

Westerton Primary School

Inspection report

Unique Reference Number	107825
Local authority	Leeds
Inspection number	336956
Inspection dates	27–28 January 2010
Reporting inspector	Mrs Judy Jones

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	730
Appropriate authority	The governing body
Chair	Mr Tony Grayson
Headteacher	Mr James Reid
Date of previous school inspection	November 2006
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Introduction

This inspection was carried out by four additional inspectors. The inspectors spent approximately two thirds of their time looking at learning, either by visiting lessons or looking at pupils' work. They observed 25 teachers, looked at pupils' work, visited 26 lessons, and held meetings with governors, staff, groups of pupils, and talked to parents. They observed the school's work, and looked at documentation including: external reports; internal monitoring reports; reports to governors; and policies relating to child protection, vulnerable pupils and safeguarding. They looked at 391 questionnaires from parents and carers.

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

- the attainment and achievement of all pupils, especially in mathematics for those in Year 6
- the quality of teaching and learning throughout the school
- the effectiveness of procedures for safeguarding and child protection
- the quality of the curriculum, particularly the effectiveness of the enrichment activities and their impact on pupils' learning, attitudes and personal development.

Information about the school

Westerton is a much larger-than-average primary school, with a Nursery. There are three teaching groups in each year, from Reception to Year 6. Pupils are taught in mixed-ability classes, except for English and mathematics where they are set by ability from early in Year 1. Most pupils are from White British families, though a few come from homes where English is spoken as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average, as is the proportion entitled to free school meals.

The school holds the National Healthy School award, the Leeds Schools Inclusion award and the Investors in Pupils 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?

1

The school's capacity for sustained improvement

1

Main findings

Westerton Primary School is an outstanding school. The harmonious relationships and sense of purpose in the school result in pupils rapidly developing the social and personal skills that enable them to love and enjoy learning and make good progress in all aspects of their work. Pupils leave school at the end of Year 6 with above average standards in English, mathematics and science and show a maturity well beyond their years. Personal development is excellent and pupils' behaviour, and the extent to which pupils adopt healthy lifestyles and feel safe, are outstanding. Their development of skills that will contribute to their future economic well-being is excellent.

Pupils' progress is monitored closely and those with any form of special educational need and/or disability, or any other potential disadvantage, are helped very well in ways that are tailored to their particular needs. As a result these pupils make outstanding progress. Although progress overall is good and standards are above average, some more able older pupils do not achieve the higher levels in mathematics that could be expected. This is because although pupils are highly competent at calculations and numeracy, they are not sufficiently challenged to apply their knowledge to complex situations.

Children enter the Nursery class with a level of skills below those typically expected for their age in almost all aspects of development and quickly settle into the very well organised environment. Skilful guidance and teaching helps them to build relationships and develop communication skills that enable them to learn from teachers and each other. Consequently, children's progress and the overall effectiveness of the Early Years Foundation Stage are outstanding.

Teaching is good and there are many lessons that are outstanding. This is due largely to the effective and rigorous monitoring of teachers' work. Leaders are supportive and encouraging so that teachers have confidence in themselves and are ambitious for themselves and their pupils. Pupils' work is assessed frequently and good records are kept. This information is shared with pupils at regular intervals but is not fully embedded in their daily work, so that pupils are sometimes vague about what precisely they need to do to improve. The curriculum is outstanding and constantly evolving to meet the changing needs of pupils. The statutory curriculum is met fully, and, beyond this, the degree of enrichment is exceptional. This, together with the outstanding care, support and guidance given to all pupils enables their

spiritual, moral, social and cultural development to be outstanding. The cultural side, through the excellent music and art, is particularly strong.

The school's success is founded on outstanding leadership at all levels that ensures the school achieves excellent value for money in all it does. The leadership team and the governors set very high standards, make these clear, and, in a rigorous but supportive manner, make sure these standards are met. There are exceptionally effective arrangements for ensuring the safeguarding of all pupils. Links with parents and carers, and with organisations that support children's learning and personal development, are of the highest order. The school has excellent provision to ensure equal opportunities for all. These values underpin the outstanding systems to promote community cohesion at all levels. Effective self-evaluation is a substantial part of the leadership process. The school has an accurate understanding of its strengths and has identified appropriate areas for development in a well-focused improvement plan. Parents and carers are strongly supportive and take great pride in their school.

