

Yeadon Westfield Infant School

Inspection report

Unique Reference Number	107859
Local Authority	Leeds
Inspection number	309520
Inspection dates	26–27 November 2007
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Community
Age range of pupils	3–7
Gender of pupils	Mixed
Number on roll	
School	199
Appropriate authority	The governing body
Chair	Mr A MacIntosh
Headteacher	Mrs Anne Parker
Date of previous school inspection	24 November 2003
School address	Westfield Grove Yeadon Leeds West Yorkshire LS19 7NQ
Telephone number	0113 2505449
Fax number	0

Age group	3–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than average. It serves families from a wide range of occupations and socio-economic backgrounds. The proportion of pupils eligible for free school meals is below average. The percentage of pupils identified with learning difficulties and/or disabilities is also below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school is highly regarded by parents because of its warm and welcoming ethos and the good quality of education it provides. Standards achieved are above average and the headteacher guides school development very well.

Children start school with skills levels which are typical for their age. By the time they leave, standards are above average and especially good in reading and writing. Pupils with learning difficulties and/or disabilities make good progress because of the high quality support they receive. Pupils' progress in mathematics is not as good as that in English, particularly for the most able pupils. Very high standards in art are evident in the exciting sculpture work in the school field and displays around school.

The pupils' personal development, including spiritual, moral, social and cultural development, is good. Their appreciation of living healthily is excellent as they take full advantage of the many physical activities during and after the school day and have a good understanding of healthy eating. Attendance and behaviour are good. The school council has a real influence on improving the school community.

Good quality teaching through the school captures pupils' interest and results in good quality learning. Occasionally, work is not focused sharply enough on building quickly on the individuals' earlier learning, especially for the more able. Relationships are very good. The curriculum is rich and exciting. There is a strong focus on literacy skills and good links are made between subjects. The opportunities for pupils to use mathematical skills through the curriculum are not as well developed. Personal, social and health education is good, and complemented by a range of activities before and after school, available to every child. Throughout the school, high standards of care are evident and the learning mentor and teaching assistants support pupils with learning and emotional difficulties very well. Procedures to track pupils' progress throughout school are good, but teachers do not consistently provide enough guidance for pupils to contribute to improving their own work.

The headteacher leads the school well and has led many changes to curriculum, staffing organisation and parental links since her appointment two and a half years ago. The staff have risen to the challenge well and have strengthened their own leadership roles with a positive impact on standards. The good governing body ensures the school's budget is used to good effect. The self-evaluation is accurate and gives all involved in the school a voice in its development. Parents provide very positive support to school life through the highly effective Parent and Staff Association. The school is well placed to continue to improve.

Effectiveness of the Foundation Stage

Grade: 3

Provision in the Foundation Stage is satisfactory. Most children achieve the expected levels for their age by the time they start full-time schooling. The quality of teaching is satisfactory overall, often good in the Reception classes. There is a strong focus on early letter sound skills which has a good impact on children's reading. There are good relationships between staff, children and their parents, and induction procedures are effective in helping children settle in quickly. There have been significant improvements to assessment procedures which are now good, although they are not always used to ensure children are challenged consistently, especially in self-selected activities. Some of the resources and activity areas in the Nursery are not

inspiring enough, partly because of the limitations of the accommodation. Teachers and children make good use of interactive whiteboard technology to provide lively and motivating learning. The curriculum is being developed to ensure a cross-curricular approach which promotes independent learning fully. The Nursery offers children the opportunity for longer sessions which helps their personal development and prepares them for full-time schooling.

What the school should do to improve further

- Raise standards and achievement in mathematics.
- Ensure that all teachers build effectively on pupils' prior learning.
- Improve the quality of provision in the Nursery.

Achievement and standards

Grade: 2

Standards are significantly above average for reading and writing. They are above average for mathematics. The most able pupils reach high levels in reading and above average in writing. Their standards are average in mathematics. Pupils with learning difficulties and or/disabilities achieve well because staff plan clearly defined steps in their learning which are effectively followed. Both boys and girls achieve well. Pupils' achievement has improved since the school was last inspected.

Personal development and well-being

Grade: 2

Pupils take their responsibilities seriously. The school council gives them a strong voice in the life of the school and they have contributed to improvements in the dining room, the games in the playground and the adventure trail. Pupils enjoy their learning and feel safe and well cared for. They know that teachers will listen to them and they are not concerned about bullying. They are proud of their fundraising efforts by dressing up for 'Children in Need' or by participating in school discos. Behaviour is good, although a few boys do not show the self-control of the majority. Pupils' spiritual and cultural development is good in response to work with visiting artists, visits to places of interest and well planned acts of collective worship. Overall, pupils are prepared well for later study and work.

