

Westfield Primary School

Inspection report

Unique Reference Number	124193
Local Authority	Staffordshire
Inspection number	314838
Inspection dates	28–29 November 2007
Reporting inspector	Roy Bowers HMI

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	3–11
Gender of pupils	Mixed
Number on roll	
School	431
Appropriate authority	The governing body
Chair	Roy Cleaver
Headteacher	John Smith
Date of previous school inspection	1 March 2004
School address	Ounsdale Road Wombourne Wolverhampton WV5 8BH
Telephone number	01902 892143
Fax number	01902 324987

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

The school is larger than average and nearly all pupils are from a White British background. The proportion of pupils with learning difficulties and/or disabilities is lower than average. Pupils enter the Nursery with skills that are broadly typical for pupils of this age. The headteacher will leave the school at the end of term to take up the headship of another school. The deputy headteacher will become acting headteacher until a permanent appointment is made.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory standard of education. It has an accurate view of its strengths and weaknesses and knows what to do to improve. Parents say their children enjoy school and this is reflected in pupils' good attendance levels. The school gives high priority to pupils' personal, social and emotional development, and provides good pastoral care and support. Consequently, pupils' personal development and well-being are good. This can be seen in pupils' positive attitudes to their learning and in the very good relationships that prevail throughout the school.

Although there are some instances of good teaching, there is a significant amount that is only satisfactory. Consequently, standards are average and pupils make satisfactory progress. Learning is good when work is matched well to the needs of all pupils. However, in some classes, work is not challenging enough and pupils, especially the more able, do not make as much progress as they could.

Spiritual, moral, social and cultural development is good. Pupils understand clear moral and social codes, and are kind, tolerant and forgiving. They behave well and show respect for each other and the adults in the school. Pupils readily take on the responsibilities offered to them, and the school council members feel that the teachers listen to their views and act on them when they can. The eco committee proudly speaks of its contribution to the recycling of paper. Older pupils respond well to the opportunities provided to support the younger ones, and help them if they feel lonely. These positive attitudes, together with their achievement in lessons, give pupils a satisfactory grounding for their future learning. The curriculum is satisfactory and pupils enjoy taking part in a wide range of extra-curricular activities. The school has been awarded the 'Artsmark' and is proud of the quality and range of musical activities it offers to the pupils. Pupils know how to keep themselves in good health through correct eating habits and exercise. They say that there are few instances of bullying, but are confident that the adults deal with it when necessary. Although pupils say that they enjoy the curriculum activities, these are not always matched to their needs, especially for the more able.

The leadership team is committed to improving standards and achievement and has identified accurately the strengths and areas for development in the school. They have made significant recent improvements in the Foundation Stage, ensuring that all Nursery and Reception children follow activities that are challenging and exciting. Although all coordinators are involved in leading staff training, some have not developed well enough the skills of monitoring and evaluating the work of the school. The system for tracking pupils' progress in all year groups has developed well since the last inspection, and now allows progress to be monitored effectively. As a result, pupils' progress is improving. However, this information is not used well enough to inform the leadership team of progress made by different classes or groups of pupils. Teachers, therefore, are not held to account effectively enough for the progress made by pupils and, consequently, achievement is satisfactory.

Effectiveness of the Foundation Stage

Grade: 2

Recent staff appointments have had a significant impact upon the quality of provision in the Foundation Stage. Children's skills are now assessed more precisely and activities are matched well to the individual needs of all the children. Consequently, their progress is accelerating and

they are beginning to achieve well. Teachers and support staff appreciate the benefits of planning together and have devised a curriculum that is well structured and stimulating. There is an appropriate mixture of adult-led activities and opportunities for children to choose. The caring attitudes of the staff help children feel secure and valued. When children first arrive in school, they are helped to settle in well. By the time they leave the Foundation Stage, most have the skills that are expected for their age and some exceed them. Classrooms are bright and colourful, but the school is aware that some areas of the outdoor provision are not sufficiently stimulating for the children.

What the school should do to improve further

- Accelerate pupils' progress by ensuring that all teachers set challenging work for all pupils, and especially the more able.
- Use the tracking information more rigorously to measure progress made by classes and groups of pupils and use this information to hold teachers to account for the progress made by their pupils.
- Improve the skills of all leaders in monitoring the work of the school.

Achievement and standards

Grade: 3

Standards are in line with the national average and most pupils, including those with learning difficulties and/or disabilities, make satisfactory progress in all year groups. Throughout the school, pupils reach higher standards in reading and science than in mathematics and writing. The 2007 Key Stage 2 test results were lower than in previous years and some pupils did not make as much progress as they could have done. In some year groups, the more able pupils do not achieve as well as others because the work does not challenge them enough.

