



Rhagoriaeth i bawb – Excellence for all

Arolygiaeth Ei Mawrhydi dros Addysg
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate
for Education and Training in Wales

A report on

**Westwood Community Primary School
Tabernacle Street
Buckley
Flintshire
CH7 2JT**

Date of inspection: October 2012

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**



During each inspection, inspectors aim to answer three key questions:

Key Question 1: How good are the outcomes?

Key Question 2: How good is provision?

Key Question 3: How good are leadership and management?

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

Judgement	What the judgement means
Excellent	Many strengths, including significant examples of sector-leading practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh areas for improvement
Unsatisfactory	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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Publication date: 11/12/12

Context

Westwood Community Primary School is in Buckley in Flintshire. Nearly all pupils live locally, with a few pupils coming from the surrounding area. Pupils come from a variety of backgrounds and the area it serves contains families from a range of economic circumstances. Currently, around 27% of pupils are entitled to free school meals. This figure is above local and national averages and is rising slowly.

There are currently 214 pupils on roll including 29 in the nursery classes. Pupils are organised into eight classes. The school admits pupils to the nursery class at the age of three. There are eight full-time teachers and three part-time teachers. They are assisted by six full-time and 12 part-time learning support staff.

A very few pupils are 'looked after' by the local authority. The school identifies around 28% of pupils as having additional learning needs and nine pupils have a statement of special educational need. English is the main home language of most pupils. Very few pupils come from an ethnic minority background and almost no pupils use Welsh as their first language. A few pupils receive support for English as an additional language. Seven pupils received fixed-term exclusions within the last year. This is above national averages.

The school building has undergone significant remodelling in the summer of 2012. It housed the local resource provision for autistic pupils until September 2012.

The headteacher and chair of governors were appointed in January 2010.

The individual school budget per pupil for Westwood Community Primary School in 2012-2013 means that the budget is £3,787 per pupil. The maximum per pupil in the primary schools in Flintshire is £13,748 and the minimum is £2,758. Westwood Community Primary School is 8th out of the 73 primary schools in Flintshire in terms of its school budget per pupil.

Summary

The school's current performance	Adequate
The school's prospects for improvement	Good

Current performance

The current performance of the school is adequate because:

- many pupils, including those who have extra support for their learning, make good progress overall;
- many pupils use their literacy skills well in different subject areas;
- most pupils have good standards of wellbeing; and
- attendance levels are improving.

However:

- pupil outcomes in end of key stage assessments are in the lower 50% in comparison with the average performance levels in similar schools; and
- pupils' standards in Welsh second language in key stage 2 are judged as adequate.

Prospects for improvement

The prospects for improvement of the school are good because:

- there have been significant improvements in pupils' outcomes in end of key stage assessments in the last two years;
- leaders and managers have a clear vision and commitment to school improvement;
- self-evaluation is generally accurate and uses data well; and
- leaders and managers prioritise areas for improvement effectively.

Recommendations

R1 Raise pupil standards in end of key stage assessments.

R2 Raise pupils' standards in Welsh second language.

R3 Improve the quality of teaching, through providing appropriate challenges for all pupils and asking skilful questions.

R4 Improve the quality of feedback for pupils so they are clear about how to improve their work.

What happens next?

The school will draw up an action plan which shows how it is going to address the recommendations. Estyn will monitor the school's progress.

Main findings

Key Question 1: How good are outcomes?

Adequate

Standards: Adequate

Over the last two years there have been significant improvements in pupils' standards and many pupils now make strong progress.

On entry to school, many pupils have skills in number, speaking and listening and their personal and social development at a level normally expected of pupils of a similar age. Few pupils arrive with the expected level of skills in early reading and early writing.

Most pupils have appropriate listening skills. Many speak clearly and confidently in front of adults and other pupils. They are keen to ask questions.

Most pupils enjoy reading. Many younger pupils make sound progress and are reading at the appropriate level for their ability by the end of the Foundation Phase. They use a good range of strategies; including picture clues and the names and sounds of letters, to help them read. Most have a clear understanding of what they read. A few more able pupils read fluently and with expression.

By the end of key stage 2, pupils reading skills develop well, and most develop fluency and appropriate expression. Most pupils enjoy reading for pleasure regularly and know which authors or types of stories they like. Most can use an index effectively and skim a short passage to gain its meaning. More able pupils predict what they think will happen in a story confidently and explain their reasoning clearly.

Most pupils make suitable progress in their writing skills. They develop early mark making skills well. Most older Foundation Phase pupils choose words for variety and interest, spell simple words correctly and use simple punctuation and sentence structure properly. Most present their work suitably.

