



Westdale Junior School

Inspection Report

Unique Reference Number 122534
LEA NOTTINGHAMSHIRE LEA
Inspection number 281292
Inspection dates 8 June 2006 to 9 June 2006
Reporting inspector Ms. Joanne Harvey LI

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

Type of school	Junior	School address	Westdale Lane
School category	Community		NG3 6ET
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	0115 9534707
Number on roll	241	Fax number	0115 9551009
Appropriate authority	The governing body	Chair of governors	Mrs. Ann Collin
Date of previous inspection	8 November 1999	Headteacher	Mrs. Maureen Harrison

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Westdale Junior School serves the communities of Carlton and Mapperley, three miles from Nottingham. It is an average sized school. Most pupils are White British and their first language is English. Pupils enter the school with levels of knowledge and skills which are broadly average for their age. The number of pupils known to be eligible for free school meals is less than found nationally. The proportion of pupils with learning difficulties or disabilities is similar to that in most schools and there is a smaller proportion of pupils with statements of special educational needs. Attendance is slightly better than that found in most schools. The school was granted a School Achievement Award in 2002, a Healthy School Award for citizenship in 2005 and became an Investor in People in 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's judgement that this is a good school. Effective leadership by the headteacher, supported by the hardworking staff team, has ensured that the school has continued to flourish over recent years. The facilities it provides, the personal development of pupils, the quality of teaching and learning, the curriculum and the care provided for pupils are all good. As a result, pupils progress well and standards across the school are higher than those found in most schools nationally. Skilled support staff work closely with teachers to ensure that the provision for pupils with learning difficulties or disabilities is also good. Pupils are enthusiastic and well motivated by school and the exciting opportunities it provides for them. They work hard and are well supported to achieve the challenging targets the school sets for them. There is plenty for pupils to do outside of lessons, and lunchtimes and playtimes are active and enjoyable occasions. Many improvements have been made to the monitoring systems, the curriculum provision and the learning environment since the previous inspection. The school does not always use the information it gathers about pupils' progress effectively enough to provide sufficient challenge to those who are more able in order to ensure they reach the levels of which they are capable. The school is aware that standards of literacy in other subjects such as history and geography need to be improved to ensure they match the high standards achieved in English. Most parents and pupils are supportive of the work of the school. However, the school recognises that it needs to address the perception of a significant number of parents that it does not adequately seek the views of pupils, parents and carers and take account of their suggestions and concerns. The school's success in the past, and its determination to do even better, mean that the school's capacity for future improvement is good. The school gives good value for money.

What the school should do to improve further

- Ensure that more able pupils are provided with sufficiently challenging activities so that they are able to achieve as well as they can. - Improve standards of literacy in other subjects so that they match those in English. - Ensure that systems to gather and respond to the ideas and views of parents and carers are sufficiently robust in order to make the best use of this valuable resource in support of school improvement.

Achievement and standards

Grade: 2

By the time they leave the school pupils reach standards which are above those found nationally. In the 2005 tests at the end of Year 6 standards were better than those found nationally in mathematics and science and similar to national results in English. Evidence from the inspection suggests that the measures the school has put in place to address this disparity are being effective and that current pupils are on target to reach overall standards above those found nationally. However, samples of work seen, show that the quality of writing in English is better than in other subjects such as

history and geography where it is only satisfactory. Robust school tracking data demonstrate that pupils begin school with broadly average levels of knowledge and skill and make good progress whilst they are at the school. All groups of pupils achieve equally well including those with learning difficulties or disabilities, but some more able pupils could do even better. Targets set continue to be challenging and pupils are supported well to achieve them.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They have positive attitudes towards learning and they are keen to contribute in lessons, readily volunteering the answers to questions. Pupils say they enjoy school and they find it interesting and consequently attendance is slightly better than the national average. Their spiritual, moral, social and cultural development is good. This is reflected in the quality of relationships and behaviour in and around school and pupils' good awareness and knowledge of the lives of children from other cultural backgrounds. Pupils readily take opportunities to stay healthy, both through eating a healthy diet and taking part in physical activity to stay fit. They have a good awareness of safety and know the procedures to enable them to be safe and secure in school. Pupils contribute well to both the school and local communities. They say they have a voice in school improvement through the class and school councils and they enjoy a good variety of opportunities to take on responsibility and contribute to the life of the school. Their good numeracy, literacy and information and communications technology (ICT) skills contribute well to preparing pupils for the next steps in their education and their future lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Pupils' behaviour is effectively managed by teachers, who make their high expectations clear and apply consistently the school's systems of rewards and sanctions. As a result there is a calm working atmosphere established in lessons. Teachers have good subject knowledge and give clear explanations so that pupils quickly learn new ideas and consolidate previous learning. They use interactive white boards well to make their teaching even more interesting. The best lessons are interactive, promote independence and develop thinking and enquiry skills. At times some teachers give too much input, make the content less exciting and pace slower so that pupil's progress is not as good. Teaching assistants provide good quality support for pupils with learning difficulties and disabilities, which ensures they progress as well as others of the same age. Assessment data is used satisfactorily by teachers to plan tasks at different levels to match the different needs of pupils. However, the school recognises that opportunities are being lost to challenge pupils who are more able and consequently these pupils do not always reach the levels of which they are capable.

