

Westfield Primary School

Inspection report

Unique Reference Number	124193
Local Authority	Staffordshire
Inspection number	359601
Inspection dates	31 January 2011–1 February 2011
Reporting inspector	David Driscoll

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	412
Appropriate authority	The governing body
Chair	Paul Masters
Headteacher	Karen Shaw
Date of previous school inspection	28 November 2007
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Introduction

This inspection was carried out by four additional inspectors who observed 29 lessons taught by 14 teachers. They held meetings with groups of pupils, parents and carers, staff and members of the governing body. Inspectors observed the school's work and looked at records of pupils' progress and attendance, the school's development plan, records of checks on teaching and documents relating to the safeguarding of pupils. They also analysed responses to questionnaires completed by staff, pupils and 160 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Is assessment information being used to plan lessons that challenge the more-able boys in English and girls in mathematics, so that they can make as much progress as other pupils?
- Do children in the Nursery make as much progress as those in the Reception classes?
- Do pupils know enough about life in multicultural Britain today?

Information about the school

This school is much larger than average. Almost all pupils come from a White British background. The proportion of pupils with special educational needs and/or disabilities is average, as is the proportion with a statement of special educational needs. The governing body manages a before-school and an after-school club. There is specially resourced provision on site for pupils across South Staffordshire who have been identified as having special educational needs relating to dyslexia. This is managed by the local authority and is subject to a separate inspection. A new headteacher has been appointed since the school was last inspected.

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

This is a good school that has shown significant improvement since it was last inspected. All aspects of the school's work are now at least good, and some are outstanding. The school has good capacity to continue its improvement. Actions to improve teaching have been concerted and successful. Key to the school's success is the outstanding leadership provided by the headteacher, who is well supported by the assistant headteachers. Self-evaluation is of good quality. Information about individual pupils' achievement and personal development is analysed exceptionally well at a whole school level. This provides an accurate picture of the school's strengths and where further work is needed in order to improve. The role played by other managers and teachers in leading, monitoring and evaluating school effectiveness is not as well developed, and some of their responsibilities are carried out by the headteacher and assistant headteachers.

The first thing that any visitor will notice is the pupils' exemplary manners. Even the youngest hold doors open and say 'excuse me, please' if they need to get past. This has become part of the school's ethos by ensuring all staff have a consistent expectation that all behaviour will be of the highest quality, both in and out of lessons. Pupils' behaviour improves as they move up the school. The foundations are laid in the Nursery, and by Year 6 pupils' behaviour is outstanding. The quality of guidance that pupils receive about how to behave is matched by the excellent care that the school provides. The school works in partnership with an exceptional range of different agencies to support individual pupils, and staff can point to remarkable improvements in pupils' progress, attitudes or attendance as a result. Attendance has now been high for the past two years. All groups of pupils feel exceptionally safe, and this is confirmed by the views of their parents and carers. Pupils also have a very strong understanding of how to keep themselves safe, especially when using the internet. Pupils play an exceptionally strong role in the school and local community. They are quick to take responsibility, including monitoring any concerns that individual pupils may have, and raising them with senior managers. Older pupils lead lessons for younger gifted and talented pupils, including using their own system for rewarding good efforts. Pupils now play a significant role in designing the curriculum, by helping to plan activities taught in the new topic based 'creative curriculum'.

Pupils' academic progress is good and their attainment is now above average. Data from pupils' assessments are used well to match tasks to their ability in the main part of lessons, so all are suitably challenged. Progress at the start of lessons is slower because the same task or introduction is given to all pupils, regardless of their ability. Nevertheless, the improvement in achievement evident since the previous inspection continues, with rapidly rising attainment as a result of accelerated progress.

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What does the school need to do to improve further?

- Ensure that the tasks given to pupils at the start of lessons are equally as well matched to their abilities as those used for the main activities.
- Improve the role of managers, other than the headteacher and assistant headteachers, in leading, monitoring and evaluating those aspects of the school for which they are responsible.

