

# Droitwich, Westlands First School

## Inspection report

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<b>Unique Reference Number</b>	116671
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	338860
<b>Inspection dates</b>	14–15 July 2010
<b>Reporting inspector</b>	Jeffery Plumb

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	266
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Beardsall
<b>Headteacher</b>	Julie Millard
<b>Date of previous school inspection</b>	27 February 2007
<b>School address</b>	Farmers Way Westlands Droitwich
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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 10 different teachers and 2 teaching assistants. Inspectors held meetings with the vice-chair of the governing body, staff focus groups and pupils. They analysed a wide range of evidence including data on pupils' progress, curriculum planning, the school's plans for improvement, pupils' work, safeguarding policies, behaviour plans, and 32 questionnaire returns from parents and carers.

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

- the progress made by pupils in Year 4, particularly in mathematics
- the analysis carried out by the school in respect of the correlation between pupil attendance and academic achievement
- the impact of carrying the Early Years Foundation Stage curriculum model into Year 1 on raising pupil achievement.

## Information about the school

Westlands First School is an above average sized school. The proportion of pupils known to be eligible for free school meals is significantly above the national average as is the proportion of pupils with special educational needs and/or disabilities. The school runs a nurture group for pupils who may be facing vulnerable circumstances. Almost all pupils' are White British and very few are at an early stage of learning to speak English. However, in recent years there has been an increase in the number of families from Eastern Europe in the community served by the school, and the main languages spoken are Hungarian and Polish. The school is divided from the heart of the town of Droitwich by a highway and the estate served by the school was built to accommodate overspill from Birmingham. There is a Children's Centre located on the school site.

**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

Westlands First school provides a satisfactory quality of education. It is an improving school. Attainment by the end of Year 4, at the time pupils leave school, is well below what is expected nationally for pupils of their age. However, good progress means that attainment is rising. This is most evident throughout Key Stage 1. In 2010 the vast majority of pupils in Year 2 met or exceeded their challenging targets in reading, writing and mathematics. Given the proportion of pupils with special educational needs and/or disabilities within this year group, this indicates a significant success. However, inconsistencies remain across some year groups, especially in Years 3 and 4, where progress is slower in mathematics.

Teaching is good overall. There is outstanding practice in the nurture group for pupils with special educational needs and/or disabilities or who may be facing vulnerable circumstances. These pupils make rapid gains in confidence and so become ready to learn. The provision in the Early Years Foundation Stage and throughout Key Stage 1 is consistently good, and these areas of the school have many strong features. In a few Key Stage 2 lessons, pupils are not always sufficiently clear about what they are expected to learn and on occasions activities are not sufficiently matched to enable pupils to make the important steps in learning they require, especially in mathematics.

The care, guidance and support pupils and their families receive are good. Pupils are actively involved in making decisions about the curriculum. Pupils' request for themes focused on space has been used in curriculum planning. This contributes to their increased enthusiasm for learning, which in turn impacts positively on their achievement. However, although aspects of the newly designed curriculum such as the carrying of the good curriculum practice in the Early Years Foundation Stage into Year 1 have had a positive impact on raising achievement, it is too early to see its full impact in other areas. It has not yet made sufficient impact on raising achievement in mathematics in Key Stage 2. This is because not all teachers make full use of the strands of the national numeracy strategy when planning curriculum themes.

Attendance has improved year on year over the past three years. The headteacher is diligent in explaining to parents how poor attendance has a negative impact on their children's achievement. Pupils' adoption of a safe lifestyle is good, but not all pupils and their families engage enthusiastically with all that the school does to encourage them to adopt a healthy lifestyle. However, specific programmes in supporting pupils with obesity are very successful and benefit the health of those pupils and their families.

Community cohesion is outstanding. Excellent local community links have changed the perception of the school within the community and contributed to a recent rise in the number of pupils on roll. Regularly there is a local farmers' market in the playground,

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which provides fresh and wholesome foods for the people living on the estate served by the school. Recognizing that the school serves a largely White British community, the headteacher has established an outstanding link with a culturally diverse school in Birmingham and links with American schools have significantly benefited pupils with special educational needs through the adoption of very effective programmes to help them improve their reading.

The headteacher drives improvement forward well. Decisive actions following detailed analysis have brought about significant recent improvements. Leaders and managers are clear about areas of weakness and have put in place robust plans to improve the quality of education further. Given the impressive success of actions to meet and exceed challenging targets for Year 2 pupils, and recent significant improvements in pupil behaviour and engagement with learning, the school's capacity for sustained improvement is good.

