

Westfield Primary School

Westfield Road, Cottingham, Humberside, HU16 5PE

Inspection dates 23–24 October 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Very strong leadership and management have, over many years, made the school highly effective. The ambition and high expectations of leaders and governors drive improvement relentlessly. Inspired by the headteacher's vision, the whole staff team strive non-stop for even greater success.
- Pupils make excellent progress and achieve very well. Attainment is exceptional and pupils achieve high standards in all of their subjects particularly in reading, writing and mathematics.
- Teaching is outstanding. Thorough planning and high expectations ensure pupils produce their best work. Pupils enjoy learning and thrive on the challenges set by their teachers. Very occasionally pupils could be more independent and pushed even harder to learn even more quickly.
- Pupils' behaviour is outstanding and they feel extremely safe in school. They thoroughly enjoy their work and activities and being part of the school community. Pupils like their teachers and value lessons, showing a clear understanding of the benefits of learning and being well prepared for the future.

Information about this inspection

- Inspectors gathered and evaluated a wide range of evidence of the school’s work. They observed 21 lessons and saw most teachers teaching.
- Meetings were held with representatives of the governing body, the senior leadership team and other staff in leadership roles. Inspectors met with groups of pupils to discuss their experience of school and heard a small number of pupils read. A representative of the local authority discussed their involvement with the school.
- Inspectors scrutinised the school’s paperwork, in particular reports of senior leaders’ evaluations of the school’s work and pupils’ performance.
- Inspectors took account of the views expressed by 28 parents using the on-line questionnaire (Parent View) together with the school’s survey of parents’ views.

Inspection team

Alan Lemon, Lead inspector

Additional Inspector

Mehar Brar

Additional Inspector

James Reid

Additional Inspector

Full report

Information about this school

- The school is much larger than the average sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for pupil premium support is well below average.
- The proportion supported through school action is well below average although the number who are supported through school action plus and statements of special educational needs is above average.
- The school meets the current government's floor standards, the expected minimum standards set for pupils' attainment and progress.
- The school occupies a new building which opened two years ago.

What does the school need to do to improve further?

- Raise the quality of good teaching and increase the proportion that is outstanding by:
 - ensuring teachers give pupils enough time and opportunity in lessons to use their initiative and take charge of their work
 - sharing the good practice in outstanding teaching where pupils are challenged even more to work at an even faster pace.

Inspection judgements

The achievement of pupils

is outstanding

- For many years pupils leaving school at the end of Year 6 having attained standards in reading, writing and mathematics that are well above average. This is a significant achievement as they start school with knowledge and skills which are broadly average.
- Children in Reception year settle very quickly and in a short time gain the strengths and personal qualities needed to be very effective learners. Self-confidence, curiosity and enquiring minds ensure they take full advantage of every opportunity to expand their knowledge, understanding and skills in all areas of learning. Good reading skills and enjoyment of books emerge early as children are quick to link letters to their sounds.
- In their time in school, pupils' progress is rapid, sustained and ultimately substantial in all subjects. No pupil is allowed to fall behind.
- Over time progress in reading is outstanding. This is reflected in outcomes at the end of Years 2 and 6. In Year 2, pupils' reading is of a high standard and they confidently tackle unfamiliar words by skilfully linking letters and sounds. By the end of Year 6 pupils are fluent readers who derive great pleasure from books. In the national test in 2012 two thirds of pupils made far more progress than expected in reading. Mathematics and writing show similar rapid progress and pupils are very skilled at writing imaginatively and using mental calculation to solve problems.
- The school brings all of its considerable expertise to bear upon pupils' performance and ensures each pupil reaches their challenging targets. Every pupil has the opportunity for high achievement. Parents understand in this exceptional school their children will achieve their best.
- All pupils thrive both personally and academically. Achievement in music is a particular strength. The school's choirs are accomplished and public performances have won them prestigious awards.
- Pupils who find learning more difficult are monitored closely. Much is expected of them and if their progress starts to slow down, support, using a wide range of techniques, gives them the boosts they need to catch up with reading, writing or mathematics. The same expectations apply to the most capable pupils who are given extra work that pushes them to higher levels in English and mathematics. Only occasionally could more challenge be provided including opportunities to work independently.
- Pupils eligible for the pupil premium, disabled pupils and those with special educational needs gain significant benefits from well-planned support in the classroom but also from specialised literacy and numeracy programmes accessed by them individually or in small teaching groups. All of these pupils make outstanding progress. The spending of the pupil premium on extra staff to teach the additional programmes has led to marked improvements in reading, writing and mathematics this year.

