, guidance and support

Grade: 2

The school provides a very caring and supportive environment in which pupils feel happy and safe. A good number of parents responded to the questionnaire and their views about this aspect of school were positive. The rights of every child are emphasised. Adults look after pupils well, demonstrating high levels of care and commitment. Incidents of bullying and racism are rare and good procedures are in place to deal with any, should they occur. Pupils know that adults will listen to any concerns they might have. Emergency procedures and procedures for child protection are secure and regular training takes place. Health and safety checks are made frequently. The school works very effectively with outside agencies to support pupils with additional needs and there are good links with other schools in the area. In English and mathematics, the procedures for tracking pupils' achievements work very well ensuring that all teachers know their pupils' capabilities. Pupils know what they need to do to improve their work and reach the targets they are set. However, the tracking of pupils' progress in other subjects is under-developed.

Leadership and management

Grade: 2

The school is well led and managed. The changes in staffing, together with the illness of key managers, have meant that progress since the last inspection was initially slow. However, the pace of change has accelerated recently and overall the school has improved well. Progress has been particularly notable this academic year. The headteacher, new deputy headteacher, members of the management team and all others know and understand the areas for development and improvement. The focus on setting targets, monitoring and putting actions in place to improve standards is impressive. Staff in the school have a good understanding of the targets their pupils are working towards. Subject leaders in English and mathematics also have a good knowledge of current standards and quality in their subjects. The school's self-evaluation is good and accurate providing an excellent basis for future development planning. Performance management is well established and the outcomes used effectively to inform teaching, learning and professional development. A programme of monitoring of standards and quality, including lesson observation and scrutiny of work, is established. Senior staff are accurate in their judgements about teaching quality in the school. Communication between members of the school community is very good. Governors have a well developed understanding of monitoring to improve and they monitor pupils' achievements termly. Parents' and pupils' views are welcomed and acted upon. The allocation of resources, including financial resources, is good and clearly related to driving up standards. The Westerings is an improving school that demonstrates a good 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>	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	2	NA
The effectiveness of the school's self-evaluation	2	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	3	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	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	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Mr Missin, Mrs Davies and I enjoyed meeting you when we visited your school. Thank you for welcoming us. You were very helpful in answering our questions. We think that you are fortunate to be able to learn in a school with very attractive classrooms and grounds, though it was very cold outside on the playground when we were there! We found that the younger pupils make good progress with their reading, writing and mathematics and that older pupils are now doing much better. Well done to all of you for knowing your targets and trying so hard to achieve them. Mrs Bridger and all the teachers, teaching assistants and other adults who work in school take good care of you. You are well behaved and seem to enjoy coming to school. When you are in lessons we like the way you work with each other, particularly the way you listen to each other's ideas and help each other. You respect your teachers, get on very well with them and your politeness to every adult is excellent. You are good learners. Some of the teaching you experience is very good and your teachers are skilful at challenging you through their questioning. However, we think that some of the work you do in lessons could be better planned so that you make even more progress. In particular, we think that more of you should be achieving Level 5 in your Key Stage 2 tests. We hope you will continue to work hard and wish you success in the future.