

Westwood Park Community Primary School

Inspection report

Unique Reference Number	105905
Local Authority	Salford
Inspection number	336579
Inspection dates	20–21 October 2009
Reporting inspector	Barbara Flitcroft

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 of pupils on the school roll	330
Appropriate authority	The governing body
Chair	Mrs Claire Fairhurst
Headteacher	Mrs Sandra Whittaker
Date of previous school inspection	1 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and held meetings with governors, staff, groups of pupils, and parents and carers. They observed the school's work and looked at range of documentation, including data about pupils' progress and attainment, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in the 46 questionnaires that were returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well provision in the Early Years Foundation Stage enables children to progress in their learning and development
- the quality and rigour of the school's self-evaluation
- how the school makes appropriate provision for all groups of pupils to make progress
- the impact of leadership and management, including governance, on achieving the best outcomes possible for pupils and managing change.

Information about the school

This school is larger than the average primary school. A higher than average proportion of pupils have special educational needs and/or disabilities and an above average proportion are entitled to free school meals. The number of pupils who enter or leave the school at times other than the usual transition points is higher than average. Most pupils are from White British backgrounds, with a small proportion from other heritages. A very small number of pupils are learning English as an additional language when they join the school. The school, originally on three sites after amalgamation, operated on one site from 2006 with the current headteacher in post from January 2007. Early Years Foundation Stage education is provided in the Reception and Nursery classes.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

The school provides a satisfactory standard of education for its pupils. Since the last inspection a clear focus on the need to raise standards and accelerate pupils' progress has resulted in steady, year-on-year improvements in attainment in Year 6 bringing standards closer to, but still below, the national averages in English and mathematics. Overall, the quality of teaching, learning and the curriculum are satisfactory but variable. Teachers and support staff have good relationships with their pupils. Not all teachers have sufficiently high expectations of pupils and do not always give pupils helpful targets and focused advice to extend their learning. The school is currently involved in beneficial partnerships and working hard to improve on this picture. It is aware that more needs to be done to improve the quality of teaching and therefore quicken the pace of progress for pupils, particularly in writing. The school is caring and inclusive and provides well for lower attaining pupils, those who are vulnerable and those with special educational needs and/or disabilities; as a result, the majority of those pupils make the expected or better progress. Higher attaining pupils are not always sufficiently challenged and stretched; consequently, they do not achieve as well as they might in lessons and in assessments at the end of key stages.

The school's leaders have established a systematic approach to tracking and reviewing the progress pupils make. This has had the best impact for lower attaining pupils, who are identified accurately and supported well. The school is less effective in addressing the underachievement of middle and higher attaining pupils, particularly boys. While the school's self-evaluation is mainly accurate, it does not recognise the extent to which some groups are underachieving. Consequently, the school's capacity for continuing to improve is satisfactory rather than good. Monitoring and evaluation systems are in place. While they have helped to bring about improving trends in English and mathematics, they have not been sufficiently rigorous to bring about desired improvements in the overall quality of teaching, nor do they focus strongly enough on raising standards in writing. The new leadership in the Early Years Foundation Stage has already made significant improvements to the quality of provision for the youngest children. Poor attendance of a small minority of pupils is an ongoing issue for the school, despite its strenuous efforts to promote and encourage regular attendance.

What does the school need to do to improve further?

- Raise standards across the school, particularly in writing by:
 - ensuring that the marking of pupils' work includes the correction of errors and advice on how to improve

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- developing a consistent approach to teaching all the relevant skills in writing.
- Improve the quality of teaching and learning so that it is more consistently like best practice by:
 - sharing the best practice and using examples of this from partner schools
 - identifying the training needs of staff
 - ensuring that expectations are high enough and tasks are tailored to meet the needs of all pupils
 - monitoring closely the impact of teaching on learning.
- Develop the skills of leaders at all levels so they are able to assess accurately the quality of teaching and learning and make more effective use of assessment and information about achievement and standards.
- Improve attendance by implementing a range of strategies to promote good attendance.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils enter Key Stage 1 with skills below the expectations for their age. They make satisfactory progress across the school reaching standards that are improving year on year but are still below average in English, mathematics and science by the end of Key Stage 2. Attainment is higher in reading than in writing across the school. The school's tracking information shows that pupils make progress more rapidly in reading and mathematics than in writing in both key stages. Pupils with special educational needs and/or disabilities achieve well, as a result of the targeted support given to those with additional needs in this inclusive school. Pupils work well with a partner or in groups and this is helping them to become more confident learners. In the best lessons they are alert and responsive and show enthusiasm and interest in learning. In some lessons, where insufficient challenge is provided for them, some pupils, especially the more able, do not attain as well as they might. The focused use of information and communication technology (ICT) by pupils has been identified as a priority by the school. Even though this focused use of ICT has begun, it has not yet impacted on learning.

Pupils show a satisfactory understanding of issues relating to healthy living and have a good understanding of personal safety. They enjoy taking responsibility as school councillors. Pupils, and parents and carers, agree that school is a place of safety. Although a small minority described some instances of unacceptable behaviour, no examples of this were seen during the inspection. Despite the school's efforts to promote good attendance, a small number of families have not been able to ensure that their children attend regularly and attendance figures are below the national average.

