

Westwood Primary School

Inspection report

| | |
|--------------------------------|----------------------|
| Unique Reference Number | 107954 |
| Local Authority | Leeds |
| Inspection number | 336990 |
| Inspection dates | 30 June –1 July 2010 |
| Reporting inspector | Jon Lovgreen |

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 | 310 |
| Appropriate authority | The governing body |
| Chair | Ms Cathy Gurney |
| Headteacher | Mrs Zoe Adams |
| Date of previous school inspection | 11 October 2006 |
| School address | Bodmin Garth Leeds West Yorkshire LS10 4NU |
| Telephone number | 0113 271 2420 |
| Fax number | - |
| Email address | adamsz02@leedslearning.net |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. They formally observed 14 lessons, seeing 12 teachers and a range of support staff at work. Meetings were held with the school council, groups of pupils, governors, teachers and senior leaders.

Inspectors observed the school's work and looked at school planning and monitoring documents, teachers' planning, data on pupils' progress, and minutes of governing body meetings. Pupils' work and progress in their English and mathematics books were looked at in detail. Questionnaires returned by 51 parents and carers were scrutinised, as were those completed by staff and pupils.

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

- whether pupils, including higher attainers, are making good progress in all subjects
- children's attainment on entry, and the extent to which work in Nursery and Reception classes gives them a good start to their schooling
- whether the curriculum is sufficiently imaginative, flexible and stimulating for all pupils
- how effective senior managers are at driving school improvement and checking where further changes are needed
- how effectively care and support systems are at helping pupils grow in skills and confidence.

Information about the school

This is a larger than average in size primary school situated in an inner-city area. Most pupils are from a White British background. The proportion of pupils known to be eligible for a free school meal is over twice the national average. An above average proportion of pupils have special educational needs and/or disabilities, although very few have a statement of special educational needs. Awards include Activemark Gold, an Inclusion Chartermark, the Stephen Lawrence Award for work on race equality, and the Healthy Schools 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?

2

The school's capacity for sustained improvement

2

Main findings

Westwood Primary School is a good school. It is at the heart of its community because it has a clear view of its role, a good understanding of the families it serves, and is totally committed to doing the best for local children. All are welcomed and cherished. Rising attainment, the improved attendance of pupils, and no pupil having been excluded for eight years all bear testimony to the school's success. Pupils are making good progress because they feel happy and secure. Staff go to great lengths to get to know pupils, and to help should difficulties arise. The 'Westwood Way', which is all about respect and relationships, permeates the life of the school. This, coupled with the outstanding way in which the school works with local partner schools and liaises with specialists and experts when needed, has a strong impact on pupils' development. They are able to think for themselves and care for others. They stand up for what is right, and appreciate other beliefs and ways of doing things. These are excellent traits which stand them in good stead for the future. As a consequence, pupils' spiritual, moral, social and cultural development is outstanding.

They enjoy school and achieve well. By the end of Year 6 their attainment is improving, and approaching the national average. They behave well and pay close attention in lessons. Teachers plan these carefully, and have a good understanding of pupils' abilities, and how to adapt work for them. Because of this, provision for the high proportion of pupils with special educational needs and /or disabilities is good, and they make good progress. Providing for the small minority of higher attaining pupils is less effective. Rapid strides have been made in getting pupils in Key Stage 2 to write accurately and at length. Pupils show less confidence with mathematics, although progress remains satisfactory. This is because teachers do not have the same level of subject knowledge and how best to teach it, that they show in other subjects.

Good leadership, stemming from the headteacher's passionate commitment to the community, results in a happy, lively and ambitious school. All connected with the school praise it highly. There are extensive management processes to check on the school's work. These rely heavily on the headteacher's time and energy. As a result, some analyses of the school's performance lack precision. As a result, the governing body cannot consistently evaluate some aspects of the school's work. Nonetheless, many aspects are well monitored by both school and governors, and the school has a clear view of where it could improve and how to go about it. There is good capacity to bring about further improvement.

What does the school need to do to improve further?

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- Raise attainment in mathematics throughout the school, by:
 - improving teachers' subject knowledge
 - better matching of tasks to pupils' abilities
 - increasing pupils' understanding and use of mathematical concepts and specialist vocabulary.
- Help higher attaining pupils make more consistent progress, by:
 - more varied tasks and approaches to challenge them in lessons
 - less teacher talk and more brisk discussion
 - stimulating extension tasks for them to complete out of school
 - marking which continues to celebrate their achievement, but points out precisely how and where further improvements could be made.
- Improve the effectiveness and efficiency of management, through:
 - increasing the ability of governors to evaluate the school's performance
 - streamlining some systems, so that information is clearer and easier to access
 - more accurate measuring of pupils' attainment and achievement against national data, so that better use can be made of messages about the school's comparative performance.