What does the school need to do to improve further?

- Raise standards still further by:
 - making pupils more aware of their progress day by day
 - ensuring that the most able pupils are able to apply their numeracy skills to challenging problems, especially at Key Stage 2.

Outcomes for individuals and groups of pupils

1

Their mature and confident attitudes to work, and their excellent behaviour, enable pupils to learn well and enjoy learning. Exceptional individualised support for pupils with special educational needs and/or disabilities, and for those who speak English as an additional language, means that these pupils make outstanding progress. Pupils express themselves very well orally and are encouraged to do this as a key to promoting their literacy skills. Pupils in Year 6 write well for many purposes. Their imaginative writing is lively and enjoyable to read and, when required, they can write persuasively and order information well. They make good progress with handwriting, spelling and punctuation. They develop a good understanding of number and by Year 4 most know multiplication tables well enough to solve problems quickly and correctly. By Year 6 pupils deal well with complex numerical operations. However, the most able are not given enough opportunity to explore interesting mathematical problems. Information and communication technology (ICT) is used well over a good range of applications.

Pupils respond willingly to the school's atmosphere of respect for everyone whatever their differences. School councillors have to apply for their posts and meet some demanding requirements. They enjoy the responsibility and manage their budget and plan for school activities with maturity and common sense. Other pupils carry out their many jobs within the school conscientiously. The large number of pupils and the school's limited public spaces necessitate a lot of movement but pupils are

always orderly and considerate. As a result, pupils feel very safe and they know they can turn to caring adults if they have any concerns.

Pupils make a good contribution to the wider community through activities including fund-raising and concerts by their choirs and orchestras that are of a high standard. Many pupils are very involved in several projects the school has set up to counter racism. It is clear that all pupils understand and believe that any form of discrimination because of nationality, race or belief is wrong.

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	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop [workplace and other skills]/[skills] that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils' good progress is due to good, and often outstanding, teaching, set in an outstanding curriculum. Teachers' knowledge of a wide range of subjects is good and planning is thorough and effective in providing appropriate learning opportunities for pupils with a wide range of aptitudes and attainment. In lessons, pupils are encouraged to work collaboratively and think constructively before answering and teachers respond to pupils' ideas sympathetically. As a result pupils are keen to contribute to lessons, and, because teachers have very clear expectations of behaviour, the responses are orderly and everyone has a chance to contribute. Teaching assistants make an important contribution to the success of lessons, whether they are working with individuals or larger groups. They work closely with class teachers and are skilful in the way they deal with pupils. Assessment by teachers is thorough and work is marked carefully and helpfully. Teachers regularly share the outcomes of assessment with pupils, parents and carers. However, this is not embedded in daily practice, so that although pupils know how well they are doing in terms of National Curriculum levels, they do not always know what they need to do to reach the next level.

The broad and balanced curriculum is relevant and engages the interest of all pupils. There are many opportunities to learn about a wide range of subjects, and pupils have very good opportunities to develop their own interests and talents. The

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

curriculum is adapted to suit all pupils and the core skills of literacy, numeracy and ICT are used across the curriculum, for example, in science, history and geography. There is outstanding enrichment through very worthwhile partnerships. These enable many pupils to take part in, for example, musical activities and sports, and to excel through expert coaching. Pupils' understanding and knowledge is enriched by trips and visits that often reinforce the work in class. For example, a group of Year 4 pupils were looking forward to a trip to see *Macbeth* and already have a good grasp of the themes of the play and its relationship to the Tudor times in which it was written. They could even compare it with other Shakespeare plays, agreeing that *Romeo and Juliet* is sad and volunteering the information that, 'Nobody dies in *A Midsummer Night's Dream*.'

Pupils are exceptionally well cared for in this welcoming school. The approach to meeting the needs of all, and providing individual care for the most vulnerable pupils, is excellent, ensuring they make outstanding progress in relation to their capabilities and starting points. Excellent induction procedures and transition arrangements ensure pupils move from one stage of their learning to the next confidently and smoothly.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The leadership is outstanding in the way it strives to maintain the high standards established over many years, while being adventurous in the way it explores new ideas and initiatives. For example, the leadership has evaluated the school's role and position in the community and recognised the growing need to inspire inclusive attitudes in its pupils and the recognition of every individual's worth. The Stephen Lawrence club for older pupils is well attended and proving a valuable tool in disseminating the school's values of equality and tackling discrimination. Teaching is monitored appropriately and supported effectively through guidance and advice. Teachers are encouraged to be ambitious and the school supports financially those studying for higher qualifications.