By the end of Year 6, most pupils write widely, in different styles and for different audiences. They use an interesting range of vocabulary. A majority of pupils are able to summarise stories effectively. They use a range of strategies with increasing accuracy to identify key points, ideas and messages in a piece of writing. More able pupils write well at length. Few pupils spell well or have suitable standards of punctuation and presentation.

Almost all pupils use their literacy skills well across all the different subjects in the curriculum. This helps them make good progress in their learning.

Strong progress is made by nearly all pupils who have extra help with their learning. The gap between the performance of boys and girls has reduced significantly over the last three years although it is still often the widest in the school's family (schools which face similar challenges). Outcomes for more able pupils have risen strongly in the last two years, especially in mathematics in key stage 2. Many pupils in receipt of free school meals do well and reach the expected levels at the end of each key stage.

Most pupils in the nursery and reception classes have good standards of spoken Welsh. Progress is not maintained in the rest of the Foundation Phase or in key stage 2 and therefore standards are adequate overall. A few pupils speak to adults in Welsh confidently but very few pupils use the Welsh language without being prompted or outside of Welsh lessons. Pupils generally have good pronunciation but can only read simple phrases and sentences. Pupils produce a narrow range of written work.

In 2012, Foundation Phase pupils generally attain less well than pupils in similar schools (those with a similar percentage of free school meals) and those in schools in its family. This is particularly apparent in the area of language, literacy and communication. Most pupils have good standards of personal and social development.

Key stage 2 outcomes in 2012 build-on the strong improvement achieved in 2011 but are still below those of similar schools, except for more able pupils' attainment at the higher level 5 in mathematics. Pupil outcomes show that the school consistently performs below other schools in its family.

Wellbeing: Good

Nearly all pupils behave well and are polite and courteous. Most enjoy learning and are well motivated during lessons. A few pupils make choices about what they would like to learn and decide how they would like to find out about a topic.

Most pupils have a sound understanding of healthy living. They know about the importance of; making balanced food choices, taking regular exercise and maintaining good dental hygiene. Most pupils feel safe in school and know that they can turn to teachers and support staff if they have any worries. They say that little bullying occurs but when it does, staff deals with occasional incidents promptly.

Older pupils take on responsibilities such as running the fruit tuck shop, organising fundraising for charity and taking part in a 'Say No to Bullying' campaign. Pupils are represented appropriately by their school council who have a role in helping others feel safe and happy on the playground. The majority of pupils take part in community activities.

Pupils' attendance is improving. It is currently around 94% which is in the lower 50% of levels in similar schools. Many pupils are punctual.

Key Question 2: How good is provision?	Adequate
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Learning experiences: Good

Well planned learning experiences meet the needs of most learners. The school has good provision for pupils who receive additional support for their learning and this helps them to do well. The use of local visits and visitors enhance pupils' knowledge and skills and effectively promote their enjoyment of learning.

The school makes good provision for pupils' literacy, numeracy and information and communication technology skills. A strong feature is the wide range of opportunities given to pupils to write widely across a range of subjects. This has a significant positive impact on the standards they achieve.

Most teachers use incidental Welsh when taking the register and giving basic commands. However, staff do not give pupils enough opportunities to use their Welsh language skills outside of Welsh lessons.

Staff provide a range of opportunities for pupils to learn about the history and culture of Wales including an Eisteddfod, studies of Conwy and Llandudno and participation in the Welsh folk dancing festival at Holywell. The school provides a wide range of well attended extra-curricular activities that support the taught curriculum successfully.

The school promotes the importance of sustainability and global citizenship appropriately. It is involved in recycling and saving energy, growing plants and vegetables and developing a wooded area as an outdoor classroom. The school has introduced good links with a school in Zambia and Foundation Phase pupils complete an interesting project on China.

The school does not meet Welsh Government recommendations for teaching time in key stage 2.

Teaching: Adequate

Most teachers develop good working relationships with pupils, plan a range of interesting activities and use resources to good effect. They have good subject knowledge and their classroom management is generally effective. Most teachers manage and work well with the additional adults in the classroom.

In a minority of lessons, teachers do not have high enough expectations of what pupils can achieve and they do not challenge pupils well enough. In a few lessons, staff do not use skilful questioning to test pupils' thinking and understanding. These shortcomings slow pupils' progress.

Teachers mark pupils' work regularly. Where marking is most effective, comments give guidance to pupils on what they do well and how to improve their work. However, these strategies are not used consistently by all teachers and this stops pupils doing as well as they can.

