

Westroyd Infant School and Nursery

Inspection report

Unique Reference Number	107827
Local Authority	Leeds
Inspection number	336958
Inspection dates	14–15 September 2009
Reporting inspector	Keith Bardon

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The governing body
Chair	Cllr Andrew Carter
Headteacher	Miss J Todd
Date of previous school inspection	4 October 2006
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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 and groups of pupils. The inspectors observed the school's work, and looked at a range of evidence including policies, the improvement plan, pupils' work and the school's records indicating pupils' progress and attainment. The inspectors also analysed 61 questionnaires returned by parents.

The inspectors reviewed many aspects of the school's work and looked in detail at the following:

- whether the assessments at the end of Year 2 provide an accurate picture of pupils' attainments and how teaching influences progress
- the progress made by girls in Years 1 and 2 compared with that of the boys
- pupils' understanding and appreciation of communities that are different to their own and the impact of the school's work in promoting wider community cohesion
- how recent changes of leadership and management are affecting the school
- how well leaders and managers are evaluating the work of the school.

Information about the school

Westroyd Infant School and Nursery is a medium sized school serving a socially and economically mixed area on the outskirts of Leeds. Early Years Foundation Stage provision is made up of one Nursery and two Reception classes. The school has four other single-age classes. Most pupils are of White British heritage and all speak English competently. The proportion of pupils with a special educational need and/or disability is broadly average and there are no pupils with a statement of special educational needs. The proportion of pupils eligible to take free school meals is below the national average. The school has achieved a number of awards including Healthy Schools, Activemark and Investors in People. The school is currently led by an acting headteacher and acting deputy headteacher who have been in post for a very short time.

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?

2

The school's capacity for sustained improvement

2

Main findings

Westroyd is a good school, which is very well thought of in the local community. Pupils thoroughly enjoy their lessons because teachers make learning fun and provide work that is both stimulating and challenging. When pupils were asked what they liked most about the school, 'friendship' and 'chances to be a helper' were among their ready replies. These are typical of the thoughtful responses pupils give to questions and the confidence they show when expressing their thoughts and ideas.

Throughout the Early Years Foundation Stage and Key Stage 1 pupils make good progress and by the end of Year 2 attainment is above average. The quality of pupils' writing is particularly good with many pupils confidently combining sentences into interesting pieces of text using 'wow' words to bring their writing to life. Teachers match work carefully to the needs of the pupils so that irrespective of ability or gender all pupils achieve equally well. Pupils are proud of their school and particularly of the achievement of the Healthy School Award. They regard school lunches as 'absolutely brilliant' and consider the regular 'wake up and shake up' activities to be highly enjoyable ways of keeping fit. Pupils have great faith in staff to care and look after them and show an exceptionally clear understanding of how to keep themselves and others safe in and outside of school. Their outstanding behaviour contributes significantly to pupils' sense of security. They enjoy social occasions and readily take part in local events but the school's links with schools and communities outside of the immediate area are very limited. This makes it difficult for pupils to gain an understanding and appreciation of the lives of children in communities that are different to their own.

Since it was last inspected the school has made good improvement in a number of areas. Teaching and learning have advanced, primarily through the rigorous adoption of the Assessment for Learning programme which has clarified both teachers' and pupils' perceptions of the learning that is taking place. Mechanisms for tracking pupils' progress have been sharpened and generally provide clear and up to date information about the gains pupils are making. However, the way pupils' attainments are summarised in Nursery is different to that used in Reception. This creates unnecessary difficulties when tracking the progress of individual children as they move through the Early Years Foundation Stage.

The school is led and managed well and benefits from an experienced and conscientious governing body. The acting headteacher has picked up the reins of leadership smoothly and provides the clear direction and stability the school needs at this time of change. A quite recent reorganisation of the management structure has provided a more equitable balance of responsibilities and involved all teachers in monitoring and evaluating the school's work. The result is a well informed staff with a better understanding of the

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impact of their work on the outcomes for pupils. This puts the school in a strong position to continue to improve and build upon recent good developments. Staff are fully aware of the procedures to be followed to protect pupils and keep them safe but the school lacks a system for regularly auditing and reviewing safeguarding policies and the documentary guidance to ensure they are comprehensive and fully up to date.

What does the school need to do to improve further?

- Extend opportunities for pupils to gain an understanding of communities that are different to their own, for example by forging links with schools that have a very different pupil population.
- Standardise the way in which children's progress is measured in Nursery and Reception so that the school has a clear and consistent picture of the gains they are making.
- Ensure that policies and guidance for safeguarding pupils' welfare are audited and reviewed regularly by the school and the governing body so that they are fully up to date and accessible to all who need them.