Quality of provision

Teaching and learning

Grade: 2

Teachers typically use assessment information to plan lessons to cater for the needs of different groups and extend their learning experiences. In turn, questioning probes and checks understanding. Expectations are made clear and explanations are fluent and structured which all helps to hold pupils' attention. Consequently, pupils know what is expected of them and this all adds to the enjoyment of their learning. Whiteboard technology is increasingly used to provide variety in lessons, making more learning fun. Well informed teaching assistants are a great asset to the school, successfully helping and supporting pupils who find learning difficult. Most teachers provide helpful oral guidance when checking pupils' work. Pupils of all abilities generally achieve well, but sometimes teachers do not make certain earlier learning is built on consistently enough, and this slows progress.

Curriculum and other activities

Grade: 2

The curriculum is increasingly effective as it is developed to meet the needs of all pupils including those with learning difficulties and/or disabilities. The very good creative arts provision enables pupils to achieve particularly well. Integration of elements of the Foundation Stage curriculum into Key Stage 1 is helping to successfully tailor provision to more effectively meet the needs of all pupils. Pupils enjoy the widening range of extended school specialist activities and attendance rates reflect their keenness to take part. This adds to the development of their skills and competitive experiences, for example, the successful gymnastics team. The well established gardening club adds to environmental awareness. A good programme of personal, health and social education helps pupils to stay healthy and safe. Whilst there is good provision for literacy and information and communication technology, insufficient opportunities are planned across the curriculum to consolidate numeracy skills.

Care, guidance and support

Grade: 2

The staff's high level of concern for individual children is reflected in all practice and is much appreciated and valued by parents. Children with learning difficulties and/or disabilities are extremely well supported and, as a result, achieve well. There are appropriate robust procedures to safeguard children. Teaching assistants and the learning mentor take prompt and effective action if any pupil falls behind in lessons or displays any worries or concerns. Sensitive intervention and challenge are features of their support to boost and consolidate pupils' skills. The school is working collaboratively with the local family schools to ensure common approaches such as the promotion of the value of, and routines associated with, attendance, and ensure smooth transition for pupils. Behaviour is well managed overall, although there are some inconsistencies in staff's expectations for young or immature pupils to show self control. Whilst targets set for pupils incorporate challenge and progress is now systematically checked, guidance to enable pupils to fully understand what they need to learn next is inconsistent in its quality. Targets are increasingly shared well with parents.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has led significant improvements to the school's work since the last inspection and this, together with the development of a new staffing structure, has a positive impact on sustaining good achievement. She has worked closely with the local authority and the partnership of local schools to successfully improve assessment processes and develop many aspects of the Foundation Stage. However, the school recognises further development is still required. The governing body fulfils its responsibilities well and makes good use of the wide range of professional skills of its members to provide reflective and critical support to the school. This has contributed to the good staff development and improvement to the accommodation. The parents are more involved in the life of the school than previously, through weekly newsletters, the target setting process and the excellent contribution of the well led Parent and Staff Association.

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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

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?	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.

Annex A

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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly when we visited your school earlier this week. We enjoyed talking with you and looking at your work.

Your school is providing you with a good education that I know you enjoy. You play and work very nicely with each other. You are well behaved and you try hard to do what teachers ask of you. Adults look after you well so you feel safe and confident about asking them for help, or talking to them about any worries. The school is good at giving special help to those of you who need it. You know how to keep healthy very well and you particularly enjoy the good opportunities you have to take part in games and sports. You choose to eat healthy meals and snacks. There is a good range of interesting activities for you to do before, during and after school. Your headteacher leads the school well and all her staff give her plenty of support. Your parents are delighted with your school and find everybody welcoming and caring.

You are making good progress in your learning. That is because the work you do and the teaching you receive are good. Some lessons are especially good and I have asked the school to help make sure that more of your lessons are as good by helping you build on what you already know. I have suggested that your headteacher and staff help you do even better in mathematics. We have also asked the school to make sure everything for the youngest children is as exciting and attractive as it can be.

You can help your teachers in their efforts to improve your school by coming to school regularly, working hard and doing your best at everything.

I wish you and your teachers well in the future.