**What does the school need to do to improve further?**

- Raise attainment and progress in mathematics by the end of Year 4 by:
  - ensuring all strands of the national numeracy strategy rigorously pervade the planned curriculum themes.
- Improve aspects of the quality of teaching in Key Stage 2, so that it consistently matches the good practice found elsewhere in the school, by ensuring:
  - pupils are always clear about what they are expected to learn
  - activities are consistently matched to pupils learning needs so that they are challenged at all times.

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

All groups of pupils make good progress in learning in the large majority of lessons. Progress in lessons is consistently good from the Nursery to Year 2, but there is occasional inconsistency in Years 3 and 4. Progress in mathematics in Year 4, in particular, lags behind the rest of the school. Overall, achievement is satisfactory. In a good Year 2 literacy lesson, a group of lower achieving pupils made good progress in using a contents page to find information because of the skilful support they received from a teaching assistant. In an equally good Year 1 numeracy lesson, pupils successfully explored odd and even numbers through an imaginative investigative activity well matched to their needs and began to recognise a pattern. Overall, pupils who speak English as an additional language make slightly better progress than their peers. There is no significant difference in progress between boys and girls. Pupils with special educational needs and/or disabilities generally make good progress, but like their peers, this slows in Years 3 and 4.

Pupils generally enjoy learning. Behaviour is good and attendance is average. Both have improved in recent years. Pupils say that they have an adult who they trust within school and the rare instances of bullying which do occur are dealt with quickly. Pupils

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make their views known and can effect real change, as evidenced by their ideas of how they want to learn being incorporated into the school's curriculum planning. Pupils are equipped satisfactorily for middle school because the school develops the personal qualities and self-confidence they need to succeed as well as ensuring that basic skills are improving. Pupils make a positive contribution to the community. Older children support younger children and the eco council offers good advice to the school's management on how to make energy savings. Pupils are excited about a plan to extend this advice to local businesses within the community. Their spiritual, moral, social and cultural development is good. Pupils have a good understanding that Britain is culturally diverse. They have a clear understanding of what is right and wrong and, through participation in learning outdoors, they reflect on the beauty and wonder of the natural world.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The large majority of teaching is challenging, fun, relevant to pupils' needs and successfully engages their interest. Teachers plan after consulting pupils about their

<sup>1</sup> 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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learning and this motivates them to learn with enthusiasm. For example, in a science lesson based on the theme of space, pupils were thirsty to learn as they solved problems about the best materials to construct the windows in a rocket. Overall, good use is made of assessment to plan specific learning outcomes for pupils. A raft of interventions provides good support for pupils with special educational needs and/or disabilities and visual cues effectively support the few pupils who speak English as an additional language. However, on a few occasions in Years 3 and 4, teaching lacks clarity and pupils are not sufficiently challenged, especially in mathematics. On these occasions the pace of learning slows.

The implementation of the newly-designed curriculum, which is based on pupils' interests, is at too early a stage to have a full impact on raising achievement. However, the carrying of the Early Years Foundation Stage model of child initiated learning into Year 1 has had a marked impact on raising achievement and motivating pupils. Some of the innovative components of the curriculum benefit pupils' emotional and academic development. For example, the massage component benefits pupils with challenging behaviours. Specific events, such as the cafe run by Key Stage 2 pupils at Easter, support their understanding of economic well-being. Good use is made of a local specialist sports secondary school to enrich pupils' learning through taking part in a wide range of after school sports clubs.

Care, guidance and support are strong features of the school. The school's pastoral care worker and the cluster's family support worker provide valuable support in engaging pupils and their families in learning. An effective multi-agency approach and a good partnership with the on-site Children's Centre provide quality support for pupils who may be facing vulnerable circumstances. There has been some success in promoting attendance, particularly in reducing persistent absence, but this remains an area for further development. There are many good features for pupils with special educational needs, such as speech therapy support. Effective work with the school's education welfare officer has significantly reduced the amount of persistent absenteeism in recent years.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher, in partnership with an effective staff team, promotes drive and ambition which focuses on removing barriers to learning for pupils and their families.