These are the grades for pupils' outcomes

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is uneven although the majority of lessons seen were satisfactory. Where teaching is most effective, lessons are well planned and take the whole range of pupils' needs into account so that all have an appropriate level of challenge, the pace of learning is brisk, teachers use questioning well to develop pupils' thinking and feedback to pupils directs them to achieve the next steps in their learning. However, in some lessons more-able pupils find the learning too easy and the pace of learning is not fast enough. ICT is often used effectively to add interest to lesson delivery. Teachers assess pupils' learning in lessons and use their findings to help them to plan the next steps. Teaching assistants make a useful contribution to pupils' learning, particularly those pupils who have additional needs. Support strategies and interventions are used well.

The curriculum meets statutory requirements and is enriched by some opportunities for pupils to develop skills in sports and the arts and by modern foreign language provision in Key Stage 2. The 'nurture' group provides good support for those pupils who find school routines challenging. Overall, care and support is satisfactory, but at playtimes there are too few strategies to engage pupils and ensure that play does not become too boisterous.

These are the grades for the quality of provision

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Since the last inspection leaders and managers have focused more sharply on their priorities for improvement and all staff are committed to the drive to quicken the rate of pupils' progress. The school improvement plan is centred appropriately on raising standards and the quality of provision. School leaders have welcomed the support of partners and the local authority in the vision for improvement. The supportive governing body, which has some members new to school governance, is increasing its capacity to hold the school to account. It does not yet provide sufficient challenge to the school about the standards reached and the pace of progress. Most parents and carers expressed positive views of the school, reflecting the good relationships that prevail between parents and carers, and staff, and the pupils' enjoyment of school. The school canvasses parents' and carers' views on important issues and information on notice boards and regular newsletters aid communications. The school complies with government requirements for safeguarding, health and safety and child protection. Its inclusive ethos supports equal opportunities and pupils' entitlement to education. The school works well with outside agencies and the high school to support pupils' health, welfare, social and learning needs. The school has completed an audit in relation to promoting community cohesion and has drawn up an action plan. This is now being implemented although the school recognises that the process is in an early stage of development. The school promotes cohesion well within its own community, helped by the good relationships established with pupils by teachers and support staff.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle quickly into the Early Years Foundation Stage because of the induction process that involves parents and carers in meetings and visits to the Nursery. Children are admitted with skills generally lower than those expected for three-year olds. In the last academic year, children made inadequate progress; this was due to problems in recruiting a new leader. In the other years since the last inspection children have made satisfactory progress. The new leader has already instigated a great sense of teamwork in providing interesting activities in all the areas of learning in the Nursery and Reception classes and in the outdoor learning area. The impact of this is already starting to show in the well-organised routines and effective sharing of relevant information to inform the next stages in planning.

Children behave well and willingly join in activities they have chosen or those led by an adult. There are positive relationships between staff and children, particularly within the key worker groups. School routines and expectations are made clear. Social skills are developing well as children learn how to take turns and how to play with, rather than alongside, others.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

About one sixth of parents and carers responded to the questionnaire and a very small number spoke with an inspection team member during the inspection. A large majority of those who responded said they agree or strongly agree that they are happy with their children's experience at the school. This is in line with the inspection team's judgement on the school's satisfactory overall effectiveness. A very small minority of parents and carers were critical of the way school leaders dealt with unacceptable behaviour of adults on the school site; the inspection team did not agree with them, finding that the situation had been managed effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westwood Park Community Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 46 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	48	21	46	1	2	0	0
The school keeps my child safe	16	35	29	63	0	0	0	0
The school informs me about my child's progress	12	26	30	65	4	9	0	0
My child is making enough progress at this school	15	33	27	59	1	2	2	4
The teaching is good at this school	19	41	26	57	0	0	0	0
The school helps me to support my child's learning	19	41	22	48	4	9	0	0
The school helps my child to have a healthy lifestyle	17	37	27	59	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	30	26	57	3	7	0	0
The school meets my child's particular needs	11	24	29	63	2	4	2	4
The school deals effectively with unacceptable behaviour	4	9	38	83	1	2	1	2
The school takes account of my suggestions and concerns	5	11	34	74	4	9	0	0
The school is led and managed effectively	10	22	30	65	3	7	1	2
Overall, I am happy with my child's experience at this school	15	33	26	57	3	7	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



22 October 2009

Dear Pupils

Inspection of Westwood Park Community Primary School, Manchester, M30 8DH

Thank you for making the members of the inspection team so welcome when we came to your school recently to see how well you were doing. We enjoyed talking to you and seeing you at work and at play. We agree with your parents and carers that you are in safe hands and we know you enjoy school.

You get on well with your teachers, adults in school and your friends. You know how to lead safe and healthy lives. You are making satisfactory progress in your learning, but you have not yet reached the standards that are expected.

There is still a lot of work to be done to make Westwood Park the best school that it can possibly be; your school leaders know how to improve it.

I have asked the governors, headteacher and staff to continue the drive to raise standards and achievement by:

- making sure that all of your teachers expect you to work hard in every lesson and give you targets that challenge you
- focusing more clearly on ways to help you improve the standard of your work, especially writing
- checking carefully that you make the best progress in your lessons
- working with those of you who do not come to school regularly, to help you improve your attendance.

Yours sincerely

Mrs Barbara Flitcroft

Lead Inspector

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