The school tracks pupils' progress well and provides teachers with clear information about how well pupils are achieving. Leaders use this information very effectively to identify pupils in need of additional support and plan the next steps in their learning.

Annual reports to parents are detailed and informative.

Care, support and guidance: Good

The school provides well for pupils' health and wellbeing and spiritual, moral, social and cultural development. It is a caring community where everyone is valued. The school challenges poor behaviour effectively and applies its sanctions and rewards consistently.

Effective procedures are in place to provide good quality support for pupils with additional learning needs. This support is very well managed and coordinated. Staff identify pupils at an early stage and monitor progress well. They make good use of a wide range of external agencies to meet pupils' needs. Parents are appropriately involved in the process and kept well informed. As a result, most pupils with additional learning needs achieve well in relation to their ability.

The school has developed an effective programme to support vulnerable pupils through the transition from primary to secondary school and this has had a significant impact on their wellbeing.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

Learning environment: Adequate

The school is a happy, welcoming and supportive environment that values all pupils and their achievements. Staff treat all pupils equally and fairly. Pupils have equal access to all aspects of the curriculum and school life.

The school uses its available space effectively. Most classes are spacious and generally well maintained. The wooded area is used effectively as an outdoor classroom. Staff in the nursery and reception classes use the large outdoor area effectively to support pupils' learning. The outdoor provision for older Foundation Phase pupils has some important shortcomings and this severely limits opportunities for these pupils. Toilet facilities, particularly those for older girls, are of poor quality.

Key Question 3: How good are leadership and management?	Good
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Leadership: Good

This school has a clear commitment to school improvement. Leaders and managers have well-defined aims for the school, and there has been a trend of improvement over the past two years in teaching and pupil outcomes.

The headteacher is well supported in his drive for improvement by the senior leadership team, governing body and all staff. Relationships within the school are secure and based on mutual respect and trust. This creates a positive working environment.

Roles are distributed effectively and all staff are aware of their responsibilities. Job descriptions are clear. Regular senior leadership team and staff meetings provide good opportunities for all staff to contribute to the strategic direction of the school.

Leaders challenge staff appropriately leading to improvements in teaching and provision.

The governing body fulfils its statutory obligations successfully. Governors support the school well and have a good awareness of data, the school's strengths and shortcomings and future priorities.

Policies and initiatives including those that meet local and national priorities are implemented consistently.

Improving quality: Good

The headteacher and senior management team have an accurate picture and understanding of the school's strengths and weaknesses. There are clear steps in place for checking quality including book reviews, lesson observations, use of data and questionnaires. The school collaborates well with the local authority to monitor teaching and learning.

Performance data is used to monitor progress consistently and plan for further improvement. All staff are aware of how well pupils and there are effective processes for teachers to assess their own performance.

There are clear links between the self-evaluation process and the school development plan. The plan is a useful tool for moving the school forward and driving improvement. The school prioritises things it wants to improve effectively and makes appropriate links to expenditure, resources, staff training and timescales. On a few occasions leaders and managers do not follow up new systems and procedures to evaluate their effect on the whole school.

The networks of professional practice that are developing within the school, as well as the links created with the family of schools, are making an important contribution towards improving standards.

Partnership working: Good

The school works well in partnership with other providers. There are sound arrangements with local secondary schools to prepare pupils appropriately for the next stage of their education. The school also works well with other primary schools in the area on a range of activities including the moderation and assessment of pupils work. There is a constructive partnership with the nursery setting that shares the same campus.

Parents are kept well informed and are comfortable about approaching the school if they have any issues to discuss. The school hold useful sessions to provide parents with guidance on the areas of learning for the Foundation Phase. These have helped parents support their children more effectively and have helped raise standards. Links with the local church helps support pupils' spiritual and moral development.

Resource management: Adequate

The school is adequately staffed and good use is made of staff time and expertise. Staffing and financial resources are managed and deployed effectively to support pupils' learning.

Throughout the school there is an appropriate range of good-quality learning resources to support all areas of the curriculum.

Senior leaders and the governing body manage the budget well, keeping spending under constant review and planning carefully for future expenditure. There is a clear school development plan to link spending to priorities for improvement.

In view of the outcomes achieved by pupils, the school gives adequate for money.

Appendix 1

Commentary on performance data

The majority of pupils enter school with reading and writing skills below those that would normally be expected of pupils of a similar age. Many have age appropriate skills in number, speaking and listening and their personal and social development.

