

Westfield Junior School

Inspection report

Unique Reference Number	119928
Local Authority	Leicestershire
Inspection number	339558
Inspection dates	29 - 30 September 2009
Reporting inspector	Tim Bristow HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7 - 11
Gender of pupils	Mixed
Number of pupils on the school roll	255
Appropriate authority	The governing body
Chair	Mr Don Wright
Headteacher	Mrs Paula McSorley
Date of previous school inspection	3 - 4 July 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff, groups of pupils and a representative from the local authority. They observed the school's work, and looked at the school development plan, monitoring and evaluation documents, assessment information, lesson plans, school policies and 76 parental questionnaires.

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

- the rate of progress made by pupils over time and the quality of learning in lessons
- the quality of teaching and the curriculum
- the capacity of school leaders to embed ambition and drive improvements.

Information about the school

The school is average in size. The proportion of pupils from minority ethnic groups and who speak English as an additional language is below average. The proportion of pupils who are eligible for free school meals is also below average. The proportion of pupils with special educational needs and/or disabilities including those who have a statement of special educational need is above average. The school has a unit providing specialist provision for 20 pupils with moderate learning difficulties (MLD). The pupils benefit from a breakfast club and an after school club that is privately managed and is inspected under separate arrangements.

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

3

Main findings

This is an improving school with a number of good features. The school provides a good curriculum with a very wide range of enriching and extra-curricular activities and good care, guidance and support. As a result of this, attendance is above average and rising, behaviour is good and pupils relish the opportunity to take responsibility for improving the school and wider community. As one pupil reported representing the views of many. 'School is really fun and lots of people enjoy school but I enjoy it loads.'

The achievement of pupils is satisfactory. Attainment in English, mathematics and science has risen steadily since the previous inspection and standards are now broadly average. Progress is satisfactory overall. Pupils in Year 6 and those with moderate learning difficulties make good progress. In other year groups progress is slower because in some lessons the work is not accurately matched to the abilities and needs of all pupils such as the more able. Teaching assistants work effectively with groups of pupils with special educational needs enabling them to make progress that is similar to their peers.

Many of the outcomes for pupils' personal development and well-being including the spiritual, moral, social and cultural development of pupils are good. Pupils demonstrate a well developed understanding and consideration for others. For example poetry written by Year 6 pupils demonstrates great compassion and empathy when learning about the plight of German Jews in concentration camps during the 2nd World War. Pupils demonstrate that they are kind and considerate to each other, polite to visitors and work well together in their lessons. Pupils' responsibility for their own safety and their adoption of a healthy lifestyle is good for their age. For example, pupils report that they understand the importance of adopting safety rules when using the internet.

Teaching is satisfactory overall with some good and outstanding features. French lessons are excellent and are based on a very carefully planned curriculum for this subject. Relationships between adults and pupils are good in lessons. The school has a wealth of assessment information which is used well to identify pupils who need extra help. It is not sufficiently helpful in enabling teachers to keep a careful check on pupil progress nor is it fully utilised to ensure work is always carefully matched to pupil's needs. This is because records are too complicated. Extended services are extremely effective enabling the school to work well with parents and outside agencies. This ensures that the overwhelming majority of pupils are happy and thrive

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in this caring environment. The care, guidance and support received by pupils with MLD are outstanding.

The headteacher has established a strong team spirit and staff demonstrate great loyalty and a determination to improve the education for their pupils. This has resulted in the improvements to the curriculum and extended services and the continuing rise in standards. Some leaders demonstrate good leadership through the impact of their work on the outcomes for pupils. For example, the leadership of the MLD unit has established good provision overall so that pupils make good progress. Other school leaders are enthusiastic but inexperienced. They demonstrate that they understand the strengths and weaknesses in their areas of responsibility and have made recommendations for improvements. However, they have not yet had sufficient opportunity to ensure that these recommendations have had the desired impact on pupil progress in lessons. Consequently, the school demonstrates that it has satisfactory capacity for future improvements.

What does the school need to do to improve further?