Curriculum and other activities

Grade: 2

There is a rich and varied range of learning opportunities, which add significantly to pupils' enjoyment of school. As well as primary National Curriculum subjects, the school teaches pupils Spanish and French. ICT is well embedded in the curriculum and supports learning in other subjects well. The school has developed good cross curricular links to add interest and relevance to learning and some of these lead to themed days or weeks which bring learning to life, making it even more relevant. Pupils say school is interesting. Good personal, social and health education, and education for citizenship support their personal development well. There is guidance on sex and relationships and pupils are made aware of the dangers of drugs and other harmful substances. Curriculum enrichment is good. There are plentiful extra-curricular activities, including sporting, musical, artistic and keep-fit activities, which meet the preferences of the majority of pupils. The range of visits and visitors is good.

Care, guidance and support

Grade: 2

The school cares well for all pupils. Even before they start, pupils are made to feel comfortable with school through the induction programme and being linked with an older 'Buddy' to approach if they need help. Child protection procedures are fully in place and all adults who have contact with pupils are familiar with policy and practice. The school makes sure that all activities pupils take part in are checked for their safety. Academic achievement, particularly in English and mathematics, but also in other subjects, is closely monitored and teachers have a good awareness of how well pupils are doing, which they share regularly with them. Pupils are given good academic support and guidance which enables them to achieve well. Pupils' involvement in assessing their own achievement ensures that they have a good awareness of how well they are doing.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher, senior management team and other staff, work hard to ensure that each pupil is well cared for, that provision continues to improve across the curriculum and that standards are raised. Developing systems for monitoring and evaluating the school's work ensure a secure understanding of its strengths and weaknesses. Plans for improvement have been put in place in a focused way and therefore good progress has been made. For example, the teaching and learning of ICT have improved greatly since the last inspection. More recently improvements have been made to how pupils' reading skills are developed through the monitoring of activities. Subject leaders have a positive impact on provision in their areas. This goes beyond English, mathematics and science to include foundation subject areas. The impact of a few subject leaders would benefit from further development, for example, through their taking ownership and being accountable for

performance data in their subject area. Provision for pupils with learning difficulties or disabilities is very well led and managed. Governors are well informed about the work of the school and they carry out their statutory duties well. They are fully involved in school life and, along with many parent volunteers, give much valued practical support. Most parents value the work of the school. However, the school recognises that it needs to address the perception of a significant number who think it does not adequately seek the views of pupils, parents and carers and take account of their suggestions and concerns. Systems to gather and respond to their ideas and views need to be more robust in order to make the best use of this valuable resource in support of school improvement. Pupils benefit from the positive relationships the school promotes within its community and with other agencies. As a result, pupils are prepared well for the next stage of their education and for their lives outside school. In the light of improvements made since the last inspection, the school has demonstrated that it has the capacity to continue to improve and that it gives good value for money.

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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	NA	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?	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?	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?	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	2	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

We were pleased to meet you and all the staff and very much enjoyed the time we spent with you. Thank you for making us feel so welcome, talking to us and helping us to find out so much about you and your school. You go to a good school where all the adults work hard to help you do your best. They take good care of you and make sure your lessons are fun. You have lots to do outside lessons and playtimes and lunchtimes are happy times of the day. It was lovely to see you all behaving well, getting on well together and working hard. You make good progress from when you come in to the school to when you leave the school at the end of Year 6 and reach standards which are better than most pupils at other schools. Those of you who need extra help because you find your learning more difficult make good progress. The school is going to make sure that those of you who find your learning more easy are given activities which are always challenging enough so that you are all able to do as well as you can. They are going to make sure that you use your good literacy skills in other subjects to the same high standards that you use them in English. They are also going to make sure that all your parents and carers feel that their views and ideas are listened to and acted upon. This is because the school is determined that you will all do even better! We would like to wish you the very best for the future.