



Westerton Primary School

Inspection Report

Unique Reference Number 107825
Local Authority Leeds
Inspection number 287921
Inspection date 15 November 2006
Reporting inspector Ann Sharpe

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

Type of school	Primary	School address	Hesketh Lane
School category	Community		Tingley, Wakefield
Age range of pupils	3–11		West Yorkshire WF3 1AR
Gender of pupils	Mixed	Telephone number	0113 2533504
Number on roll (school)	696	Fax number	0113 2533504
Appropriate authority	The governing body	Chair	Mr Tony Grayson
		Headteacher	Mr James Reid
Date of previous school inspection	12 November 2001		

Age group	Inspection date	Inspection number
3–11	15 November 2006	287921

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This very large school serves an urban area situated between Wakefield and Leeds. Most pupils are of White British heritage, although a few are from a wide range of other ethnic family backgrounds. The proportion of pupils claiming free school meals is below average, as is the proportion with learning difficulties and/or disabilities. Since the previous inspection the school has undergone a major refurbishment of the premises.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Westerton Primary is a very happy, welcoming and caring school. Since the previous inspection it has continued to provide the highest quality of education. This is remarkable, given the disruption caused by upgrading the premises, which now provide a much better environment for pupils to learn. Parents and pupils think very highly of their school. As one parent commented, 'The school tries very hard to give every child a good, balanced and full education.' This sums up well the united approach to ensuring that girls and boys of all capabilities benefit as fully as possible from their time at school.

The headteacher gives an outstanding lead to staff and governors. They respond by working very hard together as a team to most successfully meet the pupils' varying needs. This is a school that continually challenges itself to do even better and reaches out well beyond the school to achieve its goals. Staff and governors are not satisfied with high standards because they want even more success for the pupils. As a result of outstanding teaching and learning, all pupils achieve as well as they can and standards are well above average from the Foundation Stage (Nursery and Reception classes), through to Year 6. This means that pupils leave the school exceptionally well prepared for their next stage of education and their future economic prospects are very good indeed.

It is a mark of the success of the school in raising achievement that the proportion of pupils reaching levels higher than expected for their age in the 2006 Year 6 national tests increased, considerably so in English. Pupils do not do as well in writing as in the other areas of their work however, particularly lower attaining boys. Nevertheless, the school has already pinpointed this and there are clear signs of improvement. Teachers encourage pupils to enjoy writing, for example, by giving them interesting and exciting things to talk and write about. Although they reward pupils' efforts, especially through consistently high quality marking of their work, they do not provide enough opportunities for celebrating and sharing pupils' writing as a day-to-day pleasure.

A major reason for very high academic standards is pupils' outstanding personal development and well-being. Enjoying learning, doing well, keeping safe and healthy and playing an active part in the community all have high priority in the management of the school and in the curriculum. Consequently, pupils know how to behave and understand why they should get along well together, both in and out of school.

The school's outstanding track record is a strong marker of its likely success in the future. Staff want to extend the excellent work already undertaken in some subjects in tracking and checking standards. They, rightly, want to be clearer about pupils' achievements in subjects other than English, mathematics and science, in order to ensure the highest possible standard of work.

What the school should do to improve further

- Provide more opportunities for celebrating and sharing pupils' writing as a day-to-day pleasure.

- Gain a clearer view of strengths and weaknesses in achievement and standards in subjects other than English, mathematics and science.

Achievement and standards

Grade: 1

When children start in the Nursery, their attainment is in line with national expectations. They make very good progress in both Nursery and Reception so that by the time they transfer to Year 1 standards are above those expected. Pupils continue to make very good progress as they move through the school and standards are well above average by Year 6. Pupils with learning difficulties and/or disabilities achieve as well as other pupils because of the high quality of support they receive. National assessment and test results in Years 2 and 6 have been significantly higher than average for the last few years, representing outstanding achievement for girls and boys. The school consistently meets or exceeds the challenging targets it sets for test results. The unpublished 2006 results indicate that the school has been successful in its efforts to help even more Year 6 pupils to reach levels higher than expected for their age. Pupils' writing is not as good as their reading, however, and the school is, rightly, tackling this matter. Very high standards in music have been maintained since the previous inspection.

