

# Westwood Primary School

## Inspection report

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<b>Unique Reference Number</b>	119338
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	301731
<b>Inspection dates</b>	14–15 June 2007
<b>Reporting inspector</b>	Eric Jackson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	164
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Lowe
<b>Headteacher</b>	Mr John Mackenzie
<b>Date of previous school inspection</b>	1 July 2003
<b>School address</b>	Westwood Road Clayton-le-Woods Bamber Bridge Preston Lancashire PR5 8LS
<b>Telephone number</b>	01772 628051
<b>Fax number</b>	01772 698093

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a smaller than average primary school. The vast majority of pupils are White British, with very small numbers of pupils of mixed heritage or minority ethnic backgrounds. Almost all speak English as their first language. Pupils' socio-economic circumstances vary considerably with the proportion of pupils eligible for a free school meal above average. The number of pupils with learning difficulties and/or disabilities (LDD) is above average. Children's skills when they start school in the Reception class are below the level expected for most children of this age. The percentage of pupils, many of whom have LDD, who leave or join the school during the school year is above average. It is particularly high in Years 3 to 6. There is a before and after school club, shared with another local primary school.

## 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. There are some outstanding features. A parent summed up many parents' and pupils' views in writing, 'Westwood is a friendly, approachable school focused on learning and continually improving year-on-year.' The school's partnership with parents, other local schools and the local authority is good.

The experienced headteacher has maintained his interest and excitement in education well and he promotes a vibrant learning atmosphere. He receives excellent support from his deputy headteacher, and good support from other senior staff and governors. All these groups perform their duties effectively so that leadership and management are good. The school's self-evaluation is largely accurate, and good improvements have been made since the last inspection. The school is well placed to continue to improve.

Standards were average at the end of Year 2 and Year 6 in national tests in 2006; an improvement since the last inspection. Achievement was satisfactory. However, a below average proportion of pupils reached the higher levels in mathematics in Year 2, and in English and science in Year 6. Developments since then have led to improvements in the good quality of education, particularly in teaching and learning in Key Stage 2 and the curriculum. These have made lessons more interesting and improved pupils' attitudes and behaviour. School test data show that these improvements have also led to good progress and achievement from Reception to Year 6. The school expects to achieve close to its targets in the 2007 national Year 6 tests. Pupils with LDD are well guided and supported to make good progress; this is a recent improvement. The school includes all its pupils in the learning opportunities available and promotes their learning well, including pupils of minority ethnic heritage. Sometimes, however, pupils are given too much help so that they are not sufficiently in charge of their own learning.

Pupils' personal development is good and their behaviour is outstanding. Year 6 pupils say that this is an improvement in recent years. Pupils across the school try hard in lessons, learn to live healthily and keep fit, and really enjoy their school. They are safe, well-cared for, and make a good contribution to the school and local community. The inspection coincided with a themed learning week to develop pupils' economic awareness, linked to the school's sponsoring bank. Pupils were given some outstanding opportunities to learn about finance and the world of work. Pupils are well prepared for the next stage of their learning.

### What the school should do to improve further

- Increase the proportion of pupils who reach higher than expected levels in mathematics in Year 2 and English and science in Year 6.
- Ensure that all staff understand how to promote opportunities for pupils to carry through tasks and activities for themselves, including during themed learning weeks.

## Achievement and standards

### Grade: 2

Children generally enter the Reception year at levels just below those expected for their age, but this varies widely between individuals and year on year. This year's intake has a high level of children with learning difficulties and/or disabilities, so skills on entry were below average, particularly in personal, social and emotional development and language and communication. Children make good progress in Reception and enter Year 1 at the nationally expected levels.

Standards were average by the end of Years 2 and 6 in 2006, and much improved since the last inspection. However, the results of the more able pupils fell in comparison with previous years in mathematics in Year 2 and in English and science in Year 6. The school's data shows that the fall in results in national tests in 2006 was mainly due to a number of pupils with LDD joining the school part way through the year, as well as the underperformance of some more able pupils.

Achievement by the end of Year 6 is currently good given their starting points in Year 3. Good progress has been made across the school in the last year, including that of new entrants and those pupils with LDD. Pupils of minority ethnic backgrounds or mixed heritage make similar progress to their peers. This good achievement is because new assessment and monitoring procedures have led to a sharper focus on individual improvement targets for pupils. It also reflects good improvement in teaching, the curriculum and pupils' behaviour and attitudes to learning since the last inspection. Pupils develop good skills in information and communication technology (ICT) for their age. They use their good basic skills in literacy, numeracy and ICT well in other areas of learning.

