



Inspection Report

**Better
education
and care**

Unique Reference Number 118019
LEA North Lincolnshire
Inspection number 280215
Inspection dates 8 March 2006 to 8 March 2006
Reporting inspector Mrs Christine Ann Field

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Nethergate
School category	Voluntary controlled		Westwoodside
Age range of pupils	3 to 11		Doncaster, South Yorkshire
Gender of pupils	Mixed	Telephone number	01427 752355
Number on roll	195	Fax number	01427 752355
Appropriate authority	The governing body	Chair of governors	Guy Howitt
Date of previous inspection	1 November 2000	Headteacher	Roger Marshall

Age group	Inspection dates	Inspection number
3 to 11	8 March 2006 - 8 March 2006	280215

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Introduction

The inspection was carried out by one Additional Inspector. The inspector met with a range of staff and pupils, scrutinised the school's self-evaluation documentation and observed the school at work. All classrooms were visited and the inspector and headteacher conducted three paired observations of lessons. Discussions with governors, an informal meeting with parents and the receipt of 76 questionnaires from parents further assisted the writing of this report.

Description of the school

Westwoodside is a small Church of England primary school located east of Doncaster and serves its local village community. Most learners are from white British backgrounds and none is learning English as a new language. The proportion of pupils with learning difficulties or disabilities is average. The attainment of the majority of pupils who start in the nursery is at the level expected for their age. A significant number of pupils join the school at various times through the year.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school provides a good quality of education with some outstanding features and gives good value for money. Inspection findings match the school's view of its good effectiveness. Good leadership and management and very positive teamwork have sustained good standards for some years. Senior managers have a crystal clear understanding of the school's strengths and shortcomings and make sure that action is taken where required.

Pupils' outstanding personal, including spiritual, moral, social and cultural development is extremely well promoted by the school's positive Christian ethos and very strong commitment to educational inclusion. Pupils are very proud of their school and keen to do well. They develop as very confident learners who have high self-esteem and show excellent consideration for others. Representatives of the School Council who met with the inspector told her, 'Our school is a special place and we love coming here'.

The headteacher is a very good leader who has built an effective teaching team. Between them, they have many skills and talents that result in pupils receiving a very rounded education. Governors are well informed and provide support and challenge in equally positive measure. Everyone in the school is forward looking and striving to do the best they can to make Westwoodside an excellent learning community. The school has strong capacity to build for future success.

The school's main priorities are to refine assessment systems so that teachers can find out how well pupils are learning on a more regular basis and involve them in on-going review, extend creativity in the curriculum and to further develop the role of subject coordinators. The inspection findings confirm that these are exactly the right priorities to tackle.

Achievement and standards

Grade: 2

Pupils attain good standards and achieve well. The good progress that pupils make in literacy, numeracy and ICT ensures that they have the skills needed to prepare them well for the next stage of education and future world of work.

The school is particularly effective at enabling those pupils capable of reaching the highest standards to do so. For example, over half of all Year 6 pupils reached the higher level 5 in English, mathematics and science in the 2005 National tests. These standards are significantly higher than the national average.

The school's detailed records show that pupils make good progress in the Foundation Stage, with most exceeding the levels of skills and knowledge expected for their age by the time they transfer to Year 1. By the end of Year 2 standards are above average, reflecting continued good progress. Discussions with school managers identified that pupils with learning difficulties achieve well because of the comprehensive provision

made for them. The precise targets in these pupils' individual learning plans, coupled with regular reviews, are key factors in assisting their good progress.

The school sets challenging targets to assist the raising of standards for all pupils in Year 6. Last year it exceeded them all.

Personal development and well-being

Grade: 1

Personal development, including learners' spiritual, moral, social and cultural development, is outstanding. Pupils are extremely polite to visitors and very keen to chat about school. Lunch with a group of eight children from different year groups was a very enjoyable experience for the inspector. When asked to imagine being the headteacher for a day and able to make one improvement, no expense spared, one young child said, 'I wouldn't change a thing - I like it just the way it is'.

By Year 6, pupils are confident and eager learners, taking pride in their achievements and the school. They say that 'school is excellent and lessons are good fun'. In response to a wealth of opportunities, and with exemplary staff role models pupils become young people who are trustworthy, extremely well behaved and highly motivated.

Pupils have a good understanding of the importance of healthy lifestyles and they know how to stay safe. The school council provides a good vehicle for a large number of pupils to become involved in decisions. The current focus on playground enhancement is providing significant opportunities for them to develop their community, and build leadership skills in the process. Parents acknowledge that the school is a place that 'helps their children to develop in leaps and bounds'.

Quality of provision

Teaching and learning

Grade: 2

The school's good teaching is reflected in the pupils' positive achievement.

The very youngest learners in school receive a good start to their education because they are well taught and have well-planned opportunities to build key skills with confidence. As she made her playdough birthday cake, one nursery child told the inspector, 'I am going to put 4 candles on my cake as I am 4 years old and you can help me blow them out if you like'.

