



# Westwood Primary School

## Inspection Report

**Unique Reference Number** 107954  
**Local Authority** Leeds  
**Inspection number** 287973  
**Inspection dates** 11–12 October 2006  
**Reporting inspector** Ronald Cohen

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

<b>Type of school</b>	Primary	<b>School address</b>	Bodmin Garth
<b>School category</b>	Community		Leeds
<b>Age range of pupils</b>	3–11		West Yorkshire LS10 4NU
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0113 2712420
<b>Number on roll (school)</b>	310	<b>Fax number</b>	0113 2721262
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Dr Rev Barrett
		<b>Headteacher</b>	Mrs Zoe Adams
<b>Date of previous school inspection</b>	30 October 2001		

<b>Age group</b> 3–11	<b>Inspection dates</b> 11–12 October 2006	<b>Inspection number</b> 287973
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## **Introduction**

The inspection was carried out by three Additional Inspectors

## **Description of the school**

The school is slightly larger than other primary schools and has slightly more girls than boys. The vast majority of children are White British and come mainly from an area of very significant deprivation. The percentage of pupils with learning difficulties and/or disabilities is higher than average, as is the percentage of pupils receiving free school meals.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with a number of outstanding features. The inspection findings match the views of the school, the parents and the pupils. Parents are, rightly, very pleased with the quality of education provided for their children and the way in which they are prepared for their future schooling. The school's self analysis is honest and accurate and appropriately emphasises the 'Westwood Way'. This is reflected in the outstanding behaviour and attitude of the pupils and their exceptional enjoyment of school. Older pupils happily undertake responsibilities, such as looking after the younger children, and pupils make their voices heard, through the School Council, so that their views and ideas can shape the life of the school.

The school's major strengths are in providing outstanding care and support for pupils, both on a personal level and through rigorous monitoring and effective support of their academic progress. The inclusion of all learners is central to the vision of the school.

Pupils told inspectors that there was no bullying in the school, but if it happened, they were fully confident that it would be dealt with swiftly and well. This is supported by parents' very positive views about how happy their children are at school and how well their children are looked after. Parents equally praise the way in which this caring aspect is augmented by academic progress. As one parent wrote: 'My children look forward to coming to school every day. They always tell me what they have been learning and how they enjoyed the activities of the day.'

The school prepares pupils well for their future lives. When children first arrive at the school they come with skills and knowledge which are well below average. Good teaching in the Foundation Stage ensures that pupils settle well and that they quickly learn to adopt the good practices which lead to learning with enjoyment. Good teaching continues throughout the school because very good assessment systems provide staff with a clear indication of how well pupils are progressing. All lessons are well planned and well prepared and teachers use good methods to help pupils understand what they are learning and what is expected of them. The 2006 Year 6 test results show that by the time they leave school they have acquired levels in English and science which are broadly average. Although their attainment in mathematics is still below average this reflects good progress overall. All groups of pupils make good progress over time. Although the school takes many effective actions to promote attendance a small minority of pupils are absent too often and this restricts their progress.

The school's strengths have been refined and built on over the last few years by the current headteacher, who is providing the school with good, strong and purposeful leadership. Changes brought about under her leadership have had a clear and positive impact on provision and standards, particularly in English. The school has recently embarked on similar improvements for mathematics, but this is yet to impact fully on overall attainment in this subject. The senior management team and all the staff at the school are fully committed to the headteacher's vision of raising standards and they work together well to accomplish this. This strong teamwork has been

demonstrated most recently in the preparations undertaken to ensure the continued smooth running of the school during the impending temporary absence of the headteacher and deputy headteacher. In this way the school clearly shows its good capacity to improve even further in the future.

### **What the school should do to improve further**

- Raise the standards of attainment in mathematics throughout the school.
- Take further action to improve levels of attendance.

## **Achievement and standards**

### **Grade: 2**

Pupils' overall achievement is good and the standards they reach are broadly average. Pupils' individual progress is monitored well by the school and all groups of pupils, including those with learning difficulties and/or disabilities, make good progress over time.

Pupils enter the Nursery with well below average attainment and very low speaking and listening skills. A well balanced programme of directed activities and those in which pupils have a degree of choice ensures they make good progress through the Foundation Stage. However, their standards are still below average by the beginning of Year 1.

Pupils make further good progress in reading and writing as they move through the school. A recent focus on improving writing has produced very positive results. By the end of Year 6 the 2006 Standard Assessment Tests show an improving picture in English and science, with results that are broadly in line with national expectations. However, mathematics continues to be the weakest core subject. Despite some recent improvements standards are still below average by the end of Year 6. In all tested subjects the percentages of pupils attaining above average results are well below the national picture.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development and well-being is outstanding. Pupils say that they are very happy at this school and that they feel highly valued by the teaching and support staff. A small group of Year 6 pupils unanimously gave the school a score of 10 out of 10 and one of them summed up the feeling of many by saying, 'Everyone is very positive at this school and we do not hide our light - it's the Westwood Way!'

