

# Westwood-with-Iford Primary School

Inspection report

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<b>Unique Reference Number</b>	126234
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	315452
<b>Inspection date</b>	16 October 2007
<b>Reporting inspector</b>	Susan Orpin

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	97
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Rome
<b>Headteacher</b>	Sarah O'Donnell
<b>Date of previous school inspection</b>	8 May 2003
<b>School address</b>	Boswell Road Lower Westwood Bradford-on-Avon BA15 2BY
<b>Telephone number</b>	01225 862408
<b>Fax number</b>	01225 862408

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Westwood-with-Iford Primary School is smaller than average in size. Pupils are mainly White British and come from a diverse range of backgrounds. The percentage of pupils with learning difficulties and/or disabilities is lower than average. The proportion of pupils eligible for free school meals 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

Westwood-with-Iford Primary School is a good school where pupils learn with confidence in a caring community. Pupils are well cared for and are given good support. Consequently, pupils want to learn, are keen to do their best and behave well. Attendance is above average and there is a good partnership with parents, with most being highly supportive of the school.

Pupils' achievement is good because they are taught well. Children get a good start in the Reception Year and then continue to make good progress in the rest of the school. Standards in Year 6 are above average and have improved in recent years, especially in mathematics and science. There have also been improvements in writing for most pupils.

Throughout the school, lessons are interesting and teachers make good use of information and communication technology (ICT) to help pupils learn. They use interesting resources and assess pupils' learning carefully. Occasionally pupils have to listen for too long and at times, the work for a few, especially in writing is not always sufficiently challenging. Teachers set suitably challenging individual targets in English and mathematics for most pupils. However, pupils are not sufficiently involved in setting these targets so that they can develop a better understanding of how to improve their work.

Pupils' good personal development is reflected in the harmonious way they work and play together. Pupils enjoy school because there is a good curriculum that makes learning fun. There are good links between subjects and particular strengths in provision in art and design, ICT and music. The extensive range of trips and after school clubs makes learning more interesting. Pupils are very aware of healthy lifestyles and are very safety conscious. They readily contribute to school life and the local and wider communities.

Good leadership has been key to recent improvements. The headteacher provides clear direction and has developed a cohesive staff team that works together well. School self-evaluation is thorough and used successfully to focus action planning on improving standards and achievement. Monitoring systems are rigorous and they have been used well to develop teaching and the curriculum. Governance of the school is good. Governors are well informed and contribute much to the school's improved performance.

## Effectiveness of the Foundation Stage

### Grade: 2

Children make good progress in the Foundation Stage (Reception Year) and, by the start of Year 1, most are comfortably reaching or exceeding the expected levels for their age. Their attitudes to learning are good. They are fascinated and confident because their lessons are interesting and staff are encouraging. They settle well into the school because teaching is good and routines established quickly so children know what is expected of them. The outdoor area is secure, providing different experiences but the school has rightly identified that it needs further development so that it can be used more effectively.

## What the school should do to improve further

- Ensure that that work is consistently pitched at the right level for all pupils in writing.
- Ensure that pupils are always fully engaged in lessons and are more involved in the setting of targets to help them understand how to improve.

## **Achievement and standards**

### **Grade: 2**

Children's standards are broadly as expected when they start school, and children make good progress in the Reception Year. This good progress is maintained in the rest of the school and standards are above average by the end of Year 2 and Year 6. School data show that although there is some variation in standards from year to year due to the small size of year groups, all pupils are achieving well, and demonstrating good improvement from their starting points. Standards have risen in 2006 and 2007, especially in science and mathematics. Most pupils are also making better progress in writing than in the past. More able pupils are generally achieving well, although the proportion of pupils reaching the higher levels in writing is slightly lower than in other subjects. This is because there are occasions when there is not enough challenge in writing tasks. Pupils with learning difficulties and/or disabilities make similar progress to their peers.

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

### **Grade: 2**

The school is a happy and caring community. Pupils are confident, relationships are good and they behave well. They are thoughtful and reflective, as illustrated by the pupil who said, 'I really enjoy philosophy, discussing questions such as, what is beauty?' Pupils thoroughly enjoy school as is evident in their above average attendance. Pupils are very enthusiastic about their learning, although there are a few occasions when they lose concentration, especially when they have to listen for too long.

Pupils understand well the importance of healthy eating and they readily participate in sports and games both in lessons, at breaks and after school. They take good care of their own and others' safety. Pupils have a strong sense of belonging to a close and harmonious community, and an active school council successfully helps to promote their views. Pupils readily undertake responsibilities. For example, they act as 'Buddies' for those who need extra support at break time. They make a strong contribution to the local community by taking part in activities such as the Bradford Festival. Pupils show a good concern for the needs of others by raising funds for different charities, for example, supporting the 'Send-a-Cow' charity.