Personal development and well-being

Grade: 1

Pupils' excellent attitudes and behaviour help them to achieve so well. Their outstanding spiritual, moral, social and cultural development reflects an increasing understanding of life in the world beyond home and school. This is seen in thoughtful work covering a variety of cultures and religions. Pupils thoroughly enjoy school and it is only family holidays taken in term time that prevent attendance from matching other outstanding aspects of personal development. The school council is just one of many positive examples of how well pupils rise to challenges and take responsibility, such as organising school discos. Pupils gain a very strong understanding of how society works, for example, by producing and selling a school newspaper. When they sell and buy healthy snacks at break and when they explain what constitutes a balanced diet, they do so in a mature, sensible and thoughtful manner. Pupils praised the school's response to rare incidences of bullying. Year 6 pupils, for example, said, 'There is hardly any bullying because we have learned to play sensible and fun games together and to share the outdoor play equipment.' Pupils know how to keep themselves safe both in school and beyond the school gates.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning for pupils of all ages and capabilities is outstanding because it enables them to achieve as well as they can. Teachers' enthusiasm, careful preparation, clear lesson planning and strong management of behaviour ensure that pupils enjoy learning and try their best. Teachers rise to challenges, for example, learning to use new computer technology to improve their teaching. They know pupils well and they adjust their teaching effectively to match the varying needs of the pupils. Classroom assistants make a strong contribution to ensuring that pupils learn. Teachers deploy them thoughtfully, for example, to ensure that pupils with learning difficulties and/or disabilities benefit fully from their lessons. Pupils and parents appreciate teachers' efforts. When asked what they like best about their school, pupils answered, 'Our teachers, because they are kind and helpful.' Likewise, parents are happy with teaching. One parent commented, 'Teachers' skills, obvious dedication and care are outstanding'.

Curriculum and other activities

Grade: 1

The excellent curriculum contributes very effectively to pupils' outstanding personal development and academic achievement. It is very well planned to meet pupils' needs, reflecting their interests very well and encouraging them to do their best. It shows the school's determination to demonstrate that 'Every Child Matters'. The curriculum is enriched very well by many visits out of school and visitors. Teachers follow up these visits by engaging pupils in related practical tasks. For example, staff from a local bakery visited and, in a subsequent lesson, pupils made their own bread. Excellent accommodation and resources for learning in information and communication technology ensure that the curriculum keeps up with technological advances. Pupils are very enthusiastic about learning to speak French. Extra-curricular activities, such as extensive instrumental music tuition and inter-school sporting competitions, provide added interest and challenge for everyone, including gifted or talented pupils.

Care, guidance and support

Grade: 1

This is a very caring school, with well thought out procedures for protecting and safeguarding pupils. As a result, pupils know that staff will help them to overcome difficulties and to reach the challenging learning targets that they agree with their teachers. Support for pupils with learning difficulties and/or disabilities helps them to do as well as they can. One parent commented, 'Staff could not do any more to meet my child's needs. They have taken on board all the advice from numerous outside agencies.' Teachers' high quality marking ensures that pupils know when they have done well and what they need to do next to improve. Excellent partnerships with other

educational institutions, schools and the local authority ensure that all pupils benefit from a very high quality of education.

Leadership and management

Grade: 1

The school's outstanding performance is the result of dedicated and inspirational leadership by the headteacher. Governors and senior managers give excellent support. As a governor commented, 'All stakeholders pull together in the same direction to go from outstanding to beyond.' The refurbishment of the premises is a significant improvement. Everyone has ensured that pupils have not suffered because of the upheaval and extra workload. Although the school had no key issues following the previous inspection, it has not rested on its laurels. Rather, it has embraced many new initiatives, such as gaining the Investors in Pupils award and training new teachers and governors. Teachers take their delegated responsibilities seriously. Their strong commitment is seen in high quality documentation across all subjects and aspects of work, which helps to keep a clear record of all the developments in this very large school. The school has an accurate view of its strengths and its aspirations for the future.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I thoroughly enjoyed my visit to your school. Thank you for talking to me and for answering all my questions so thoughtfully. The school council is an excellent way of helping you to learn how to work and play together. I am very sorry that I could not see more of all the interesting things you do at school; for example, playing musical instruments and learning to speak in French. I was very pleased to be able to try one of your healthy school dinners. I really enjoyed it and think that it was one of the best I have ever tried.

You are right to think that your school is a very good school because all the adults care about you and help you to do well. You all enjoy coming to school and your behaviour is very good indeed. Your parents too are very happy with the school. Your headteacher makes sure that all the adults work together to help you to do as well as you can.

You are trying really hard to improve your writing in lessons, so that it is as good as your reading and mathematics. Some of you told me that you sometimes read it out in lessons or assemblies. I was surprised that more of your writing is not to be found where everyone can read and enjoy it, such as on the classroom display boards, on bookshelves or in the library.

Your teachers know a great deal about how well you are doing, especially in English, mathematics and science. Although your work in other subjects is good, teachers know that they can help you to do even better.

I feel sure that you will continue to help your teachers in the future by working hard and making sensible suggestions through the school council.