

Westfield Primary School

Inspection report

Unique Reference Number	109072
Local Authority	Bath and North East Somerset
Inspection number	337208
Inspection dates	16–17 March 2010
Reporting inspector	David Carrington

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Darren Bird
Headteacher	Lesley MacKenzie
Date of previous school inspection	30 January 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 18 lessons involving the work of 14 teachers. Meetings were held with groups of pupils, staff and governors. Inspectors observed the school's work, and looked at school self-evaluation documents, external monitoring reports and development planning. Eighty three parental questionnaires were analysed as well as those from school staff and the pupils.

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

- the school's success in improving pupils' progress, especially for higher attainers and in writing
- the effective use of information from assessment to provide work that is well matched to the ability of the pupils
- the development of partnerships with others in the United Kingdom and internationally to assist the promotion of community cohesion.

Information about the school

Westfield Primary School is larger than most primary schools. Nearly all the pupils are from White British backgrounds. Hardly any speak English as an additional language. An above average proportion have special educational needs and/or disabilities. Most of these pupils have learning difficulties and a few also have behavioural, emotional and social needs.

Children in the Early Years Foundation Stage are included in the Reception classes. There is a privately managed nursery and an after-school club on the site which have been inspected separately. The school also runs a breakfast club as part of its extended provision. Among other awards, the school has been accredited with Inclusion Quality Mark and the Eco schools silver 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

Westfield Primary is a good school. It has made significant improvements since the previous inspection, especially in teaching quality and in the progress made by pupils. These are both good. The senior leaders, staff and governors form a well-bonded team which is determined to do its best for the pupils. The school ensures that there is good equality of opportunity and that pupils who may be vulnerable settle well to their education. The provision for pupils who have special educational needs and/or disabilities is very effective. The drive for higher attainment and accelerated progress is clearly evident in lessons and in displays about the school. There is good capacity to sustain improvement into the future.

Standards are rising well. The current Year 6 pupils work enthusiastically and productively in their lessons. Their workbooks show broadly average attainment in reading, writing and mathematics. In earlier years, attainment is rather higher, which reflects the pupils' increased skills and knowledge when they started school compared to the current Year 6 pupils. Progress is consistent from Reception to the end of school. Children make good strides in their work in the Early Years Foundation Stage because they are fascinated by the activities they share and are well motivated by their learning. Achievement in sports and games is particularly strong and pupils hold a number of major awards for national and regional sports performance, including trampolining and tag rugby.

The good progress academically is mirrored in the effective personal development of the pupils. They enjoy their education and say it is 'joyful.' This is largely due to the excellence of care, guidance and support offered to all pupils. They develop well spiritually. Year 1 pupils asked 'what is beauty?' spontaneously as they looked at an art display. Culturally, the pupils develop well, although their experience of people from other communities, whether nationally or internationally, is not wide enough. Nonetheless, the promotion of community cohesion is effective because the school makes regular checks of its effectiveness, updates its policy and practice frequently and has well thought-out plans for improvement of links with others. Behaviour is good in lessons, the playground and around the school.

Teaching quality is consistently good through the school. Lessons are well organised, the pace of learning is brisk and teaching assistants make a valuable contribution to pupils' progress, especially those who have learning difficulties or other specific needs. Planning accurately identifies different work for each ability group and there is good challenge for the higher attainers. There are occasions when the balance between teacher-talk and active, hands-on learning is weighted too much to the former. Sometimes there are not enough opportunities for pupils to talk about how well they are

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achieving or how they can improve. Where these things occur, a few pupils become fidgety and some show their impatience to start. As one said in a lesson, 'can we go and do it?'

The school is well led and managed and governors are effective in forming and reviewing policy and practice, and in setting out the priorities for improvement. School self-evaluation is reliable because it is based on comprehensive systems to track pupils' progress and check the quality of provision. The school makes sure that pupils are safeguarded effectively and has formed good quality partnerships with parents and carers and other groups in order to improve the quality of provision.

What does the school need to do to improve further?

- Check the balance of activities in lessons to ensure that pupils have ample and consistent opportunities to lead their own learning, discuss their progress together and plan their approach to their work.
- Strengthen work to promote pupils' understanding of people elsewhere in the United Kingdom and across the world.

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

Pupils' books show good development of skills and knowledge as the year passes. The earlier work in writing is often less polished and complex than the work completed recently. This was very apparent in the Year 4 and 6 writing books examined. The same was apparent in the Year 3 science books. The books of more able pupils show they are challenged well by the work and that they reach the higher levels in their work.

Recent national assessments have shown a rising trend in pupils' attainment and progress. This was also apparent in most lessons. Because planning is now more effectively focused on the needs of different ability groups, pupils are making faster progress and reaching above average standards in some of their work. This is particularly true of the younger year groups. The setting by ability in mathematics is proving successful in raising standards. Year 5 pupils enthusiastically examined coordinates in their mathematics lessons. The pupils who have special educational needs and/or disabilities were particularly keen to complete the four very motivating activities provided for them to ensure that they understood the basic facts about coordinates. On a few occasions, progress is slowed because too long is spent explaining and questioning rather than allowing pupils to develop further their skills of independent, responsible learning.

Pupils enjoy school greatly. They also enjoy each other's and their teachers' company. This is a key factor in their eager response to the work. Their enjoyment is also shown in their above average attendance. The pupils feel safe in school and say they have few worries. They know who to talk to if something concerns them. They say, for example, that there is a little bullying in school. They are confident, however, that their teachers deal with this promptly and effectively. Most pupils are confident that the school helps them to develop the necessary skills and knowledge for the next step in their education.

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They also follow healthy lifestyles and keep fit.