The leadership has an excellent understanding of the school's place in the wider community. Several initiatives, some long-standing and some more recent, enable pupils to learn actively about the global community. For example, pupils have exchanged emails with a school in the Philippines and raised money for development there, and teachers from the school have exchanged visits from a number of European countries.

The leadership team has a wide range of skills and experiences and shares responsibilities effectively. The role of middle management is being developed further and the school is preparing for this through suitable professional

development. Governors are exemplary in the way they support and challenge the school. They have proven systems that ensure they have an excellent knowledge of the school and of current educational developments. The leadership is rigorous in its observation of correct recruitment and child protection practice.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
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	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

On entry to the Nursery the proportion of children arriving with skills and experiences that are below expectations is rising. By the time they move into Key Stage 1 most pupils have met and some have exceeded average standards and their progress is therefore outstanding. Progress in reading, writing and aspects of numeracy is particularly good. Children take part in a range of stimulating activities, with a good balance between activities they choose and those to which they are directed and show they can concentrate and sustain activities. In spite of restricted access to the outdoor area the organisation is such that frequent and purposeful use is made of the area. Children are encouraged to be independent and they respond enthusiastically to teachers and assistants. They co-operate well with each other and are good at 'taking turns' when required. Parents and carers are made very welcome and a typical comment is that, 'The transition from the Nursery to Reception has been seamless.'

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

Over 50% of parents and carers responded to the parental questionnaire. The responses were overwhelmingly supportive of the school and of the education it gives their children. Several commented on how they always felt welcome and on how pleased they were with the additional help their children had been given for

particular weaknesses the school identified. A small number felt they did not always get as much information from the school as they would have liked. However, inspectors agreed with the majority, that the school goes to great lengths to involve them and keep them informed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westerton 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 391 completed questionnaires by the end of the on-site inspection. In total, there are 730 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	225	58	156	40	6	2	2	1
The school keeps my child safe	251	64	131	34	6	2	2	1
The school informs me about my child's progress	167	43	197	50	21	5	3	1
My child is making enough progress at this school	202	52	173	44	10	3	1	0
The teaching is good at this school	233	60	144	37	8	2	0	0
The school helps me to support my child's learning	180	46	193	49	13	3	0	0
The school helps my child to have a healthy lifestyle	176	45	204	52	6	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)	157	40	202	52	7	2	0	0
The school meets my child's particular needs	177	45	200	51	9	2	2	1
The school deals effectively with unacceptable behaviour	176	45	180	46	21	5	3	1
The school takes account of my suggestions and concerns	147	38	224	57	10	3	0	0
The school is led and managed effectively	209	53	174	45	6	2	0	0
Overall, I am happy with my child's experience at this school	239	61	142	36	7	2	1	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

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 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.



29 January 2010

Dear Pupils

Inspection of Westerton Primary School, Wakefield, WF3 1AR

Thank you for making my colleagues and me so welcome when we inspected your school recently. In many of your questionnaires you said it is a good school and you love being there. We agree and decided that your school is outstanding and you are right to be so proud of it. You make good progress in your lessons and you are well prepared for secondary school by the time you leave. Your school is a happy, friendly place where people respect each other. You are exceptionally well behaved. This means that in lessons everyone has a chance to learn because nobody distracts them or wastes time. It also means that you feel safe and know there is always someone to help you.

You are taught well and you have many opportunities to learn through trips out of school and visitors coming into school. Your music and art are exceptionally good. You do a lot for your school by helping with the jobs you are asked to do and your school council works hard for you all. You understand that we are all part of a much bigger community and you are concerned about your own locality and about people in places much further away such as the Philippines. You also know how important it is to value people for who they are and not for how they look or what they believe.

We are asking your teachers to make your learning even better by explaining more often how well you are doing, and what you need to do to improve. We are also asking them to give those of you who are very good at mathematics some more challenging problems to make you think even harder.

Yours sincerely,

Mrs Judy Jones
Lead inspector

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