

Westwoodside C of E Primary School

Inspection report

Unique Reference Number	118019
Local Authority	North Lincolnshire
Inspection number	326741
Inspection date	8 June 2009
Reporting inspector	Jackie Barnes

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	220
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Guy Howitt
Headteacher	Mr Roger Marshall
Date of previous school inspection	1 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Nethergate Westwoodside Doncaster South Yorkshire DN9 2DX

Age group	3–11
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Telephone number
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Introduction

The inspection was carried out by two additional inspectors. Inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the extent to which pupils make consistently good progress throughout the school
- how well assessment is used to ensure good quality teaching and curriculum provision for all pupils
- the effectiveness of the subject leaders' role in promoting improvements in teaching and progress.

Evidence was collected from the school's self-evaluation form; externally published data; the school's own assessment data and documentation; discussions with the headteacher, governors, staff and pupils, and observation of lessons. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own assessments, as given in the self-evaluation form, were not justified and these have been included where appropriate in this report.

Description of the school

This is an average size school located east of Doncaster. It serves a rural area although many parents commute to nearby towns and cities for employment. Entitlement to free school meals is low. Almost all pupils are from White British backgrounds. Although most families have lived in the area for some time, a small minority of pupils join the school at various times throughout the year. Few pupils have learning difficulties and/or disabilities. The Early Years Foundation Stage includes a Nursery and a Reception class.

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. It has outstanding provision for the children in the Early Years Foundation Stage which ensures they have a very positive start to their education in school. Most parents expressed high levels of satisfaction in their responses to the inspection questionnaire. 'We have a very happy daughter and a secure environment in which she has flourished' is typical of the positive comments.

Standards are well above average overall by Year 6 and achievement is good. The attainment of most pupils when they enter school is very similar to what is typical for this age, although there are considerable differences between individuals and year groups. Building on the good progress made in the Nursery and Reception classes, pupils achieve well in Key Stage 1. By the end of Year 2 they attain above average standards. Pupils with learning difficulties and/or disabilities achieve well mainly because of the good support they receive in lessons and the care taken to check their progress.

Pupils behave well in lessons and in play. Any disputes between pupils are quickly resolved either by staff or by older pupils' counselling. Attendance is above average. Pupils have good manners and are thoughtful about the needs of others. The positive relationships with each other and adults successfully encourage pupils of all ages to participate in all the school offers. They particularly enjoy practical activities in lessons and in school clubs. They have knowledge of other religions and places of worship, and study aspects of other cultures around the world. Their understanding of the multi-cultural nature of England is less well developed. The school makes good provision for pupils' care and support which is particularly appreciated by parents of pupils with learning difficulties and/or disabilities. Staff provide the personal attention that underpins the pupils' confidence that they can share any concerns they may have. Parents say they find staff very approachable and willing to listen. The pupils say they feel safe in school and enjoy the contact with older pupils, especially the family service at lunchtime. Their good personal skills and academic achievement prepare them well for the next stage of their education.

Teaching is good overall, although there is some variability between lessons. A small minority of parents expressed concern about changes in staffing. The school has sound arrangements to support staff and pupils during these changes. The school is aware of the need to provide more information to parents about their child's progress. In most lessons seen the resources were well prepared, teaching points were clear, with all pupils successfully encouraged to participate. Pupils' learning is enhanced by their ability to work well with partners and in small groups, gaining much from sharing their ideas or discussing solutions to problems. The best learning was evident when teachers knew exactly what guidance and tasks pupils of different abilities needed to make the best progress they could, and had planned the lesson accordingly. Occasionally, the pace of some pupils' progress is slower when assessment information about the pupils' different stages of learning is not taken sufficiently into account when planning the lesson. This is partly because the school's system for assessing and tracking pupils' attainment and progress is in the process of development. As a result, the information on pupils' overall progress is not readily accessible at present, although most teachers make good use of their own ongoing assessments to plan lessons.

