



Westroyd Infant School & Nursery

Inspection Report

Unique Reference Number 107827
Local Authority Leeds
Inspection number 287923
Inspection dates 4–5 October 2006
Reporting inspector Rosemary Rodger

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

Type of school	Primary	School address	Frances Street
School category	Community		Farsley, Pudsey
Age range of pupils	3–7		West Yorkshire LS28 5BH
Gender of pupils	Mixed	Telephone number	0113 2146097
Number on roll (school)	193	Fax number	0113 2569484
Appropriate authority	The governing body	Chair	Cllr Andrew Carter
		Headteacher	Mrs Carolyn Sandford
Date of previous school inspection	25 February 2003		

Age group 3–7	Inspection dates 4–5 October 2006	Inspection number 287923
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school serves a socially and economically mixed area. A below average proportion of pupils are eligible for free school meals. Pupils are mainly of White British heritage with a very small number of minority ethnic pupils. A below average proportion of pupils have learning difficulties and/or disabilities. Fifty two children attend the Nursery part-time in the morning or afternoon. The school has achieved awards in Investors in People and Investors in Pupils.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Every child matters in Westroyd Infant and Nursery School. It is effective in all aspects of its work and is outstanding in some. It provides good value for money. When children start school in the Nursery, their attainment is typical of three-year-old children. Quality and standards in the Foundation Stage are good. There is effective liaison between the Nursery and Reception classes that ensures a smooth transition for children. As a result, they make good progress. By the time pupils leave school in Year 2 standards are above average in reading, writing, mathematics and science. Good achievement is maintained because pupils enjoy learning. As they said, 'we really like it when we do maths, because we get to learn more', and, 'I like word games'. These comments are an excellent reflection of the introduction of new teaching approaches to encourage the pupils' involvement in assessing their learning and the increased priority to improving basic literacy and numeracy skills.

Personal development and well-being are outstanding. Health and safety are given a high priority. This is well illustrated in the exceptional understanding shown by pupils about the benefits of drinking water regularly and keeping fit. Behaviour is excellent and pupils have positive attitudes to learning. The impact of the high quality arrangements to care, guide and support pupils are outstanding. Procedures to safeguard pupils are robust and meet government requirements.

The quality of teaching and learning is good. Pupils have good relationships with their teachers and with support staff. Pupils with learning difficulties and/or disabilities make very good progress and achieve very well. More able pupils have not always achieved as well as others. This is not the case now: they achieve well because of the impact of improvements to teaching. This includes detailed lesson planning that takes good account of the individual needs of pupils and probing questioning which involves all pupils. Teachers make learning fun. The curriculum is effectively enriched by a range of visits and visitors. The use of the national literacy and numeracy strategies has been particularly effective and has contributed well to pupils' learning being built on year by year and in the guidance given to pupils on what they are expected to learn. Improvements to assessment mean that pupils are encouraged to be involved in assessing learning with a partner or in whole class discussions.

High expectations and a thorough analysis of pupils' progress over time and in the national tests are exceptional features of the headteacher's and deputy headteacher's leadership. They have an unrelenting quest to provide the very best for the pupils. Leadership and management are good overall. The school's self-evaluation is modest in some respects but effective in practice, and results in key priorities that are tackled quickly and opportunities for training in new practices to improve pupils' learning. For example, in improved ways of ensuring pupils know their letters and letter sounds. This is having a good impact on progress for all pupils. Actions to share some of the leadership and management responsibilities with all staff are in place. This is less effective in mathematics because there is too little attention to checking the quality of teaching and learning or providing support to less experienced colleagues.

Improvements since the last inspection have been good. The school has an outstanding capacity to improve, as a result of the dynamic leadership of the headteacher that has led to rapid improvements in pupils' understanding of how well they achieve, and the consistent use of learning objectives and success criteria in lessons.

What the school should do to improve further

- Improve the rigour with which the quality of mathematics provision is reviewed and evaluated to ensure that recent improvements in standards are sustained.

Achievement and standards

Grade: 2

Children start school with typical levels of attainment for three-year-olds. They make good progress in the Foundation Stage and achieve above average in all areas of learning, apart from some aspects of communication, language and literacy and mathematical development by the time they start in Year 1. Pupils attained above the national average in reading, writing and mathematics in the 2005 national assessments. Pupils achieve well because of the decisive actions by the senior leadership to introduce new teaching methods. This is resulting in good improvements to the progress of all pupils, especially the more able who have underachieved in the past. Pupils with learning difficulties and/or disabilities achieve very well and many reach the nationally expected levels in national assessments in Year 2 because of the excellent support they receive.

Current standards remain above average. This reflects the high expectations of the senior leadership team and the good impact of well focused training in literacy and assessment. The results of the 2006 national assessments continue to show improvement. Standards in art and design are outstanding and well exemplified by the high quality observational sketches displayed around the school.