- Improve teaching so that pupils make faster progress by:
 - making better use of assessment information gathered in lessons to pitch work more accurately to meet the needs of all groups of pupils
 - making lessons more challenging and interesting, particularly for the more able
 - establishing clearer links between pupils individual targets and the success criteria for each lesson
 - ensuring that all teachers learn from the good and outstanding teaching that exists in the school.
- Improve assessment procedures so that teachers are well equipped to take responsibility for the progress over time of pupils in their care by:
 - streamlining the procedures in school so that they are fit for purpose
 - ensuring that all teachers fully understand how to make the best use of the agreed procedures
 - working with the local authority to identify where good practice takes place so that the school can benefit from this expertise.
- Increase the capacity of school leaders to make improvements by:
 - equipping all school leaders with the skills and opportunities necessary to monitor and evaluate the quality of learning in lessons and then to drive improvements forward
 - sharpening up the school development plan so that priorities are clearer and success criteria are measurable.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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Outcomes for individuals and groups of pupils

3

In most years pupils enter school with standards on entry that are broadly average. The progress made by pupils is at its slowest in Year 3 as they get used to their new environment. Progress accelerates in Years 4 and 5 so that it is satisfactory overall. In Year 6 progress accelerates rapidly enabling pupils to achieve average standards by the time they leave school. Attainment in English is average because standards in reading are high. The standard of writing is below average. Work carried out by the school has raised standards in writing successfully over the last three years so that the gap between the school standards and the average is narrowing. However, the standard of boys writing remains lower than it could be. Pupils thoroughly enjoy lesson and activities in music French and dance and do well in these subjects.

Other key features of pupil outcomes:

- Pupils' safety awareness is good. They maintain that bullying hardly ever occurs and are able to explain confidently the actions they would take if they needed help. Almost all pupils report that they feel safe in school.
- Relationships between pupils are good. The vast majority of pupils demonstrate a good attitude to their learning. For example, in a science lesson girls and boys worked very sensibly in pairs to complete their tasks.
- The pupils' good development in adopting a healthy lifestyle is demonstrated by the large proportion of pupils who choose to take part in physical activities such as football and dance clubs.
- Attendance is above average because of the very good work of the school to ensure that many pupils whose circumstances render them vulnerable attend school regularly.
- Pupils make a good contribution to the community. They demonstrate a high degree of responsibility when carrying out class or school jobs. For example, pupils who were Eco Warriors took their responsibility to keep the school clear of litter very seriously. Pupils in the school have made important contributions to the local community. For example, they were approached by the local council to give advice and make recommendations on plans and equipment for a local play park.
- Pupil questionnaires demonstrate that almost all pupils enjoy school.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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Pupils' attainment ¹	3
The quality of pupils' learning and their progress	
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In all lessons conscientious planning generally enables all pupils to make satisfactory progress. All teachers have benefited from the recommendations made by the National Strategies in order to improve English and mathematics lessons. In the good lessons teachers expertly pitch work at the correct level for all groups of pupils so that the quality of their learning is good. In these lessons pupils relish the challenge presented to them by interesting work. Where English and mathematics lessons are satisfactory, there are insufficient links made between pupil's personal targets and the success criteria for the lesson so that progress is slower than it could be. Occasionally the work they have to do lacks interest and a few pupils misbehave because of this.

The extensive range of activities that pupils can take part in adds great pleasure and enrichment to pupils' learning so that nearly all of them report that they enjoy coming to school. One impressive feature is the well attended Saturday club that pupils benefit from. The school has correctly recognised that these strong enrichment elements of its work need bringing into lessons and is embarking on establishing a creative curriculum. At the time of the inspection the impact of this work is not evident. The curriculum for the performing arts and French is very good. For example, pupils are very enthusiastic about the Sri Lankan dancing they take part in giving them an appreciation of other cultures.

One of the good features of care, guidance and support is the great attention paid by the school to the needs of each individual pupil. For example, through the extended services provided and the strong partnerships with other agencies that successfully develop the well-being of vulnerable pupils. A particularly strong partnership is the one established between the school and the children's centre. This enables parents to benefit from services such as the toy library, mental health support and basic skills classes.

