

Westmoor Junior School

Inspection report

Unique Reference Number	107613
Local Authority	Kirklees
Inspection number	336920
Inspection dates	9–10 February 2010
Reporting inspector	Ronald Cohen

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	273
Appropriate authority	The governing body
Chair	Ms Janet Armitage
Headteacher	Miss K John
Date of previous school inspection	4 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons, saw 11 teachers, spent a little more than half the inspection time observing learning and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at the school's methods for tracking pupils' progress and attainment. Inspectors also looked at a range of documents, including the school's policies, governing body minutes, the most recent local authority evaluations and an extensive sample of pupils' work. They examined the responses to questionnaires which had been completed by staff, pupils, and parents and carers.

- the impact on pupils' learning of the curriculum designed around broad whole-school themes
- the extent to which standards have risen and rates of progress have accelerated compared with recent years
- the impact of leadership on teaching and on improving pupils' progress
- how far pupils are aware of the diversity of social and ethnic groups in the school, their locality and the United Kingdom.

Information about the school

This is a larger than average junior school and pupils' backgrounds reflect the locality's social, economic and cultural position. The majority of pupils are from White British backgrounds. However, over 40% of pupils come from ethnic minority families, particularly from the Indian sub-continent. There are increasing numbers of children from Eastern European countries who speak English as an additional language. The proportion of pupils eligible for free school meals is well above average. The percentage of pupils with special educational needs and/or learning disabilities, including those with a statement of special educational needs, is higher than average.

The school has achieved the National Healthy Schools Gold Standard Award.

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

2

Main findings

This is a satisfactory and rapidly improving school. It also has many good features, particularly in pupils' progress and in their care and their personal development. Effective leadership has been the decisive catalyst for change. The recently appointed headteacher provides dynamic leadership and a clear vision for the school's future. She has built around her a senior leadership team who embrace her drive for improvement. Senior leaders, together with middle managers and a supportive governing body, have introduced a range of policies and procedures which have already had a positive impact on improvement. They have dealt successfully with the issues identified in the previous inspection report and have brought about significant improvements in teaching, the curriculum and pupils' progress, all of which are now good. The school has halted the decline in standards and instituted an upward trend of increasingly higher attainment. The school, therefore, demonstrates good capacity for sustained improvement.

Pupils' achievement is satisfactory, overall. Despite the trend of low standards in the past, the recent improvements in provision are enabling pupils to make good progress and to attain increasingly higher standards. However, the improvement in pupils' attainment in writing lags behind the other subjects. Teaching is good, overall. None is inadequate. Some is outstanding and helps pupils to make rapid progress.

The curriculum is good. Pupils' learning is enriched by many out-of-school clubs and a range of visits and visitors. There are effective links between subjects. The use of the creative curriculum and information and communication technology (ICT) as a tool to broaden the curriculum are particularly effective.

Pupils' spiritual, moral, social and cultural development is good. A strong tradition of respect, tolerance and care in and for the community is embedded in the school. Pupils enjoy school, and their parents and carers echo their sentiment. Pupils willingly take on a range of responsibilities, such as becoming school councillors. Pupils of all backgrounds and abilities receive good care and support. This is built on robust, well-planned policies and procedures and the strong commitment of all, including non-teaching staff.

Attendance, though improving from very low figures, remains below average. The school is doing much to increase pupils' attendance and is aware of the need to engage even more directly with parents and carers about this issue. The school has not yet made full use of the wide range of pupils' backgrounds to promote their knowledge and understanding of the range of cultures that exist in modern Britain.

What does the school need to do to improve further?

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

- Further improve standards in all subjects, especially in writing.
- Work more successfully in partnership with parents and carers in order to reduce the amount of absenteeism.
- Use the wide constituency of the school to promote a deeper understanding of the different cultures of those people in the community of the school and the wider community at large.
- About 40% of the 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**

Standards in the end of Year 6 national tests in 2008 and 2009 were incrementally higher than those in 2007, but remained below national averages. Pupils attained best in science, and did better in mathematics than in English, in which subject standards in writing were low. Currently, in lessons pupils make good or, sometimes, even better progress. In Years 5 and 6 standards are rapidly improving towards those expected nationally. All pupils, including those with special educational needs and/or disabilities and those from minority ethnic backgrounds, make similar progress. No groups of pupils underachieve.

Pupils report that they enjoy being in school because, 'We learn lots and we have fun lessons.' They wear their uniforms with pride, look after their books and equipment well and contribute significantly to the purposeful and happy atmosphere in the school. They know the difference between right and wrong and are considerate to each other. Their behaviour is good and this helps to maintain the calm day-to-day atmosphere in the school.

Pupils have good understanding of how to lead a healthy lifestyle. They say they are safe and secure in the school and they are aware of when and where dangers might occur. Pupils' horizons are widened through the strong personal, social and health education programme and through thought-provoking and reflective assemblies. However, the school is not maximising pupils' involvement in community cohesion. All pupils are securely gaining the personal skills they will need as they get older, but their academic skills are not quite as well developed. As a result, pupils are satisfactorily rather than well prepared for the next stage of their education.

