



Westfield Primary School

Inspection Report

Unique Reference Number 109072
Local Authority Bath and North East Somerset
Inspection number 295363
Inspection dates 30–31 January 2007
Reporting inspector Stephen Lake

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

Type of school	Primary	School address	Longfellow Road
School category	Community		Radstock
Age range of pupils	4–11		BA3 3XX
Gender of pupils	Mixed	Telephone number	01761 413662
Number on roll (school)	375	Fax number	01761 419976
Appropriate authority	The governing body	Chair	Ron Stewart
		Headteacher	Lesley Mackenzie
Date of previous school inspection	25 January 2006		

Age group 4–11	Inspection dates 30–31 January 2007	Inspection number 295363
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school serving Radstock and the surrounding area. The percentage of children with learning difficulties or disabilities (LDD) is average. The school has had a number of headteachers over the past four years. A new deputy and headteacher are recently in post along with a significant number of new teachers.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that is improving rapidly under the strong and inspirational leadership of the new headteacher and deputy head team. In accordance with Section 13(5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

A parent has summed up the school very well, saying, 'Over the last twelve months there has been a noticeable improvement in the school.' Although in post for only two terms, the headteacher, along with other senior leaders, is already making a tremendous impact upon the quality of education. With very good support from the local authority and the governors, the new senior management team has developed a sense of common purpose amongst all the staff focused upon improving achievement. They have established effective procedures for looking at how well the school is doing. Governor involvement in this is good and the information is used well in planning for school development. As a result, the school is improving rapidly after several turbulent years.

Achievement is satisfactory and improving as strategies to improve teaching and learning take effect. The quality of education in the Foundation Stage is good. Children start school with standards that are well below those expected, especially in language and personal development. They make good progress due to the good teaching in Foundation Stage, although skills are still below expectations when they start Year 1. Teaching in Key Stages 1 and 2 is satisfactory and improving, which is why achievement has improved. Progress is accelerated in Year 6 as a result of the good teaching in that year, although standards remain below average at the end of Key Stage 2. Teachers use good quality information on how well pupils are doing appropriately to support pupils and show them how to improve their work. Nevertheless, there is still some inconsistency in the way marking helps pupils to improve their work. The school has correctly identified that, if teaching and learning are to improve pupils' skills further, the otherwise satisfactory curriculum needs to provide more opportunities to develop links between subjects that stimulate and motivate pupils to learn.

Leadership and management are satisfactory despite many strengths because the role of subject leaders has yet to be developed fully. This is particularly important if the curriculum is to be developed quickly and to enable better ways of checking the quality of teaching and learning in subjects other than English, mathematics and science.

Pupils' personal development is good. Pupils behave well and clearly enjoy school. This is due, in no small part, to the high emphasis given to the personal development through the curriculum and to the good care, guidance and support that pupils receive. As a result, pupils feel safe and know how to stay safe. They know how to stay healthy through regular exercise and healthy eating. Pupils make a good contribution to the community in many ways such as Year 6 pupils hearing younger pupils read. They are satisfactorily prepared for their future economic well-being.

What the school should do to improve further

- Adapt the curriculum to improve the way it stimulates and motivates pupils to learn by developing skills across a range of subjects.
- Extend the role of subject leaders in developing their subjects and monitoring the progress made by pupils.

Achievement and standards

Grade: 3

Since the last inspection, progress made by pupils has improved significantly. Achievement is satisfactory and improving rapidly due to better teaching and closer monitoring of progress. Children enter the school with skills well below expectations and make good progress in Foundation Stage but still enter Year 1 with below average skills. Progress is satisfactory across Key Stages 1 and 2, when compared with pupils' prior attainment, although standards remain below average. Despite accelerated progress in Year 6, the school has not been able to make up completely for the underachievement of previous years. Pupils are increasingly benefiting from the improvements in teaching and assessment and this is evident in their improved progress. All groups of pupils are achieving equally well. Suitably challenging targets are set for the current Year 6 pupils.

Personal development and well-being

Grade: 2

Pupils' good personal development and well-being are due to the improved emphasis given to these aspects of pupils' education. Behaviour is good due to the good behaviour management of the teachers. Pupils have very positive attitudes and clearly enjoy school. Attendance is average.

Pupils' spiritual, moral social and cultural development is good, although their understanding of the different cultures to be found in Britain is not as strong as other aspects of their cultural development. Pupils show respect for one another and have a good understanding of what is fair and what is not. Activities, like the 'Friends' scheme contributing to the raising of pupils' self-esteem, have improved their spiritual development. The good guidance that pupils receive means that that know how to stay safe, for example using apparatus in the hall safely. Pupils know how to keep fit through all the sport that they take part in and they understand the need for a healthy diet.