Personal development and well-being

Grade: 2

The school gives high priority to pupils' personal development. Consequently, pupils feel safe and valued, and achieve well in their personal and social development. Pupils enjoy coming to school and try hard to do their best. They show good understanding of healthy and safe lifestyles. Healthy food and regular exercise are incorporated into the daily school routines. Good relationships between pupils are evident in the lessons and on the playground. Year 6 pupils take on roles as 'playgroup pals' and prefects, assisting with school routines and helping younger pupils if there is a problem. Pupils show consistently good attitudes. They are polite and courteous towards adults and other pupils. Pupils have a good understanding of different cultures and faiths. This is because of the emphasis that the school places on developing pupils' understanding of art, music and the beliefs of people throughout the world. Pupils are involved well in the community and they are proud of their fund raising activities and performances by the choir at local community events.

Quality of provision

Teaching and learning

Grade: 3

Pupils say that they like their teachers and enjoy the work they are given. Good quality relationships between teachers and pupils are evident throughout the school. Pupils have

positive attitudes towards their learning and, consequently, they are capable of a good level of independence and are willing to take responsibility for their own learning. Resources, including the use of classroom assistants, are well planned. However, although tasks are set for pupils' different levels of ability, the work is not always sufficiently challenging, especially for the more able. Pupils' work is marked regularly and conscientiously, and marking is beginning to be used to guide pupils on what they should do to improve. Pupils with learning difficulties and/or disabilities are well supported in lessons and this enables them to make satisfactory progress.

Curriculum and other activities

Grade: 3

Although the curriculum meets statutory requirements, the progression of skills and knowledge is not clear in all subjects. Consequently, work is not always matched to the needs of all pupils, especially the more able. The curriculum contributes well to pupils' personal development by offering a wide range of enrichment activities, especially in sport and music. Pupils acknowledge that these are an enjoyable part of school life and eagerly take up the opportunities offered. The school is proud of its achievements in the arts. Activities such as the Balinese dance and drama topic promote this well and have a good impact on developing pupils' knowledge and appreciation of other cultures and faiths. Pupils speak enthusiastically about the dedicated music tuition in Key Stage 2. Year 6 pupils have the opportunity to take part in adventure based residential visits.

Care, guidance and support

Grade: 3

Pupils enjoy their learning because of the high level of commitment by staff to help pupils become confident and often independent learners. The range of enrichment activities offered by the school provides good support for pupils' social and emotional learning. The school applies robust procedures for safeguarding pupils and for health and safety. Parents in general are very positive about the school but would like more information on the curriculum to enable them to support their children's learning. Targets set for pupils meet the needs of the majority, but in some classes the targets are not challenging enough.' inductions into Nursery and secondary school ensure that they are well prepared for their next stage of education.

Leadership and management

Grade: 3

The headteacher has refocused the school on raising standards and achievement, and has accurately analysed the reasons for the dip in standards in 2007. The recently formed leadership team has put into place plans for improvement and is beginning to have an impact on raising achievement, particularly in the Foundation Stage. However, not all leaders have the skills of monitoring and evaluation of the school's work and, consequently, their impact on raising standards and achievement is only satisfactory. For example, school information is not used well enough by all leaders to analyse the progress made by classes or groups of pupils, and not all leaders monitor well enough the quality of teaching and learning. The governors are supportive of the school and involve themselves well with finance and personnel issues. However, due to important staffing issues which required their time in 2007, they have not done enough

to hold the school to account and were surprised at the dip in standards. The school has satisfactory capacity to improve.

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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	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
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?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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 extent to which learners adopt healthy lifestyles	2
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	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?	3

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
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	3
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

30 November 2007

Dear Children

Inspection of Westfield Primary School, Wombourne WV5 8BH

Thank you for making our recent visit to your school such a pleasant experience. We enjoyed visiting your lessons, looking at your books and talking to you. We were pleased to see that many of you could work by yourselves while your teacher was working with other children. When you were asked by your teachers to talk to your partners in class, you did this sensibly. Well done! We were not surprised to see how happy you are and to hear how much you enjoy coming to school. The teachers and other adults look after you well. They are kind and helpful and want you all to do your best. We enjoyed hearing you sing your hymns and were sorry that we could not stay longer to hear the choir.

You are making satisfactory progress, but some of you, especially those of you who are already doing well, could achieve more. We have asked the headteacher to ensure that the work you are given is matched very carefully to your abilities in all lessons. Your teachers keep very detailed information about the progress you are making. However, the people who have responsibilities in the school do not always use this information well enough to ask the teachers if you are doing as well as you can. We have asked those teachers with responsibilities to keep a more careful eye on your work so that you can make even better progress. You can help by continuing to work hard at school.

We shall take away many good memories of your school and have very much enjoyed the time we spent with you. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers Her Majesty's Inspector