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

### **Grade: 2**

Pupils' personal development and well-being are good. There are some excellent features. Their spiritual, moral, social and cultural development is also good, promoted well through the arts and sport. Pupils love coming to school 'because of all the exciting things that happen.' Pupils' enjoyment in lessons and their very positive attitudes to learning are reflected in their good attendance. Their behaviour is excellent. Pupils are polite and friendly to visitors and show very good respect and care for each other. They know how to stay fit and healthy and a good range of sports and physical activities contributes well to this. The school council is closely involved in decision-making and the councillors are very proud of their suggested improvements to the school grounds and recycling activities. Pupils have a good understanding of the wider community through their fund-raising events for charity and their participation in various social events. The current 'economic well-being week' has had an outstanding impact on pupils' personal development. It has provided a wealth of activities and experiences, which add very well to their developing understanding of the world of work. These skills, together with their good grasp of basic skills and their good personal development, prepare them well for the next stages of their education and later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good and occasionally outstanding. Lesson planning is thorough and good assessment systems are used to monitor pupils' progress carefully. The information gained is generally used well to plan activities that meet pupils' individual needs. Pupils are fully involved in knowing what they are intended to learn, and in checking that they have achieved this. Older pupils also assess and discuss each other's work.

Other key factors leading to the pupils' current good progress are:

- the staff's high expectations of themselves and the pupils
- their good subject knowledge and understanding of how children learn best

- the pupils' improved attitudes to learning and excellent behaviour
- the excellent lead in teaching and learning taken by key staff
- effective teamwork between staff and between pupils
- specific, accurate and focused marking
- a focus on individualised learning that promotes progress well.

Occasionally, when teaching and learning are satisfactory, it is because the lesson is not aimed sharply enough to meet all the pupils' learning needs, especially the more able pupils.

## **Curriculum and other activities**

### **Grade: 2**

The rich and vibrant curriculum really motivates pupils and contributes well to their overall good progress. This is achieved through a thematic approach to learning and linking subjects together to make learning more relevant and enjoyable for all pupils. A parent wrote, 'My daughter is now able to make important connections between what she is learning and all aspects of life.' This approach is having a positive impact on pupils' achievement, but planning for special themed events is occasionally not matched accurately enough to different pupils' needs. The attractive teaching displays and those of pupils' work create a stimulating learning environment, promoting and celebrating success. The curriculum in the Foundation Stage is good, but the outdoor area is cramped and limits the learning opportunities provided. Interesting plans are in hand for a complete restructuring of this area. The good range of after school activities, visits, including residential visits, and visiting specialists, some of them parents, strongly extend pupils' learning experiences.

## **Care, guidance and support**

### **Grade: 2**

The vast majority of parents wholeheartedly agree that pupils are well cared for in a happy and friendly environment. All checks for safeguarding pupils' health, safety and well-being meet current requirements, including those for child protection. Pupils say they feel safe in school and that there is always an adult around to talk over any problems. Provision for pupils with learning difficulties and/or disabilities is good. One parent of a child with learning difficulties wrote, 'We feel proud to be associated with this school'. Pupils are well supported, often by teaching assistants, to ensure that they are fully included in all activities. However, there are times when some of them are too directed by adults and this hinders them taking responsibility for their own learning. Outside agencies give valuable specialist support as needed. Pupils' progress is carefully monitored so that extra support or challenge is provided where needed to help to ensure that they achieve as well as they can.

## **Leadership and management**

### **Grade: 2**

The school is well led and managed, building well on the strengths recognised in the last inspection. The headteacher's enthusiasm and drive is infectious, complemented very well by the strengths of the skilled deputy headteacher and effective senior leaders. Their energy and teamwork set a learning atmosphere for the school that everyone, pupils and staff, aspire to. This has led to good improvement in the last two years in pupils' academic and personal development. There is strong evidence in the school's monitoring data that standards are

already higher and are continuing to rise. The Foundation Stage is well managed and the staff work well as a team. Other key staff and governors also make a good contribution to the school's development. Development planning is focused directly on raising standards and the quality of education, exemplified by recent improvements in pupils' attitudes and in mathematics in Years 3 to 6. The school continues to give good value for money.

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## Annex A

## 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?	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

<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>	2
The extent of learners' spiritual, moral, social and cultural development	2
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	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	2

### 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>	2

<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.

## Annex A

**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

19 June 2007

Dear Pupils

Inspection of Westwood Primary School, Preston, PR5 8LS

Mrs Davenport and I want to thank you for the pleasant and cheerful way that you looked after us during our visit to your school. You will remember that we came to check how well it helps you to learn and grow. We think Westwood is a good school with some excellent features. You are an important part of that because you meet the staff's high expectations by really enjoying your work and play, and by behaving excellently.

It was very interesting to see how you coped with the enterprise week, learning about earning money and team-working. You did very well, and the bazaar on Friday was as busy as the Trafford Centre in Manchester.

We also think that your school is led and managed well, and the whole staff work together successfully to help you make good progress through interesting and sometimes exciting lessons. Year 6 told us that the staff were the best thing about the school and that it is 'the best on earth.' It certainly keeps you safe, looks after you well, and gives you many exciting learning opportunities.

Most of you make good progress in your work, and we were impressed by how you clearly know what you have to learn, and check for yourselves how well you have done. The staff's marking of your work is also very good. They expect you to present your work carefully, and we felt that some of the Year 4 work was amongst the best we had seen in any school.

Some of you could do better in mathematics in Year 2, and in science and English by the end of Year 6. We have asked the staff to help you achieve this, and also to make sure that you do things for yourselves as much as possible. This is to help you become more independent learners.

Your school looks set to improve further. We feel sure that you will work with the staff to make this happen.

With best wishes for your futures

E Jackson and D Davenport

Inspectors