Outcomes for individuals and groups of pupils**2**

Pupils approach all lessons with the same high level of enthusiasm, and with their senses alert to find out what is awaiting them and brains ticking to take in the new ideas. These very positive attitudes to learning play a major part in the good progress pupils make. Secure prior learning and well developed skills have enabled pupils to quickly pick up where they left off at the end of the last academic year and start to build on what they know and can do. This is very apparent when they are writing. When asked to compose a simple story, they need no reminders to write in sentences or to read what they have written to ensure it makes sense. A good example was seen in Year 2 where pupils listened carefully to a story about a train journey to magical lands before writing their own lively multi chapter accounts of visits to 'chocolate land' and 'dog land'.

Although the results from the national assessments at the end of Year 2 are a little variable over time, this is due primarily to the different starting points of the pupils. Pupils' work in lessons and the records the school keeps of their progress show pupils' attainment to be above average. Boys and girls achieve equally well and the very small proportion of pupils from minority ethnic backgrounds make the same good progress as their peers. Pupils with special educational needs and/or disabilities receive sensitive support and participate fully in lessons. As a result they too make clear and sustained gains in their learning and gain confidence through the successes they achieve. Good writing, speaking and listening skills enhance pupils' learning in other subjects. In science lessons, for example, clearly recorded findings enable pupils to produce detailed and accurate explanations of what they have found out and in some cases why the investigation turned out as it did. These are very good skills for pupils of such a young age.

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Pupils' very positive attitudes to school and excellent relationships with staff provide a calm and pleasant atmosphere conducive to effective learning. When queuing to wash their hands before snack time pupils wait patiently in line and require no supervision from staff. Pupils show an excellent understanding of how exercise and diet influence health and well-being. Pupils cooperate and support each other well in class and willingly help around school. They enjoy taking part in local events but their appreciation of the lives of children in communities that are different from their own is limited. Within pupils' good spiritual, moral, social and cultural development there are some particularly strong features, such as their very clear understanding of right and wrong and the careful attention they pay to what others are saying. Attendance is generally good although the school has concerns about the number of lessons some pupils miss while on holiday in term time. Pupils acquire good writing and information and communication technology (ICT) skills in preparation for future learning. Their number work is not yet of the same high standards but is starting to catch up.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the 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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Although it is very early in the new school year, pupils are settled and class routines are well established. Teachers use their good knowledge of the pupils, gained from effective assessments, to provide work that is interesting and engaging and which builds progressively on what they already know and can do. Activities are matched well to pupils' differing abilities and provide the right amount of challenge to ensure enjoyment and success. In most lessons there is an effective match of expected outcome to activities. Just occasionally, the link is rather tenuous and does not promote what pupils are expected to learn well enough. Teachers make good use of ICT to help pupils' understanding. For example, they often use pictures in mathematics lessons to help pupils relate numbers to objects. Lessons are generally introduced well but at times pupils are given too many instructions rather than being involved in discussions and leave the carpet a little unclear about what they have to do and achieve. Classroom assistants work closely with class teachers and play a full and effective part in lessons. The support they provide for pupils, particularly those who have difficulty with learning, has a very positive effect on pupils' enjoyment of lessons and on the progress they make.

The curriculum meets the needs of the pupils well and successfully promotes their enjoyment of learning. Due account is taken of the differing needs of the pupils and initiatives, such as the Every Child Counts mathematics programme, are incorporated constructively into the curriculum where they will have most effect. Whole school developments, such as the recent refocusing of the science curriculum, ensure a good pace of improvement. The school is steadily moving towards a more flexible, less subject based, learning programme. This is showing significant benefits but development is incomplete. A well considered programme of clubs, some during school time and others at lunch time, is proving very popular and is providing a valuable additional experience for pupils.

The school keeps a very careful watch on pupils who may be vulnerable and staff respond quickly and effectively if there are any concerns. The school has good links with outside agencies and works closely with them should the need arise. Relationships between staff and pupils are very positive and pupils readily approach staff if they need help or want advice. Procedures for identifying and supporting pupils who may be experiencing difficulties with learning are thorough and effective. Parents comment positively on how the information they receive at curriculum workshops helps them support their children's learning at home.

These are the grades for the quality of provision

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

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How effective are leadership and management?