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

The significant and sustained improvement in pupils' attendance shows their keenness to come to school, where they feel safe and valued. In lessons, they are attentive and want to get on. Behaviour is good, notable for the polite and thoughtful way that pupils treat each other, and staff. Any correction about work or behaviour is quickly accepted by the small minority of pupils who need it. The result is classrooms where enjoyment is balanced by a work ethic. Progress is good, notably in spoken language and writing skills, both of which are carefully and systematically nurtured. Teacher assessments and work in pupils' books show that attainment in mathematics lags behind those in other areas. This is because teachers are less secure about how to teach the key concepts and technical vocabulary in the subject. Recent end of Key Stage 2 results show some improvement, but too few pupils throughout the school reach the higher levels of which they are capable in mathematics. In Key Stage 1, higher attaining pupils could do also better with their writing. However, from generally low skills when they join Nursery, most pupils are reaching average standards by the end of Year 6. This represents good progress and achievement. The inclusion in all lessons of every pupil with special educational needs and/or disabilities gives them confidence, and places the onus on teachers to amend lesson plans to match their needs. Good liaison between teachers and teaching assistants leads to clear and specific help, although assistants often have too little involvement during the over-lengthy presentations by teachers.

Pupils are actively involved, as monitors and school council members, in school life. The creation of a wildlife sanctuary, organisation of a charity jog, and increased healthy

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options in the canteen all show their influence. Pupils' keenness for physical activity, both in lunchtime organised games and in sessions such as those for dance, samba and cheerleading, show a good attitude to healthy exercise. Work on different recycling projects and awareness of the need to consider other people's feelings and beliefs show concern for wider issues. This is allied to a strong sense of what is right, and a desire to try to do this for the sake of the school community.

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 | 3 |
| 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 | 2 |
| 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 | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 1 |

How effective is the provision?

The overall quality of teaching is good, and makes sure that most pupils make good progress. Planning is highly detailed and makes sure that pupils always know the purpose of a lesson. Teachers explain tasks clearly and well, so gaining pupils' interest. Good use of information and communication technology enables pupils to present work in varied formats, as in displays of 'Celtic Times' newspaper reports of Britain being invaded. Excellent and consistent behaviour management ensures a calm, polite and purposeful classroom atmosphere. However, some teachers talk for too long at the start of lessons, restricting opportunities for pupils to bring forward their own ideas. When

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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class discussion takes place, teachers allow pupils to answer too quietly, limiting its value. Frequent and accurate assessment of pupils' attainment is used to plan different tasks and approaches for groups of varying ability. Higher attaining pupils, however, are not consistently given the open or exploratory work which would help them push on. This is evident in marking, where their work is rightly praised, but where they are rarely advised about how to improve further. Some more able, older pupils say that they would appreciate the chance to do more homework.

The curriculum provides a good balance between the basic skills of literacy and numeracy, and other subject areas. The use of whole-school themes, with topics suited to pupils' ages and abilities being skilfully planned within them, is a strong feature. Excellent and imaginative use is made of joint work with other local schools. This enables teachers to use their interests and expertise, and specialist coaches and facilities to be shared across schools. Pupils choose from an exciting menu of activities. As a result, skills are learned in context. Practical gardening work is used for work in science and technology. Cookery, art, drama and dance are integrated within other work. A focus on writing as a means of recording and expressing ideas across the school, is paying dividends. Displays of 'World Book Day' (with the staff dressed as '101 Dalmations!') and a massive Cookathon event evidence this. There is satisfactory provision for pupils to use and apply mathematical skills in other subjects and real-life situations. The school has a fundamental commitment to inclusion. This is seen in the practice of pupils with special educational needs and/or disabilities being supported to be fully involved at all times in classroom and extra-curricular activities.

Despite the relatively high number of pupils coming from disadvantaged or vulnerable backgrounds, no child is refused a place at this school. Staff work hard to get to know and work with pupils and their families. For pupils with special educational needs and/or disabilities, good systems of assessment and review, combine with effective support from a team of skilled and dedicated teaching assistants. Transition arrangements for those joining school, moving on, or changing classes are meticulous. This well planned and coordinated approach to pupils' welfare has a most positive impact on their confidence and self-esteem. Mature behaviour and improving standards are the result.

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 |

How effective are leadership and management?

Morale is high among a keen, young staff. The school balances pleasure at its success

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with a determination to improve. These features stem from the energy and dedication of the headteacher, who puts whatever is best for pupils and the community at the top of the agenda. This strong leadership is supported by extensive monitoring systems to check on pupils' progress and teaching quality. There are limitations to the value of some checking systems, which rely heavily on senior managers. Information is accurate and up-to-date, but does not take due account of all the available national data to ensure a fully accurate picture of the school's performance. A very supportive governing body oversees the work of the school and is in the process of improving the way it uses data as a tool to monitor how well the school is doing. The narrowing of gaps in pupils' performance, and a school community where all are welcomed, show an effective approach to equality of opportunity. There is also a determined approach to tackling discrimination. Safeguarding procedures meet current requirements.