The support given to pupils who have special educational needs and/or disabilities is first class. In some year groups half the pupils have some such need. The good progress in school is influenced heavily by the successful step-by-step increase in these pupils' knowledge and skill. Such gains are due to the precision of planning and assessment and effective partnership with parents and carers. Vulnerable pupils are also helped to succeed and to take a calm and quiet approach to learning. Behaviour management is highly effective and ensures that the vast majority of pupils are well behaved at all times.

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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Many lessons have a 'buzz' of activity and pupils respond very positively to their teachers and the activities provided. Where they are kept listening for too long, attention sometimes drifts. Once they start the individual or group tasks, however, the pupils work hard with a good sense of purpose. In the outstanding lessons, this approach is common and pupils strive for the best work possible, as seen in another

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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Year 5 mathematics lesson. Here, the teacher made sure every pupil knew the high standards expected of them and checked frequently that these were emerging. Pupils' behaviour was exemplary in this lesson and at the end the pupils could translate a shape across a grid with accuracy and confidence.

The curriculum is well balanced to ensure that basic skills in English, mathematics and information and communication technology are practised in other subjects. The system of pupil-choice of themes in history and other subjects works well because it gives them an added incentive to work well. Provision for sports and games is a real strength. Pupils' personal, social and emotional education are good. Appropriate priorities are identified for improvement in the school development plan. They include the broadening of pupils' cultural education and the further refining of planning to ensure that learning rather than teaching is at the heart of lessons.

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	1

How effective are leadership and management?

The headteacher's clear vision for the school has led to effective partnerships with parents and carers, which are particularly evident at the morning 'Family Learning' sessions for the youngest pupils. The children in Reception enjoy sharing their work with their families, as do pupils in Years 1 and 2. They are keen to show their good achievements and the encouragement from their families helps boost their confidence and increases their effort. Parents and carers hold very positive views of the school, including the way in which it is led and managed.

Senior and middle leaders are rigorous in their checks of the school's performance. All current statutory requirements are met because the governing body and staff are alert to changes in requirements and expectations and make sure policies and practice are fit for purpose. The safeguarding of pupils, tackling of any form of discrimination and the promotion of equal opportunities are equally good and are grounded in reliable systems for their management.

The school has developed effective approaches to the promotion of community cohesion and has set about, with determination, the enhancement of pupils' links with other groups in this country and abroad. The strength of its community focus is due to very clear and detailed analysis of what is already in place and what requires strengthening, and to the thoroughness of work to broaden pupils' links locally. Wider-spread communities are already included in some links, but school leaders know these can be

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extended.

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	2
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

Provision in the Early Years Foundation Stage is grounded in good staff knowledge and effective planning that extends to all six areas of learning. The leadership and management of the stage is in experienced and ambitious hands and ensures the children are happy in their work and play, eager to do well and proud of their achievements.

Day by day assessment is a strength and all staff know the next steps the children must take to broaden their experiences. The children themselves have much fun while in Reception and are keen to talk about and share their work. They work well together, as observed in a lesson where groups were planning their afternoon activities and writing their choices on whiteboards. They showed independence and initiative as they worked, and learning was equally successful whether indoors or out. In a few cases, introductions to lessons are too long, which slows children's progress. Despite this, the children make good progress from when they start school, at which point their skills and knowledge are below the expected level.

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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

Parents and carers hold very positive views of the school. While a very few wrote comments to show their concerns about the management of behaviour, the vast majority agree or strongly agree with all the statements about the school on the questionnaire. Inspectors judge that behaviour management is highly effective and that the pupils who are sometimes challenging in their response are helped to improve their attitudes and behaviour effectively. Parents and carers are very strongly of the opinion that the school is well led and managed and that teaching is good. The evidence from the inspection shows them to have a well-judged picture of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfield 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 83 completed questionnaires by the end of the on-site inspection. In total, there are 338 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	61	29	35	3	4	0	0
The school keeps my child safe	59	71	20	24	2	2	1	1
The school informs me about my child's progress	45	54	33	40	5	6	0	0
My child is making enough progress at this school	46	55	32	39	4	5	1	1
The teaching is good at this school	52	63	29	35	1	1	0	0
The school helps me to support my child's learning	47	57	33	40	3	4	0	0
The school helps my child to have a healthy lifestyle	45	54	37	45	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)	41	49	37	45	3	4	0	0
The school meets my child's particular needs	45	54	33	40	3	4	1	1
The school deals effectively with unacceptable behaviour	30	36	41	49	7	8	3	4
The school takes account of my suggestions and concerns	33	40	41	49	5	6	1	1
The school is led and managed effectively	51	61	31	37	0	0	1	1
Overall, I am happy with my child's experience at this school	52	63	25	30	5	6	1	1

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.



18 March 2010

Dear Pupils

Inspection of Westfield Primary School, Radstock, BA3 3XX

Thank you for the warm welcome you gave us when we visited your school recently. We think you go to a good school.

- You make good progress and attain the expected standards in your work.
- Children in Reception learn well, have fun and are given a good start to school.
- You are well behaved, friendly and polite.
- You are taught well, which helps you to learn many new things.
- Your teachers make sure you are really well looked after.
- Your school is well led and managed and your headteacher makes sure all the adults work together to give you a good education.
- Your parents and carers are pleased you go to Westfield because they think it does a good job.

In our report we have listed two areas where improvements can be made.

- You could have more chances to talk about, plan and check your own learning, and to work independently.
- You could find out even more about the lives of people in other parts of this country and overseas.

We know you will help your teachers to make these improvements. You can do this by sharing with your teachers your ideas about the ways you learn best.

We wish you good luck in your school work.

Yours sincerely

David Carrington

Lead inspector

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