The school gives prime importance to setting high standards of behaviour and as a result all classes are calm and productive places of work. Very good use is made of interactive whiteboards to explain new ideas and bring learning alive. A strong emphasis on practical, hands-on learning enables pupils to have a go at working things out for themselves. The inspector's visit to a number of mental maths sessions found pupils working speedily and accurately as they solved challenging problems. Pupils in Year 4, showed very high levels of motivation as they answered a series of questions swiftly in order to beat the clock and improve on personal best.

A recent initiative has been to assess all pupils' writing skills termly and to share next step targets with pupils and their parents. This is a positive feature in enabling progress in writing to be more precisely tracked. The school recognises the scope for extending the use of learning targets to other subjects as part of its developing assessment system.

Curriculum and other activities

Grade: 2

The school has established a good curriculum that meets pupils' needs and aspirations well. Currently staff are seeking more innovative ways to promote pupils' creative development through re-shaping of the timetable. This reflects the school's continuous search for still more improvement. ICT has moved on well since the last inspection with good use now made of computers to support pupils' work across the subjects they study. 'Passport Days' that involve pupils learning about different countries such as India, China and Africa in depth, are providing them with valuable insights into the world beyond their neighbourhood.

Very effective provision for those with gifts and talents is underpinned by well-forged links with local high schools. An innovative project led by the Chair of Governors, recently involved ten Key Stage 2 pupils working with pupils from other schools to respond to a scenario that involved planning and developing a relief programme for a village hit by disaster.

There is positive enrichment from the range of after-school activities and clubs. Many are focused on health, fitness and sport. Pupils are very enthusiastic about these activities and list them amongst their favourites.

Care, guidance and support

Grade: 1

The very positive Christian ethos pervades all aspects of this area of the school's work. Staff are highly responsive to pupils' personal needs and the quality of care and support is outstanding. Pupils who join the school at various times are given a very warm welcome and helped to settle quickly. One pupil relatively new to the school explained to the inspector that she had already made lots of new friends and although the work at this school was harder, it felt good!

Pupils report that they are extremely well looked after and they know what to do if they have a worry. Arrangements for child protection are secure. The school promotes healthy life-styles through its comprehensive personal, social and health education programme. Well-forged links with police, nurse and fire officers help raise pupils' awareness about keeping safe and free from harm.

Pupils identify that they have a good idea of how well they are doing but are not always clear about how they can move up a level and need more opportunities to review personal achievement. The school is aware of this and is currently working with other schools in the Network Learning, to improve this aspect of its work.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher's very good leadership promotes an ethos in which pupils are known as individuals, valued for who they are and encouraged to go for personal best in all things. The promotion of equality of opportunity is outstanding. The school is not complacent about its many strengths and judges what it does honestly and accurately. The very positive team ethos is a major strength and explains the consistency with which staff approach all aspects of their work. Together with the deputy and governors, the headteacher has established a clear vision for the future.

There has been good progress since the last inspection with clear strategies in place for on-going well-paced improvement. For example, last year, significant work to develop the responsibilities of subject coordinators took place. Work is in progress to further develop their skills, in observing lessons and to extend leadership and management roles. Performance management and professional development systems are viewed very positively by the staff in helping them make even better provision for the pupils.

Governors are very involved in the school's daily life and development. They keep a very careful watch on finances and make sure that the tight budget is well planned and managed. They use their own expertise very well to support school improvement, for example in developing ICT or by supporting pupils with learning difficulties. Effective consultation systems enable pupils and parents to put forward their views about a range of school issues, although a very small handful of parents identify that feedback is not always as forthcoming as they would like.

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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?	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	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	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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	1	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

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Dear Pupils,

Thank you very much for making me so welcome when I visited your school for the day. I thoroughly enjoyed talking to you, watching you working with your teachers and speaking to them about your progress. Having lunch with you gave me a chance to find out all about the things that make you so proud of your school. I thought you would like to read about some of the things that make your school the 'special place' so many of you told me it is and which I found too.

You totally enjoy your work and achieve a lot during your time at school.

Your behaviour is excellent, even when you are stuck indoors during wet break and lunchtimes, and which happened during my inspection!

Your teachers and the other adults in school help you learn successfully and they make sure you feel very safe and secure, and get extra support when you find things difficult.

There are many exciting activities for you to take part in after school that are helping you keep fit and healthy and giving you the chance to be leaders and work in teams.

Your headteacher runs your school well and, together with everyone in the Westwoodside family, is making sure it goes from strength to strength.

The headteacher, staff and governors are spot on in identifying where future improvements can be made. They have rightly recognised that you and your teachers need to make time to check up on how well you are doing and make better use of your personal learning targets to show you how to do better. Teachers in charge of core subjects will be visiting some classrooms to see how well you are getting on. Plans are also in hand to give you more time for being creative.

I am sure that you will do all you can to help them achieve these goals.

Best wishes for a successful future.

Yours sincerely

Christine Ann Field

Lead Inspector