Pupils' ability to work together well and their good progress in literacy, numeracy and ICT mean that they are well prepared for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching in the Reception Year is good. Resources are interesting, such as the use of a video clip to illustrate a moon landing, so children are fascinated and eager to learn. Throughout the school, there are good relationships and pupils are helped to become more confident. Teachers are skilled in using ICT, particularly the interactive whiteboards, to explain ideas, involving pupils to help with demonstrations. Teachers use their specialist subject knowledge well, for example, pupils in the Years 3/4 class were learning how to use collage to represent World War 2, using the styles of famous artists. Teachers manage their classes and pupils' behaviour well so there are few distractions from learning. Although teaching is generally effective throughout the school, there are occasions where progress slows very slightly. At times, a few pupils are

not sufficiently challenged, especially in their writing. Occasionally pupils have to listen for too long so they become restless and lose concentration.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum has been carefully planned to ensure that learning builds well on pupils' prior knowledge and to ensure that the work covered in mixed age classes does not duplicate previous experiences. It is planned to be broad so that all pupils can develop their talents. Specialist teaching is used particularly well to provide lessons in art and design and music, both of which are strengths of the school. In recent years, provision for ICT has been improved well so that pupils are now very confident and skilled in its use. Physical education is now being developed and the school has recently gained the 'Sportsmark' award. Pupils' personal and social development is provided for well through many opportunities for discussion and reflection. Links between some subjects, such as history and ICT, are strong and used effectively to help make lessons more interesting and relevant. However, opportunities for pupils to practise their literacy and numeracy skills in other subjects are not yet consistent across the school, especially in writing.

The enrichment of the curriculum is good. There is a wide range of trips and after school clubs, such as violin lessons and a football club, which add to pupils' interest and enjoyment of school and are exceptionally well supported.

## **Care, guidance and support**

### **Grade: 2**

Pupils feel safe and know that their school is a caring community. Child protection procedures are robust and regular health and safety checks are conducted, so the school is a very safe place. Pupils' views are valued and there is close partnership with other agencies when help is needed. Bullying and racism are rare and pupils are confident that they will be helped should the need arise. Carefully planned procedures help children settle when they join the school and prepare Year 6 pupils for secondary education. All adults provide good support and guidance for pupils' personal and social development as reflected in their confidence and willingness to contribute to school life. Academic guidance is good and pupils usually know how to improve. However, pupils have limited involvement in the setting of targets so that they can be even clearer about their next stage of learning.

## **Leadership and management**

### **Grade: 2**

The headteacher's quiet yet determined approach, combined with high expectations for all pupils, has ensured that all staff work together well. She is a very good role model and this has helped to ensure that staff and pupils share her vision. Her analytical skills have contributed much to the recent success in improving progress across the school. The school sets challenging targets that are based on a detailed analysis of pupils' attainment. This rigorous approach to target setting has helped to ensure that standards have improved well.

There are rigorous procedures for monitoring the school's performance that have ensured that there have been improvements to teaching and learning especially in science and mathematics. Test results are analysed carefully and self-evaluation whilst occasionally being over-cautious

clearly identifies the right areas to improve, so that school actions are focused appropriately and are successful. The school has demonstrated in the way that it has recently raised standards that it has a good capacity for improvement.

The new team of key subject leaders have begun to have influence on the work of the school but their full effect has not yet been felt because there has been too little time for them to contribute to development planning. Governors are very supportive and they work very closely with staff. They provide suitable questions that help challenge other leaders to improve school performance 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?	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	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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	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	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

<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 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

## **Text from letter to pupils explaining the findings of the inspection**

17 October 2007

Dear Children

Inspection of Westwood-with-Iford Primary School, Bradford-on-Avon, BA15 2BY

Thank you for making us so welcome in your school. We enjoyed talking to you and were very impressed by how friendly, polite and confident you are. Your school is giving you a good standard of education.

These are some of the other things we found out about your school:

- Your results in Year 2 and in Year 6 are above those of most other schools and are improving.
- You are taught well and make good progress.
- Your behaviour is good, as is your attendance and enjoyment of school.
- You study interesting topics, especially in ICT, art and design and music.
- Adults at the school take good care of you and help you to learn.
- The school is led well and the adults know what to do to improve it.

We found that some improvements are needed in two main areas and we have asked your teachers to work on these in the coming months:

- Make sure you are all challenged consistently to do your best work, especially in writing.
- Make sure that you learn equally well in all classes by involving you more in all lessons and in setting your own targets.

You can help by using every opportunity in lessons to think about how you can improve your work.

With best wishes for the future.

Yours sincerely

Sue Orpin Lead inspector

17 October 2007

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Lead inspector