Personal development and well-being

Grade: 1

Personal development and well-being are outstanding. Pupils are very keen to learn and really enjoy coming to school each day. They say they feel safe and happy. Attendance is above average. The relationships with staff and each other are based on trust and respect. Behaviour is exemplary, both in the school and the playground and, as a result, the school has a warm but purposeful atmosphere where every pupil is valued. Pupils know how to remain safe and are regularly reminded about aspects of safety, for example, fire regulations. They know who to turn to if they have a problem. The school recently held a 'Be healthy' week in which the pupils learned successfully about healthy lifestyles. They know about the need for regular exercise and sensible eating. The spiritual, moral, social and cultural development of pupils is excellent. Pupils learn about other cultures and their festivals. Assemblies give pupils time for moments of quiet reflection on their actions. Older pupils help younger children

at lunchtime. Parents value the school's links with the local community for the increased responsibilities this gives to their children, for example, through links to local shops. Pupils are involved in Heritage week at the local church and visit senior citizens.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils are encouraged to be involved in reviewing their learning in the Reception class, and consequently begin to develop good attitudes and understanding. Good questioning encourages pupils to recall what they learned previously. This is built upon well in subsequent activities. Time for pupils to work in pairs and share their answers encourages good participation in lessons. Excellent use of resources, such as puppets and the creative interpretation of learning to recognise initial names and sounds of words, captured the children's interest tremendously. Lesson planning is consistently detailed and ensures that pupils are provided with learning that is well matched to their individual needs. The teaching assistants have an effective role in all classes and support those pupils with additional learning needs particularly well. Occasionally, pupils have to sit too long in large groups and begin to lose interest. Very occasionally in mathematics lessons there is a lack of challenge for the more able and work is too easy.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets the needs of all pupils well. Planning builds systematically from class to class and provides challenge for all pupils including the more able. Appropriate links are made between subjects, so that basic skills are applied in different subjects. Themed weeks are also used to ensure detailed coverage of learning in subjects such as art and design. The curriculum is enriched by visitors including writers, artists and film makers. The lunch time and in school clubs include recorders, dance and football; these enhance pupils' opportunities to learn and enjoy school.

Care, guidance and support

Grade: 1

The school provides an excellent level of care for all pupils which results in pupils who are confident and develop their self-esteem exceptionally well. Everyone feels safe because of the high quality care shown by all staff. One Reception child commented, 'I like this school, it's a happy place.' The learning mentors provide excellent support for vulnerable pupils. External agencies provide additional support as required, particularly in speech and language. The experienced support staff play a major part in ensuring the needs of individual pupils are met.

Health and safety procedures are rigorously applied. Child protection procedures conform to current requirements. Arrangements to safeguard pupils are robust. Staff are all vetted in line with government regulations. Academic support for pupils is excellent, with an emphasis on pupils' involvement in assessing their own progress. For example, Year 1 pupils set their own goals for learning. The provision in the Foundation Stage is good because of the priority given to ensuring a smooth transition from home to Nursery, from Nursery to Reception and from there to Year 1.

Leadership and management

Grade: 2

Leadership and management overall are good. The leadership of the headteacher and deputy headteacher is outstanding because of their high expectations which have resulted in marked improvements in pupils' standards this year. The rigour with which account is taken of prior learning to identify and provide for the individual needs of pupils is impressive. Leadership and management in the Foundation Stage and of pupils with learning difficulties and/or disabilities are good because of the thoroughness with which each area is managed. The deputy headteacher leads well by the example of her excellent teaching. Raising standards and ensuring all pupils achieve as well as they can are at the heart of the vision for the school. The school is working towards outstanding achievement overall. In order to achieve the best for all pupils, the development of the role of subject managers is a key priority. This is progressing well, apart from in mathematics where leadership is not as advanced as other subjects. This has slowed progress and developments in the recent past.

The school's self-evaluation is good and strongly reflects the high priority given to raising standards and making improvements to the quality of teaching and learning. The school is well supported and challenged by the governing body; for example, they effectively managed safety issues linked to a recent major rebuilding project. Good value for money is well exemplified in the high calibre of recently appointed staff and in the steps taken to gather funding to make substantial improvements to the building.

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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
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?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

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?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Thank you for helping to make my visit to your school so enjoyable. I liked talking to you and hearing all about the exciting things you do in school. Your parents are very pleased that you go to Westroyd Infant School. There are far more good things happening in your school than there are things that need to be better.

What is good about your school

- You work very hard and enjoy all the work you do.
- Your teachers make learning fun and that makes you laugh, especially in Reception.
- Your writing is getting better now that you have a 'Big Write' time each week.
- You all behave well. Those of you we spoke to said you did not know any children who did not behave well.
- You learn about eating healthily and feel very safe in school.
- Your teachers care for you extremely well and help you to understand how to make your work better.
- It will be good if you continue to work very hard and teachers help you keep up the good work you are now doing in mathematics.

You are very lucky to attend such a good school. Thank you again.