Outcomes for individuals and groups of pupils

2

All groups of pupils, including those with special educational needs and/or disabilities, now achieve well. Those who receive extra support through attendance at the specialist unit make good progress in overcoming their difficulties. Attainment on entry is broadly average. As a result of pupils' good progress, attainment is now rising across the school so that it is above average at the end of most year groups, and close to being high for the pupils currently in Year 6. The school has changed the curriculum to make sure the more-able boys make good progress in English. It has also provided more challenge for the more-able girls in mathematics so they now do as well as other pupils. This was clear in the lessons observed by inspectors, where no differences in the rate of progress of differing groups were noticeable. Pupils concentrate well on their work. Those with special educational needs and/or disabilities are often totally engaged in their learning and discuss topics exceptionally well with the teaching assistants. Even at the start of lessons, when the work is not as well matched to their needs, all pupils listen carefully and behave impeccably. When working on tasks that they find really challenging, they persevere, with the most able carefully checking their work for errors before moving on. Pupils make good use of their basic skills, including using information and communication technology, in their topic work. They have a well-developed understanding of finance, through their work with a manager from a major supermarket chain and specific projects where they manage budgets and promote sales.

Even the younger pupils display a good ability to reflect on spiritual matters, and all pupils get on very well with one another. In lessons, their ability to work as a member of a group is particularly impressive. Their visits to schools with pupils from different ethnic backgrounds from their own ensures that they have developed a good understanding of how others live their lives, although they are less certain about faiths other than Christianity. Pupils have a strong moral code which they practise in their daily lives. Their behaviour and attitudes to others are held in high regard in the local community, especially among the elderly who frequently invite pupils to their meeting places.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	2

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

How effective is the provision?

Teachers have high expectations of what their pupils can achieve, and of how well they will behave. If a pupil is not paying attention, then it often takes just a raised eyebrow or a look of disappointment to quickly get them working again. Pupils work well independently, but sometimes their attention wanders slightly when not directly supervised. This is invariably because they are interested in what the teacher is telling other groups, rather than becoming bored, but it is not always picked up by the teacher. Lessons are planned in good detail, and teaching assistants are especially well informed about their roles. They are quick to intervene with individuals who are struggling with demanding tasks, regardless of ability, and give them just the right amount of support to help them through.

Each day, there is a lesson timetabled for pupils to work on areas from previous lessons that they have not fully understood or that they need to consolidate. This is particularly effective in boosting their progress. Pupils enjoy the good variety of extra activities on offer, in which they participate enthusiastically. The school uses a wide range of different strategies to quickly support any pupils who are falling behind. These are invariably successful in helping them to make up any ground lost. The impact of the creative curriculum on progress is yet to be evaluated, but it is clearly very popular with pupils.

The excellent use of data and lines of communication within school ensure that all staff are exceptionally knowledgeable about the pupils in their care. The school can point to

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telling examples of where the lives and education of pupils have been transformed, such as individuals whose attendance has improved from 50% to 97%. Every pupil responding to the inspection questionnaire said that they enjoy school. They say that there is always someone prepared to take the time to listen to, and act upon, their concerns, and that they feel involved in helping to make the school a better place. This, together with a rapid response to any concerns about absenteeism, has led to a big improvement in attendance. Parents and carers particularly appreciate the good quality care provided through the before- and after- school clubs, which include activities that are well planned, especially in meeting the needs of children in the Early Years Foundation Stage.

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 takes an uncompromising approach to driving the school forward. A very few staff raised concerns that too much consistency in approach is expected. It is this consistency, however, that has led to the improvements in outcomes and provision across the school. Equality is promoted well. Gaps in achievement between different groups have been closed and there is a good emphasis on tackling discrimination. The rapid improvement in provision and outcomes in English and mathematics are a result of careful analysis of areas for improvement in teaching. This is followed by detailed planning on how challenging targets are to be achieved. In other subjects, the expected improvements in achievement are not always clear in the plans for improvement. Checks on teaching are rigorous, and always make clear what has worked well in a lesson and what can be improved further. However, some managers are yet to carry out any observations or rely on other managers to monitor aspects for which they hold responsibility. The part played by members of the governing body is developing well. They have a good understanding of the school's strengths and weaknesses, especially through visits to lessons and other activities. Good practice in safeguarding is adopted across all areas of the school's work, such as ensuring that all members of the governing body have had their backgrounds checked, regardless of whether or not they have contact with children.

The school has effective links with schools in other countries that promote community cohesion well on an international scale. Provision nationally is equally as good, with pupils becoming very knowledgeable about their local community. The school has drawn up good quality plans to ensure that pupils develop a greater understanding of different faiths. Parents and carers are very positive about the school. They receive good quality reports on their children's progress in English and mathematics, and satisfactory information in other subjects. Excellent support is provided for parents and carers, through, for example,

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classes where they can work alongside their children and information about how they can help their children at home.