Despite the school's very strong and consistent promotion of attendance and punctuality a very small minority of pupils have very poor attendance which restricts the school's overall figures. The attendance of the remaining large majority is broadly in line with the national picture. Pupils' attitudes and behaviour in lessons and around the school are outstanding. They say that they like sport and that they are encouraged to develop healthy lifestyles by, for example, eating more fruit and taking part in

regular daily exercise routines such as skipping, as recently promoted by the very effective school council.

Pupils' spiritual, moral, social and cultural development is excellent. Special themed assemblies help to promote the wider world and many local organisations are used very well to develop whole life skills and to prepare pupils for their economic future well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and has a positive impact on pupils' progress. In the last couple of years, and under the headteacher's guidance, teachers have made a number of significant improvements and good practice is now a consistent feature of teaching. This includes good planning and preparation, clear aims and objectives - which the pupils understand - and challenging activities. However, there is a general tendency for lessons to be too teacher directed and opportunities are sometimes missed to encourage pupils to engage in their own learning. Marking is good, particularly in showing how pupils can improve their work. However, teachers do not always check to see if their advice is fully acted upon by pupils in their next piece of work.

### **Curriculum and other activities**

#### **Grade: 2**

The well planned curriculum is broad and balanced and meets the needs of all learners. It makes effective links between subjects and takes account of the need to give rigorous emphasis to the development of literacy and numeracy skills. Creative strategies are used to introduce pupils to new experiences that raise their aspirations. For example, trips and guests of the school are used effectively to enrich experience and each class goes on at least two educational trips each year. The curriculum makes a significant contribution to pupils' personal development and well-being. Programmes are in place to foster healthy living styles and promote citizenship. The school provides pupils with a wide variety of sporting, creative and educational activities outside the normal school day. These are well supported and appreciated by pupils. Overall, the quality of the curriculum and other activities results in pupils enjoying their life at school.

### **Care, guidance and support**

#### **Grade: 1**

The quality of care, support and guidance to pupils at the school is outstanding. The school roll includes a significant number of pupils with complex needs and low levels of self esteem. There are excellent levels of both internal and external support provided for these children and their parents, in addition to the support given to those with learning difficulties and/or disabilities.

Outstanding personal social and health education and circle time are particularly effective features which significantly underpin pupils' growing self confidence. This helps them to develop greater understanding of their personal health and safety. For example, some of those spoken to are, 'crystal clear' about evacuation procedures in the event of fire. Detailed accident, risk assessment and child protection systems are in place and the school's vetting systems for staff appointments are in line with the latest national guidelines.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher's strong and purposeful leadership has effectively focussed the school on raising standards whilst promoting pupils' personal development and well being. Her leadership has created a common sense of purpose amongst all staff. The school's good self evaluation shows that managers have a good understanding of the school's strengths and areas for development. This leads to the implementation of appropriate strategies. For example, the recent improvements in English are a result of a new initiative which extends the National Literacy Strategy to meet the needs of the pupils of the school. The inclusion of all learners is central to the vision of the school and the school is effective at dismantling barriers to learning and engagement. Outstanding links exist between the school and external agencies which support the development of its pupils.

The headteacher is ably backed by her deputy headteacher. They are both supported, in turn, by a good senior management team who are already most effectively involved in all aspects of the running of the school. This has allowed the school to plan very effectively for the impending maternity leave of the headteacher and deputy headteacher. It also ensures the continued good and smooth running of the school by staff who fully embrace the headteacher's vision. The leadership and management provide the school with good capacity to improve. The governing body gives strong, but rigorously challenging, support to the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	1
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	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
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

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

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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**

We want to thank you very much for the way you welcomed us to your school this week and for being so polite and helpful. This made our job much easier and meant that it was a real pleasure to spend time in the school. We particularly want to thank those of you who spoke to us, like the school council members. It was good that you shared with us how happy you are at the school and that you 'would give the school 10 out of 10'

We think that you are very lucky to be at Westwood. It is a good school and in lots of ways it is outstanding. You help the school to be this good because you behave so well in and out of classes and this helps your teachers teach you so many new things. We could see how much you enjoy school and we think that the teachers enjoy teaching you as well!

Mrs Adams and the other adults care for you and look after you very well. Staff are always looking for ways they can make the school better and to help you to learn more. They keep you safe and plan lots of interesting activities which many of you get involved in. They also listen to you and your ideas so that you have a good say in the life of the school.

There are a few things that the school can do to get even better in the future. You can help by continuing to work hard to keep improving your standards in reading and writing and work really hard at your numeracy skills to get them to be as good as your reading and writing. We have asked your teachers to help you with these things. One other thing you can help with is this. A small group of you do not come to school as regularly as you should. This is a shame because you miss out on all the exciting learning and fun activities. So, please try extra hard to come to school as often as you can.

Enjoy your time at Westwood and carry on working hard!