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However, standards remain too low and the leadership team works hard to address this shortcoming. Decisive action and implementation of strategies this year have raised achievement in Key Stage 1 significantly. Monitoring of teaching and learning is rigorous and is having a positive impact on provision. Leadership is shared and both senior and middle leaders are clear about what is required to raise standards. The school promotes equality of opportunity well, as this lies at the heart of all it does. However, some variation remains in the provision, especially in the progress of pupils in mathematics in Key Stage 2. Effective management systems and procedures ensure that pupils are safe and secure. Child protection procedures are effective. Risk assessments, including of pupils' behavioural needs, are thorough and detailed.

Effective partnerships with business, other local schools and parents enhance pupils' learning well. Community cohesion is outstanding. The school has very successfully won the support of the local community. Excellent national and global links ensure that pupils have a very good understanding of communities beyond their own. Governance is satisfactory and improving rapidly. The governing body is beginning to challenge the headteacher about pupil attainment and is committed to giving her the support required to address the few shortcomings which still exist with the teaching in Key Stage 2.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

The vast majority of children join the Nursery with skills and abilities exceptionally well below those expected, especially in personal and social development and in language and communication. They make good progress, but by the time they enter Year 1



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attainment in relation to the early learning goals remains well below average, particularly in language and mathematical development. This masks, though, the gains they make in confidence and playing collaboratively with their friends. The curriculum, quality of teaching and care they receive are good. Effective use is made of a stimulating outdoor play area to support their learning and personal development. The staff team, regularly and frequently, assess children's learning and development and, immediately, use the assessments to adjust their planning to accelerate children's progress. They encourage children to initiate their own learning by allowing them to follow their interests. This enthuses and excites them in their learning and improves their behaviour.

Leadership and management are good. The early years team are deeply reflective and constantly keep their practice under review. Parents and carers are given very good advice on how to improve their children's behaviour and given strategies to support them in developing important communication, personal and social skills. An effective link with the on-site Children's Centre gives valuable support to the children and their families.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

Only a few parents and carers returned questionnaires. These indicated that overwhelmingly parents and carers are pleased with all that the school achieves for their children. They submitted a number of notes for inspectors, full of praise and admiration for the school. However, a few parents expressed a concern about the school's physical education policy. Inspectors agree with the very many positive views expressed by parents. They investigated the parents' concerns about kit for physical education and discussed their findings on this issue with the headteacher. This has resulted in an immediate review of and change to the physical education policy.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Droitwich, Westlands First 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 32 completed questionnaires by the end of the on-site inspection. In total, there are 266 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	84	5	16	0	0	0	0
The school keeps my child safe	22	69	10	31	0	0	0	0
The school informs me about my child's progress	24	75	8	25	0	0	0	0
My child is making enough progress at this school	23	72	7	22	1	3	0	0
The teaching is good at this school	28	88	4	13	0	0	0	0
The school helps me to support my child's learning	22	69	10	31	0	0	0	0
The school helps my child to have a healthy lifestyle	19	59	13	41	0	0	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)	21	66	9	28	0	0	0	0
The school meets my child's particular needs	23	72	7	22	0	0	0	0
The school deals effectively with unacceptable behaviour	20	63	10	31	2	6	0	0
The school takes account of my suggestions and concerns	20	63	10	31	2	6	0	0
The school is led and managed effectively	23	72	8	25	1	3	0	0
Overall, I am happy with my child's experience at this school	27	84	5	16	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

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](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



16 July 2010

Dear Pupils

Inspection of Droitwich, Westlands First School, Worcestershire, WR9 9EQ

We really enjoyed our recent visit to your school. We think that your school is a satisfactory school and are delighted that the vast majority of you enjoy coming to school, but some improvements are needed. Thanks to those of you who took the time to talk with us about your work and life at school. We found you to be very polite and helpful. Here are the positive things we found.

Standards are rising and those of you in the Early Years Foundation Stage and in Years 1 and 2 make good progress because of the consistently good teaching you receive.

You are cared for and looked after well.

You respond very well to what the school does to support you in adopting a safe lifestyle.

The school works well with your parents.

The ways in which you are involved in decision making about what you are taught motivates you to learn.

Your involvement in the local, national and global community is outstanding.

However, we think that your school is in need of some improvements. Here are the things we have asked your headteacher to make better for you.

Improve your mathematics skills by ensuring that all elements of the national numeracy strategy are taught through the exciting topics you study.

Make the provision in some of the Year 3 and 4 classes more interesting, enjoyable and challenging for you.

You all can help by always trying your hardest and coming to school every day. Thank you once again for your help during the inspection.

Yours sincerely

Jeffery Plumb

Lead Inspector

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