The school has worked hard and effectively to meet the needs of the local community, while widening pupils' horizons to the world beyond. Leaders correctly plan to extend this work in terms of getting pupils to better understand and appreciate life in other countries. Partnerships form a key, and outstandingly successful, part of the school's work. Their judicious use has seen much wider and more stimulating curricular opportunities and valuable mutual staff development with other schools. Furthermore, staff show excellent judgement about when and how to seek and use the expertise of outside agencies to support pupils through difficult times.

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 | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 1 |
| 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 | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

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

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When they join the Nursery, children's skills vary, but are overall, well below those expected for their age. Many have weak number, language and social skills. Indoor and outdoor facilities for children are spacious, welcoming and well organised. Staff are enthusiastic, and keen to provide an education which suits each individual child. They work hard to make children feel settled, and parents and carers able to get involved in what their children are doing. Home visits and parents and carers being welcomed into the setting reinforce this. Children quickly settle because of good and well explained routines. Soon, they are sharing toys and tasks with other children, and learning to take turns and use adult advice. They talk enthusiastically about their work and are very proud of being able to spell their own names, and those of family members, aloud. Some, suitably dressed with headscarves and eye patches, enjoyed searching for treasure using a 'map' and a make-shift 'pirate ship'. Teachers' questions about how to 'steer the ship' and 'deal with sharks' encouraged both language and imagination. The constant focus on spoken language and listening skills, well modelled by all adults, helps children to both understand and explain what they are doing, and to get on well with each other. This results in good progress but, when they leave Reception, their skill levels are still below expectation, partly because of a weakness in mathematics. Regular and detailed assessments chart children's progress but are not consistently used to plan for those children making quicker progress.

There is good teamwork among staff, as seen in effective joint planning. They also make sure that the setting is safe and secure and give good attention to children's welfare. The setting is well managed by senior staff, who have a good working knowledge of the setting and clear plans to ensure its further improvement.

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

A small minority of parents and carers returned questionnaires. These showed a strong level of appreciation and support for the work of the school. Parents and carers particularly comment on how happy they and their children are with the experience of school. They link this with the quality of care given, and the quality of teaching. Highly positive comments were made about the approachable staff, who 'welcome families with open arms'. Many see this as reflecting the headteacher's approach. As a result, parents and carers say, children 'thrive and grow in confidence'. A small minority of parents and carers feel that some children need more regular homework. Inspectors agree that

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some older pupils would benefit from (and, indeed, want) more extended tasks to follow up outside of school. Another concern expressed is that more could be expected of higher attaining pupils. Inspectors agree that in some lesson activities and some marking, there could be more challenge and guidance for those who are finding work easy, or completing it quickly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westwood 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 310 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 38 | 75 | 13 | 25 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 38 | 75 | 12 | 24 | 1 | 2 | 0 | 0 |
| The school informs me about my child's progress | 35 | 69 | 14 | 27 | 1 | 2 | 1 | 2 |
| My child is making enough progress at this school | 38 | 75 | 12 | 24 | 0 | 0 | 0 | 0 |
| The teaching is good at this school | 40 | 78 | 10 | 20 | 1 | 2 | 0 | 0 |
| The school helps me to support my child's learning | 31 | 61 | 18 | 35 | 1 | 2 | 1 | 2 |
| The school helps my child to have a healthy lifestyle | 30 | 59 | 20 | 39 | 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) | 31 | 61 | 19 | 37 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 31 | 61 | 19 | 37 | 1 | 2 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 36 | 71 | 14 | 27 | 1 | 2 | 0 | 0 |
| The school takes account of my suggestions and concerns | 34 | 67 | 16 | 31 | 0 | 0 | 1 | 2 |
| The school is led and managed effectively | 37 | 73 | 13 | 25 | 0 | 0 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 39 | 76 | 10 | 20 | 2 | 4 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



2 July 2010

Dear Pupils

Inspection of Westwood Primary School, Leeds, LS10 4NU

You will remember us visiting your school recently to see how you were getting on.

Thank you for being so very polite and helpful, and for telling us your opinions.

We agree with you that Westwood is a good school. The main reasons why it is good are:

- you behave well, care for each other, and always try to do the right thing
- you work hard, and respect and appreciate what staff do for you
- most lessons are good: teachers work hard to plan interesting activities
- in all areas of school you show interest in others and how they live, and think about their feelings. This is a very important skill for life
- the work you do in writing is helping you to make really good progress
- you understand the importance of good health, and try to keep yourself and others healthy
- all the adults in school take good care of you. You always feel that you can turn to them for help and advice. They make you feel very safe and settled
- the headteacher and senior staff are keen to make the school even better.

There are always ways to improve things. We have asked staff to:

- help you to do better in mathematics
- give those of you who find work too easy different more difficult things to do. You need more chance to explore and discuss new ideas
- make sure that some school systems are better organised. This would help information to be clearer, more accurate, and easier for teachers to use.

You can help by always doing your best, following the 'Westwood Way', and keeping up your much improved attendance. Our best wishes for your future happiness and success.

Yours sincerely

Jon Lövgreen

Lead inspector

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