The quality of teaching

is outstanding

- Teaching is outstanding with many strengths. Effective checks on learning during lessons ensure pupils know what is expected and learn to apply new knowledge and skills. Lessons go at a brisk pace and pupils have the confidence and enthusiasm to keep up with this.
- Introductions revise key skills in literacy and numeracy and ensure pupils take the next steps with confidence and success. This means they complete work unaided and apply their skills effectively. Pupils are generous and adept at helping each other. They discuss their work animatedly and show others how they did it correctly.
- Teachers keep pupils aware of their progress and use targets to motivate pupils and get them to aim high. The marking of pupils' work is sharply focused on what was done well and what could be improved. Although it is at an early stage, the expectation for pupils to respond to teachers' advice by adding their own comment closes the loop and furthers pupils' engagement in checking their progress.

- Very occasionally the opportunity for pupils to get on with work on their own is hampered by the teacher taking too much time to explain the lesson when this is not needed. This takes away from some of the lesson's challenge and stops pupils making even faster progress. In contrast, the outstanding teaching fully exploits pupils' capacity to learn by themselves, think through problems and learn in a meaningful way.
- The opportunities in Reception for children to learn through their choice of play and taught activities show a very good balance of experiences promoting rapid progress. The teaching of literacy and numeracy skills is exceptional and a good amount of time is set aside to promote these skills.

The behaviour and safety of pupils are outstanding

- Pupils' attitudes to learning are outstanding and attendance is high. Pupils are early to school each day and get themselves to lessons on time. They are extremely keen to learn and pay close attention during lessons. Curiosity, enquiry and desire to learn are qualities many pupils share. Throughout school contributions to discussion and to answering questions are enthusiastic and confident. Pupils work together very effectively and even when they are finding work difficult they stick with it and achieve as much as they can.
- Pupils respond very positively to teachers' high expectations for good behaviour and adhere extremely well to rules. Both in lessons and outside a high standard of behaviour is maintained.
- Pupils know the different forms bullying takes. They recognise this upsets others and this influences how they behave towards each other in very positive ways. As a result, any bullying is rare. There are many pupils with responsibility at play times looking out for others and ready to help. This contributes significantly to the school's robust response to bullying and to pupils feeling extremely safe.
- Staff contribute to pupils feeling safe by their excellent relationships ensuring learning takes place in a positive and friendly atmosphere. They look to see where risks exist and take action to reduce these. Pupils learn about risks and unsafe situations and they clearly know what to do to deal effectively with these.

The leadership and management are outstanding

- Leaders' enthusiasm and deep commitment are infectious and have an extremely positive impact on the attitudes of pupils' to learning and their excellent progress. The gathering of evidence and rigorous checks on pupils' performance ensure a very clear understanding of the school's many strengths and future priorities. Success is evident in improvement since the last inspection and shows the school has outstanding capacity to improve.
- Senior leaders maintain close checks on the quality of teaching. Records of this work show there is a clear understanding of what makes teaching effective and this is also evident from the strength of teaching across the school. Only small variations between classes remain. Everyone is eager to improve by sharing good practice.
- Teachers' performance management is linked closely to teachers' pay scales and pupils' achievement. Training is effective as it targets the school's priorities as well as individual needs.
- Many staff carry out a wide range of leadership roles. They are very effective in fulfilling these roles and add substantial strength to the management and improvement of the school. The leadership of the Early Years Foundation Stage, the curriculum and provision for disabled pupils and those with special educational needs are outstanding.
- The curriculum is extremely creative and enjoyable. It offers pupils many new and challenging experiences promoting outstanding spiritual, moral, social and cultural development. The Early Years Foundation Stage provides an excellent balance between formal teaching of literacy and

numeracy and learning through play and independent activities.

- The local authority provides light touch support to this outstanding school through annual review of its work, analysis of pupils' performance and the headteacher's performance management.

- **The governance of the school:**

- The governing body is well informed by reports from the headteacher and other leaders. Governors understand the effectiveness of the school because they analyse and evaluate information including data on pupils' performance. Governors review the spending of the pupil premium and the data which shows the positive impact this has had on the learning and progress of affected pupils. Through training governors develop the knowledge and skills to rigorously oversee the schools' work, especially in meeting the requirement to safeguard pupils. They engage leaders in critical discussions about where the school needs to go next. Governors visit regularly and are in a strong position when they challenge leaders and give support to plans for improvement. They see teaching for themselves and take an informed view of the decisions made by leaders about teachers' performance.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	117883
Local authority	East Riding of Yorkshire
Inspection number	403338

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	394
Appropriate authority	The governing body
Chair	Ralph Gilbert
Headteacher	Susan Twaits
Date of previous school inspection	May 2008
Telephone number	01482 844369
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