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	1
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

Parents and carers speak highly of the Early Years Foundation Stage, and links with them are strong. Children join with skills, knowledge and understanding that are typical for their age. They make good progress through both the Nursery and Reception classes in all areas of learning, so outcomes are good by the time they start Year 1. The good teaching and curriculum provide children with a great deal of autonomy, including allowing them to move freely in and out of classrooms, so they quickly become independent. There are good routines in place that reinforce number work, such as morning registrations when children record their own attendance, count how many are present and work out the number that are absent. Children are well motivated by the activities with which they are provided. They particularly enjoyed learning about, and celebrating, the Chinese New Year during the inspection. They concentrated for long periods when making their Chinese food and dragons, and thoroughly enjoyed taking part in the 'dragon dance'. Some bad habits, such as not holding a pencil correctly in the Nursery or incorrect number formation in Reception, are not always corrected. Nevertheless, children make good strides overall in learning to read and write. They feel very safe in the secure and stimulating environment. They settle quickly and have high quality relationships with all the staff. Safeguarding is given a high priority. The staff work well as a team, although there are some inconsistencies between them in the accuracy of assessments. Self-evaluation is as good in the Early Years Foundation Stage as in the rest of the school, with a clear identification of areas for improvement and the expected outcomes for children. As a result, provision and outcomes are improving at a good rate.

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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:	2
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 are very happy with all that the school provides and hold views that are similar to those of the inspection team. A very few had concerns about newly-qualified teachers being allocated to classes in Years 5 and 6. Inspectors followed up these concerns by observing lessons taught in Years 5 and 6 and comparing the quality of teaching and learning with other classes. There were no discernable differences.

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 160 completed questionnaires by the end of the on-site inspection. In total, there are 412 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	108	68	45	28	5	3	0	0
The school keeps my child safe	117	73	42	26	1	1	0	0
My school informs me about my child's progress	83	52	70	44	6	4	0	0
My child is making enough progress at this school	82	51	67	42	6	4	1	1
The teaching is good at this school	84	53	73	46	1	1	0	0
The school helps me to support my child's learning	82	51	73	46	5	3	0	0
The school helps my child to have a healthy lifestyle	70	44	84	53	3	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)	73	46	66	41	5	3	0	0
The school meets my child's particular needs	77	48	76	48	6	4	0	0
The school deals effectively with unacceptable behaviour	62	39	79	49	7	4	2	1
The school takes account of my suggestions and concerns	57	36	81	51	9	6	3	2
The school is led and managed effectively	87	54	64	40	4	3	1	1
Overall, I am happy with my child's experience at this school	98	61	56	35	5	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 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.

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 February 2011

Dear Pupils

Inspection of Westfield Primary School, Wolverhampton, WV5 8BH

Many thanks for all the help that you gave us when we visited your school. All the inspectors were extremely impressed by your excellent behaviour and manners. Your parents, carers and teachers can be very proud indeed of the way that you conduct yourselves. You too can feel very proud of the way that you are already doing all you can in helping the school become a better place to learn. You are a great asset to the school and local community in the work that you do. For example, you entertain older people, organise lessons for younger children and help teachers to plan activities in the creative curriculum. You all told us just how much you enjoy coming to school, and this is clear in your high attendance. Well done to each and every one of you.

You go to a good school that has got better and better every year. You make good progress as you move up the school, and by the time you leave Year 6, your standards are above average. Your teachers know what you are capable of, so give you tasks that are just difficult enough for you to get right if you work really hard. Sometimes, it takes a bit too long to get to these tasks, so we have asked your teachers to use them as soon as the lesson starts. All the adults know you exceptionally well, so they can give you all the help you need. This helps you to feel outstandingly safe and secure in school, so you have no worries that stop you from doing as well as you possibly can. Some of you need extra help in doing well at school. Your teachers are very good at finding out what extra support you need, and then getting help for you. Often, this involves using experts from outside school, and this works extremely well in making sure that you come to school more often or catch up with others in your class.

Your school is improving quickly because you have a great headteacher, who gets a lot of help from the assistant headteachers. We have asked some of the other staff in the school to do more in helping them drive the school forward more quickly.

Yours sincerely

David Driscoll

Lead inspector

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