These are the grades for pupils' outcomes

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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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	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2

How effective is the provision?

Lessons have a buzz about them and pupils obviously enjoy learning and make good progress. Relationships throughout the school are good, and teachers are especially successful in motivating pupils. Questions are challenging. Other forms of assessment, such as peer assessment in lessons, often help pupils to develop their own ideas and learn from each other. Along with the many opportunities that pupils have to express their views, this also contributes to their improving speaking skills. Teaching assistants are deployed effectively, particularly to support those pupils who need extra help with their learning. Teachers' marking is thorough and gives pupils a clear understanding of how to move their work on.

The new curriculum is creative, focused and stimulating. Changes were made in response to the pupils expressing their demotivation at certain aspects of the old curriculum. Pupils are responding very positively to the changes made. The curriculum is further augmented by the introduction of music and French teaching for all pupils. Much good use is made of the extensive sports facilities which are jointly owned by the school and the community.

Arrangements for pupils' welfare are strong. These result in pupils feeling very safe and the most vulnerable pupils and those with special educational needs and/or disabilities being helped to make good progress. Careful tracking of pupils' academic progress identifies any who are falling behind and then robust and effective 'catch-up' support is put in place to accelerate their progress.

These are the grades for the quality of provision

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The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher provides very supportive and visible leadership and this is acknowledged by numerous parents and carers in their comments. This leadership is particularly successful in creating a cohesive and hardworking team of teachers and support staff who, in the words of one parent, 'go the extra mile to create a very effective school'. All are encouraged to play a part in the school's improvement and responsibilities are distributed throughout the staff. Many parents and carers took the trouble to write additional positive comments about the accessibility and responsiveness of the school, reflecting particularly good home–school engagement. The school correctly recognises that this does not apply to all parents and carers.

The school demonstrates a strong commitment to ensuring equality of opportunity. Links with various outside agencies are equally strong in promoting child protection and welfare. Governors are increasingly becoming more knowledgeable and more challenging. The governing body has carried out the required audit and strategy plan to promote community cohesion. Although the school is beginning to implement activities that promote such cohesion, it recognises that there is more that could be done in this respect. Child protection has a very high priority and day-to-day practice in school is very strong. All statutory requirements, including arrangements for safeguarding pupils, are met well. The school gives satisfactory value for money.

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	2
	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2

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The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Parents and carers express overwhelmingly positive views of the school. They are especially appreciative of the way in which the curriculum is organised. Typical of their comments are the words of one parent who said: 'My child never complains that she is bored at school. She shows lots of enthusiasm and excitement at the new things she has learnt.' Many wrote to inspectors to describe the school as 'a happy place to be'. Inspectors agree with the very many positive views voiced by parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westmoor Junior 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 273 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	60	25	37	2	3	0	0
The school keeps my child safe	35	52	29	43	2	3	1	1
The school informs me about my child's progress	34	51	31	46	2	3	0	0
My child is making enough progress at this school	37	55	24	36	2	3	2	3
The teaching is good at this school	37	55	28	42	2	3	0	0
The school helps me to support my child's learning	32	48	29	43	3	4	2	3
The school helps my child to have a healthy lifestyle	25	37	40	60	1	1	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)	27	40	34	51	4	6	0	0
The school meets my child's particular needs	26	39	35	52	2	3	0	0
The school deals effectively with unacceptable behaviour	31	46	34	51	1	1	0	0
The school takes account of my suggestions and concerns	31	46	32	48	4	6	0	0
The school is led and managed effectively	33	49	33	49	1	1	0	0
Overall, I am happy with my child's experience at this school	36	54	30	45	0	0	0	0

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 pupils' 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.



Dear Pupils

Thank you for being so friendly and helpful, and welcoming us to your school. Many of you told us that you thought it is a happy school in which you make good progress and enjoy your lessons. Staff look after you well and help you to make good progress. One thing I want to mention is how pleased we were to see how well behaved you are and how well you all get on together. It was especially nice to see how those of you who have been at school for some time are kind and helpful to those newly arrived from different parts of the world.

Although you are reaching higher standards than you were previously, they are still not in line with the standards that most pupils of your age reach. One of the reasons for this is that some of you are not coming to school as often as you should. This means that you are missing out on fun lessons and the chance to learn more and reach higher standards. We also found out that you should be learning even more about the different cultures that the pupils in your school come from. Therefore, we have asked your headteacher and all the teachers to improve three things.

First, we have asked them to concentrate on getting your standards even higher, especially in writing. Second, we have asked the school to get in touch much more with your parents and with those who look after you to make them see how important it is for you to come to school every day. You can help here, by telling your parents or others looking after you how much you enjoy going to school and how important it is for you to learn. Third, we have asked your headteacher and staff to give you more opportunities to find out about the backgrounds of the different groups of pupils who come to your school.

Thank you again for looking after us during the inspection and our very best wishes for the future.

Yours sincerely

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