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Other key features of provision:

- Work is marked conscientiously and pupils benefit from regular praise and helpful advice on improvements they could make.
- Pupils benefit from the partnership the school has established with the local before and after school clubs. Vulnerable pupils get a good start to the day and parents who work are secure in the knowledge that their children are well looked after.
- The provision for pupils in the MLD unit is good overall. This enables them to integrate successfully with the whole school where it is appropriate as well as giving them the individual support they need to make good progress in their achievements, personal development and well-being.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

School leaders work hard to implement the school improvement plan and have been successful in a number of areas. For example, by raising standards of writing. Many of the success criteria in the plan are not sufficiently precise so that it is difficult for the school to judge when it has achieved its goals. School leaders regularly check the work of the school. For example, recent work by the school to identify strengths and weaknesses in mathematics have accurately identified where improvements need to be made. At the time of the inspection some leaders have not had sufficient opportunities to observe the progress of pupils in lessons so that they are unaware if their recommendations for improvement are having an impact on learning.

Other key features of leadership and management:

- Governance has suffered from unexpected changes in the governing body. Nevertheless, governance is well led and governors have ensured that pupils are safe, that finances are secure and that all statutory requirements are in place. Governors recognise that they need to further develop their understanding of teaching and learning in order to better hold the school to account for its work.
- The school has been diligent in promoting equality and eradicating discrimination. Inclusion is at the heart of the work of the school ensuring that pupils are well cared for. All the appropriate policies and procedures are in place, but the school

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has not yet fully evaluated the impact of these on the pupil's well-being.

- The school has good procedures for ensuring the health and safety of pupils. Its partnerships and procedures to protect vulnerable pupils are a particular strength. The checks it makes on adults who work in school are good. Inspectors examined the concerns of a very few parents about site security. The school demonstrates that all necessary procedures to safeguard pupils on the school site are in place.
- The school has a very thorough understanding of its community and parents. It promotes community cohesion well regularly evaluating the quality of its work to improve its provision and services for pupils and parents. The school provides a good range of activities to enable pupils to gain an understanding of communities and cultures in this country that they are not familiar with such as the Japanese drumming workshops.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
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	3

Views of parents and carers

The overwhelming majority of the parents' questionnaires received were positive. A very large majority of parents consider their child is kept safe and are happy overall with their child's experience at school. Inspectors investigated any concerns rightly raised by parents about aspects of the school's work and pointed them out to school leaders and governors. A few parents were concerned about behaviour management. Inspectors investigated this and found that there were no apparent weaknesses in the school's procedures, nor were any witnessed by inspectors.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfield Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 255 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	41	42	55	1	1	1	1
The school keeps my child safe	32	42	41	54	1	1	1	1
The school informs me about my child's progress	10	13	55	72	5	7	0	0
My child is making enough progress at this school	18	24	47	62	5	7	1	1
The teaching is good at this school	23	30	45	59	1	1	0	0
The school helps me to support my child's learning	17	22	52	68	2	3	0	0
The school helps my child to have a healthy lifestyle	20	26	51	67	0	0	1	1
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)	18	24	44	58	2	3	0	0
The school meets my child's particular needs	22	29	45	59	3	4	0	0
The school deals effectively with unacceptable behaviour	17	22	44	58	9	12	0	0
The school takes account of my suggestions and concerns	11	14	48	63	4	5	1	1
The school is led and managed effectively	14	18	47	62	5	7	2	3
Overall, I am happy with my child's experience at this school	27	36	40	53	4	5	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 all 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

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>the following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.



1 October 2009

Dear Children

Inspection of Westfield Junior School, Hinckley, LE10 0LT

If you remember I came with my colleagues to inspect the work of the school and to check how well you were doing. Thank you for the help you gave us, we felt very welcome. We enjoyed meeting you and thought you were very friendly and polite. We were impressed by your good behaviour and the way that you care for each other. We agree with you that bullying is rare and that you are very safe in school. Most of you try to do your best in lessons. You take part in many interesting activities and clubs which you told us you thoroughly enjoy. We really enjoyed listening to you singing, you make a lovely sound. We think that you take your responsibilities to the school and to the wider community seriously and your contribution is valued.

Your headteacher and all of the staff are working hard to improve your education and you are well cared for. Taking everything into account, we decided that yours is a satisfactory school.

To make things even better, we have asked the school to do the following.

- Make sure that you learn even more in your lessons.
- Make sure that teachers keep a close eye on how well you are doing.
- Help the adults in charge to make more improvements to your lessons.

You can help your teachers by continuing to work hard in lessons.

Yours faithfully

Tim Bristow
Her Majesty's Inspector

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