Under the clear guidance of the acting headteacher the recently formed senior leadership team is taking the school forward and providing all staff with the will to succeed. The school's work is monitored thoroughly and all teachers are involved in this process, although some are still learning how to link provision to outcomes when evaluating the impact on pupils' learning. Development initiatives are chosen carefully and managed well. Pupils' progress and development is monitored systematically and close attention is paid to the needs of the individual so that all pupils have equal opportunities to learn. Consequently, different groups of pupils make equally good progress. The community spirit within school is strong and pupils have a strong sense of belonging. The school has some community links in the immediate area but makes too little provision to promote community cohesion beyond the village in which it is situated. This limits pupils' understanding of communities that are different to their own. Governors are closely involved with the school and contribute fully to school management. They provide a range of expertise and experience upon which the school is able to draw when circumstances require, such as when balancing the budget or planning building work. Governors monitor the progress of school developments at their regular meetings but follow-up in school to observe the impact first hand is rather limited. They ensure that the required safeguarding procedures are in place and are very well known to staff. However, governors recognise the need for a more systematic approach to the production and maintenance of safeguarding policies and guidance.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Early Years Foundation Stage

Children settle quickly into the secure and welcoming ethos and environment of the Early Years Foundation Stage. Most start Nursery with skills and knowledge that are typical for their age. All groups make good progress. By the end of Reception the majority of children are working securely within the expectations for the age group and an increasing number are moving beyond. Teaching is good and at times in Reception it is outstanding. Provision is firmly based on developing early language and social skills in creative ways which engage and motivate the children. In one lesson teachers wore fairy wings to add 'magic' to learning opportunities, successfully stimulating children's thoughts and ideas which they readily expressed to those around them. Children demonstrate high levels of independence because they have many and varied opportunities to choose activities and tasks. Children understand the basic hygiene reasons for washing hands before snack time and from an early age are taught the need for safe actions. Leadership and management of the Early Years Foundation Stage are good. The recent introduction of flexible attendance in the Nursery has been managed well. Staff work cohesively as a team, ensuring that all children receive the attention they need to learn well. Careful observations enable staff to construct detailed illustrative records of children's responses and achievements so that enjoyable activities can be planned to meet their needs and promote further development. However, the progress pupils make while in Early Years Foundation Stage is not as clear as it should be because Nursery and Reception use different methods of measurement. Links with parents are good and make for smooth induction of children into the Nursery.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents are very happy with the school. Several parents added positive comments to the questionnaire. They feel their children make a good start in the Nursery and view the recently introduced clubs for older pupils as a welcome addition to the provision. While the majority of parents feel they are kept well informed, a small minority would like a little more detail about the progress their children are making. Inspectors found that the school provides good quality information for parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westroyd Infant School and Nursery 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 241 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	62	22	37	1	2	0	0
The school keeps my child safe	35	58	25	42	0	0	0	0
The school informs me about my child's progress	23	39	34	58	2	3	0	0
My child is making enough progress at this school	28	48	30	52	0	0	0	0
The teaching is good at this school	33	56	22	37	1	2	3	5
The school helps me to support my child's learning	34	58	23	39	2	3	0	0
The school helps my child to have a healthy lifestyle	33	55	26	43	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)	29	52	25	45	2	4	0	0
The school meets my child's particular needs	30	52	27	47	1	2	0	0
The school deals effectively with unacceptable behaviour	31	54	24	42	2	4	0	0
The school takes account of my suggestions and concerns	22	38	33	57	3	5	0	0
The school is led and managed effectively	31	53	28	47	0	0	0	0
Overall, I am happy with my child's experience at this school	36	61	23	39	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 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.



Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and special thanks go to those who talked with us about the school.

Yours is a good school and I understand fully why you enjoy it so much. Your behaviour is excellent and the school is a lovely place to be. If I did not know you have just gone back to school after the summer holiday, I would not have been able to tell. You are already working hard and learning new things, which is very good to see. I was very impressed by the sensible way you discussed things with your talking partners and how you help each other when you are working in pairs or in groups. Another thing that struck me when I was in lessons was the way everyone listens carefully when someone is speaking. This showed how very polite and sensible you are.

You make good progress because teachers make lessons interesting and fun. I was pleased to hear that you enjoy number work and literacy. These are important things to learn. I enjoyed very much reading what you had written, particularly when you had used lots of 'wow' words. Staff take very good care of you and it was good to see how willingly you help around school. I have suggested that it would be nice if you had more opportunities to meet pupils from other schools so that you can find out about the things they do at school and at home and share all the many interesting things you do with them. Teachers agree with me and will be looking into ways to make this happen. I also made a few other suggestions to help the school get even better which teachers and governors will be looking into.

Thank you once again for a very enjoyable two days and very best wishes from all the inspectors.

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