Leadership and management are good. The school is a welcoming, happy place that runs smoothly day to day. The governing body is actively involved in the development of the school. Individual governors have specific responsibilities and visit the school regularly. When deciding

on the main priorities for the school development plan, options are discussed in detail and well informed by the information in the headteacher's report. Parents and pupils are consulted as part of the school's self-evaluation which is generally accurate and ensures the school has good capacity to improve. Additional time has been provided recently for those staff with management responsibilities to undertake their roles, and this has enhanced their contribution to the management of the school. However, the current limitations of the school's assessment and tracking system reduces the impact of subject leaders, especially in ensuring teaching is of consistently high quality and all pupils make the best progress they can. The school's development of community cohesion is good. It has planned carefully to extend personal horizons as they learn about global issues and the wider world. Pupils understand the importance of recycling and their role in helping others in the local and wider community. It is an inclusive school. The successful focus on ensuring strong relationships develops a sense of belonging that furthers pupils' experience of community in school. The school is now extending this approach to parents with the establishment of a parents' forum.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Parents rightly value the welcome their children receive when they enter the Early Years Foundation Stage and the rapid progress they make in the Nursery and Reception classes. The comment that 'every aspect of the teaching, care and structure of activities is excellent' is typical of the parents' responses to the inspection questionnaire. The outstanding leadership and management of this early stage of children's learning have provided a well-organised, busy and exciting atmosphere. Staff are deployed effectively and are knowledgeable about each child's personal and learning needs. The school's records indicate that standards are above average with a higher than usual proportion of children reaching standards that are higher than expected for their age by the time they enter Year 1.

The Nursery and Reception classes work closely together, sharing the carefully planned areas of learning including the outdoor play space. There are also well-defined areas for the specific year groups when needed. This mixed provision helps to ensure that children of different ages and abilities have opportunities that are well matched to their needs. The balance of activities is very good. These allow the children to explore their own ideas and interests alongside focused activities where staff provide more direct guidance. Frequent notes are made of each child's progress, and the next stage of their learning is discussed and planned regularly. The basic routines for safety are well understood by the children and closely watched by staff. The children's personal development is exceptionally good for their age. Without any loss of enjoyment or reduction in their keenness to explore and investigate, children readily respond to expectations such as sharing, tidying, being aware of the needs of others and looking after equipment.

Teaching is outstanding and results in happy children making the best use of their play because it is planned with exceptionally detailed attention to their individual needs. The varied and stimulating activities that are provided daily capture children's imagination and encourage them to observe and question. Many children have well developed oral language skills that support precise explanations and questions. 'Where do owls sleep when there are no trees?' and 'how do minibests get underneath a big heavy log when they are so small?' were typical questions from children exploring a 'minibest world' they had made. Staff are particularly skilful at knowing when to intervene to help a child to see possibilities, without diverting from the child's interest. The staff take good care of the children and welfare arrangements are in

place. The transition from home to school works very well and takes good account of parents' views.

What the school should do to improve further

- Ensure the assessment and tracking system:
 - accurately identifies the ongoing progress and attainment of pupils throughout the school
 - is readily accessible to staff and,
 - provides teachers with the necessary information to plan tasks that are closely matched to pupils' differing needs.
- Develop the role of subject leaders to enable them to be more active in promoting consistently good quality teaching and pupils' progress through school.

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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?	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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	1

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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 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

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 eliminated	2
How well does the school contribute to community cohesion?	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**

9 June 2009

Dear Pupils

Inspection of Westwoodside C of E Primary School, North Lincolnshire, DN9 2DX

Thank you for making me and my colleague Mr Tingle so welcome when we inspected your school recently. We agree with you that yours is a good school. You helped us to see how much you enjoy school and how well behaved you are in lessons and at playtimes. You take good care of each other. You told us you feel safe in school and know the staff take good care of you. Your parents are very proud of how keen you are to learn. Almost all of you have good attendance records. You all work hard and make good progress, which helps many of you attain high standards by the time you are ready to go to secondary school. You are well prepared for the next stage of your education.

The children in the Nursery and Reception classes have great fun. Their teachers are outstanding at planning just the right level of activity to make sure each of the children learn quickly while they are enjoying their play. A few of you have not had the benefit of having the same teacher for the whole year, but this has been beyond your school's control.

The teaching in school is good. Lessons are usually stimulating and you are good at sharing your ideas as well as answering and asking questions. You learn well when you are working with a partner or in a group, especially when you are working with interesting materials.

Although your teachers check regularly how well you are doing and your school collects all the assessments, the information is not always used as well as it could be to help you make your best progress. Your governing body and senior staff have already recognised the system for tracking your progress needs improving and have plans to do so.

We have asked your school to also make sure that:

- your teachers have all the information they need about how well you are doing so they can plan your learning and help you to make the best progress you can
- the teachers who have special responsibilities are able to help you to have the best teaching in all your lessons.

Best wishes for the future.

Yours faithfully

Jackie Barnes

Lead inspector