Foundation phase assessments in 2012, when compared to those in schools with a similar percentage of pupils entitled to free school meals, have some shortcomings. Results are in the upper 50% for personal and social development, in the lower 50% for mathematical development and the Foundation Phase indicator (the percentage of pupils achieving the expected level in all areas) and in the lowest 25% for language, literacy and communication. The school does less well than other schools in its family in all areas, especially language, literacy and communication where it is the worst performing school.

More able Foundation Phase pupils attain well in their personal and social development but less well than the family average in language, literacy and communication and mathematical development.

Results of key stage 2 assessments for 2012 build on the improvements made in 2011. However, results are still below of the average for similar schools. When compared to schools with similar percentages of free school meals, the school is in the lower 50% for English and science and in the lowest 25% for mathematics and the core subject indicator (the percentage of pupils who achieve the expected level in English, mathematics and science).

In 2012, results for more able pupils also build on previous improvement, especially in mathematics where the school is within the top 50% of similar schools. Attainment levels for English and science place the school in the lower 50% of similar schools.

At both the expected and higher levels, the school consistently performs less well than other schools in its family. Pupils' standards of oracy, reading and writing are improving but remain below of the average for the school's family. Strong progress is made by nearly all pupils who have extra help with their learning. The gap between the performance of boys and girls has reduced significantly over the last three years although it is still often the widest in the school's family. Many pupils in receipt of free school meals do well and reach the expected levels at the end of each key stage.

Appendix 2

Stakeholder satisfaction report

Response to parents' and carers' questionnaire.

Thirty-six parents or carers responded to the questionnaire.

Most parents think that:

- they are satisfied with the school;
- their child likes school and is making good progress;
- teaching is good;
- their child is safe in school;
- pupils have appropriate additional support if necessary;
- the school helps their child to be more mature and take on responsibility;
- the school helps children to settle in well;
- their child is well prepared for moving on to high school; and
- staff treat all pupils equally and with respect.

A few parents or carers do not believe that:

- pupils behave well in school; or
- there is a good range of trips or visits

In most cases, other than those relating to behaviour and trips or visits where they are more negative, the parents' responses are broadly similar to those in other primary schools across Wales.

Response to pupils' questionnaire.

One hundred and four pupils responded to the questionnaire.

Most pupils think that:

- they feel safe in school;
- the school teaches them how to be healthy;
- they know whom to talk to if worried or upset;
- they get enough exercise;
- teachers help them to make progress;
- they know whom to ask if they find their work difficult;
- they are doing well in school;
- there are enough books and equipment available for them to do their work; and
- pupils behave well at breaktime and lunchtimes.

A few pupils express dissatisfaction with the way the school deals with any bullying.

Almost half of pupils think that other children do not behave well in class and this interferes with their work.

The views of pupils are similar to most pupils in other schools in Wales other than in relation to classroom behaviour and bullying where their views are more negative than average.

Appendix 3

The inspection team

Richard Hawkley	Reporting Inspector
Lowri Haf Evans	Team Inspector
Helen Morgan-Rees	Team Inspector
Peter Howarth	Lay Inspector
Jane Rees	Peer Inspector
Robert Nicholson	School Nominee

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.uk)

Under the Independent School Standards (Wales) Regulations 2003, the school must provide copies of the report to all parents of the school. Where a pupil is subject to placement by a local authority, a copy of the report should be sent by the school to each relevant authority.

Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (FPR) refers to the year group of pupils in a primary school who reach the age of five during the academic year. FYear 1 refers to the year group of pupils who reach the age of six during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	FPR	FPY1	FPY2	Y3	Y4	Y5	Y6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The four key stages cover the following year groups:

Foundation Phase	Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

Glossary of terms – Primary

National Curriculum

Expected National Curriculum levels

- By the end of the key stage 1, at the age of seven, learners are expected to reach level 2 and the more able to reach level 3.
- By the end of the key stage 2, at the age of eleven, learners are expected to reach level 4 and the more able to reach level 5.

Core subject indicator in all key stages

The core subject indicator relates to the expected performance in English or Welsh first language, mathematics and science, the core subjects of the National Curriculum. Learners must gain at least the expected level in either English or Welsh first language together with mathematics and science to gain the core subject indicator.

All-Wales Core Data sets

Schools and local authorities may refer to performance relative to their family of schools. These families of schools have been created to enable schools to compare their performance to that of similar schools across Wales. Families include schools with similar proportions of pupils entitled to free school meals, living in 20% most deprived areas of Wales, having special education needs at school action plus or statemented and with English as an additional language acquisition less than competent.