Pupils take on responsibilities very sensibly, making a good contribution to the community through the school council and the Buddy system to support other pupils in the playground. The skills developed contribute well to their future economic well-being but this remains satisfactory rather than being good due to the low standards attained in key literacy and numeracy skills.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning have strengthened since the last inspection and are more consistent across the school. Appropriate action has been taken to rectify the most important weaknesses. Teaching and learning are consistently good in the Foundation Stage and Year 6, where progress is best. Although it is too soon to see the full effect of the most recent strategies to improve teaching and learning, the accelerated progress being seen is because teachers are now much more focused upon pupils' achievement. Clear information about pupils' prior attainment enables challenging targets to be set that help teachers ensure that work is more appropriately matched to pupils' abilities. Teachers work hard to engage pupils' interest but, in some classes, pupils remain passive learners and require a more stimulating curriculum to motivate them. Teachers' explanations are clear so that pupils understand what they have to do and some teachers are involving the pupils in assessment of their own work, but this good practice is not uniform across the school. Marking of pupils' work is improving but some teachers need to make clearer to pupils the next steps they need to take in order to improve their work.

Curriculum and other activities

Grade: 3

The satisfactory curriculum meets statutory requirements and provides satisfactory coverage of all subjects. The strong emphasis on literacy and numeracy skills is helping improve pupils' achievement in English and mathematics. In the Reception year, stimulating learning opportunities contain a good balance of child-initiated and adult-led activities. These enable children to make good progress. The many opportunities for sport in school and through after school clubs and the focus on pupils' emotional health and well-being contribute well to pupils' personal development. Enrichment opportunities, such as French, developed in partnership with the local secondary school, enhance learning opportunities. The school has correctly identified that a move to a more integrated and creative curriculum, developing links between different subjects, would better motivate pupils by providing them with a more stimulating learning experience.

Care, guidance and support

Grade: 2

The care, guidance and support offered to pupils are good. Children's well-being is central to the life of the school, with positive relationships between staff and pupils. Pupils say that the good guidance provided through personal, social and health education helps them a lot. Strong procedures for safeguarding pupils are in place. Pupils with learning difficulties are well supported. The school works well with outside agencies and ensures that their support is used effectively. A particularly strong

relationship exists with the neighbouring special school whose services and facilities enhance provision for all pupils. Robust systems are now in place to track pupils' academic progress, supported by clear target setting, enabling pupils to know what they are learning and what they need to do next. These, however, are too recent to have had a significant impact on raising standards.

Leadership and management

Grade: 3

Leadership and management of the school are satisfactory but this only tells part of the story because it is too early to see the full impact of recently improved leadership and management on progress. The decisive actions to raise standards are starting to prove effective. Pupils are now making satisfactory progress and the school gives satisfactory value for money. The new leadership team has had a tremendous effect on the direction of the school in a very short time. There has been rigorous monitoring and intensive programmes, run in partnership with the local authority, to support staff development. As a result, the teaching is now meeting pupils' needs much more consistently. Leadership of some subjects is strong but other subject leaders have not had time to fully develop their skills. Governors are actively involved in the school's work and provide good support for the headteacher and staff as well as offering suitable challenge. The good improvement since the last inspection shows that the school has good capacity to improve further.

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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?	3
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	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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?	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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 us find out about your school when we visited you.

We think your school is satisfactory and improving. It is better than it was at the last inspection and is able to get even better. This is because of the really good leadership of your headteacher supported well by the senior management team and governors. She has helped the school to get better at teaching you. You are learning satisfactorily. We think that you learn well in Reception and in Year 6, although the standards that you reach by the time you leave the school are still not as high as they should be.

You help your teachers a lot and make a good contribution to the school through the Buddy system and your school council. We were impressed with your behaviour. You told us that you enjoy school and your parents agree with that.

You know how to keep fit and healthy and obviously enjoy all the sport that you do. We agree with you that the school looks after you well and gives you a lot of help and guidance. The school is good at keeping you safe. We think that the new system of checking on how well you are doing is helping you understand what it is you need to do to do better.

We think that you will achieve higher standards if your progress is being checked in other subjects as it is in English and mathematics.

We have asked your teachers to look at the way other subjects are taught to you so that you can see the links between the subjects better. You can help by working hard and talking to your teachers about what makes a lesson interesting for you.