



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

Report of visit
Level of follow-up: Estyn monitoring
Westwood Community Primary School

Date of visit: December 2013

by

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

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The monitoring team

Eleanor Davies	Reporting Inspector
Fiona Arnison	Team Inspector
Lisa Roberts	Local authority representative

Outcome of monitoring visit

Westwood Community Primary School is judged to have made insufficient progress in relation to the recommendations following the core inspection in October 2012.

As a result, Her Majesty's Chief Inspector of Education and Training in Wales is increasing the level of follow-up activity.

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school is in need of significant improvement. The school will draw up an action plan which shows how it is going to address the recommendations.

Estyn inspectors will re-visit the school in about 12 months' time to inspect progress against the recommendations.

Progress since the last inspection

Recommendation 1: Raise pupil standards in end of key stage assessments

This recommendation has been partly addressed.

Pupils achieved better outcomes in teacher assessments at the end of key stage 2 in 2013. However, pupils' attainment in these assessments is inconsistent with the standards observed in pupils' work, particularly in writing.

Overall, the school's levelling is too generous and teacher assessment insecure in writing, particularly at the higher levels. This is because assessment focuses on individual pieces of work and does not take good account of the 'big picture' across a good range of genres. In pupils' books there are many examples of writing especially, at well below the expected level for pupils' chronological age

In key stage 2 in 2013, the school is in the top 25% of schools in its free school meals band at level 4+ in English and science and the upper 50% for mathematics. At level 5+ the school is in the top 25% for mathematics and science and the upper 50% for English.

Foundation Phase pupils still generally attain less well than pupils in similar schools, particularly in language, literacy and communication and mathematical development. In 2013, the school remained in the lower 50% in comparison with similar schools in all learning areas at both outcome 5 and outcome 6. Pupils' assessed standards in personal and social skills continue to be good.

In both key stages, girls outperform boys in the majority of areas. The difference is larger in the Foundation Phase but is still wider than in the family of schools in key stage 2.

Recommendation 2: Raise pupils' standards in Welsh second language

This recommendation has been largely addressed.

Pupils' attainment in Welsh second language at the end of key stage 2 shows clear improvement and was much better in 2013 than in the previous year. Three quarters of the pupils at the end of key stage 2 achieved level 4.

Older pupils can read simple stories in Welsh and make good attempts to pronounce unfamiliar words. They enjoy translating Welsh texts, especially about topics such as football that they are interested in. Pupils ask and respond to questions in a familiar context confidently and are beginning to write short texts in Welsh using a range of sentence patterns.

Pupils in the Foundation Phase enjoy using interactive Welsh programmes to improve their vocabulary. Older pupils use Welsh terms confidently in their mathematics lessons, for example when doing mental calculations. However, pupils find it difficult to understand and respond to questions outside the Welsh phrases and terms with which they are familiar.

All classrooms have lively displays illustrating the use of the Welsh terms to describe the weather and aspects of the history and culture of Wales. The school has established a 'Clwb Cymraeg' and the pupils who participate are proud of their improved skills in using Welsh on a daily basis.

Recommendation 3: Improve the quality of teaching, through providing appropriate challenges for all pupils and asking skilful questions

This recommendation has been partly addressed.

In the most effective lessons, teaching excites and engages pupils of all abilities. Teachers use real life contexts to motivate pupils, for example in using the local skate park to calculate the areas of irregular shapes. In these lessons, teachers use skilful questioning and well-paced teaching to challenge all pupils to achieve well.

However, this good practice is not consistent enough throughout the school. In lower key stage 2 particularly and in writing generally, teachers' expectations of what pupils can do are not high enough. In weaker lessons, teachers' planning does not focus on the pupils' learning, but rather on the activities, which too often involve low level tasks such as copying. As a result, the level of challenge, particularly for more able pupils, is not high enough and their progress is too slow. In these lessons, teachers do not ask questions that stimulate pupils to think about what they are doing and how they could do it better.

The school's systems to monitor the quality of teaching and learning are not robust enough to ensure that teaching is consistently good across the school. Leaders make insufficient use of the existing good practice in the school, for example to model effective teaching and assessment techniques. Although the school has very recently introduced a focused programme of monitoring activities, it is too early to see the impact of this work on improving the quality of teaching.

Recommendation 4: Improve the quality of feedback for pupils so they are clear about how to improve their work

This recommendation has been partly addressed.

The school has devised well-considered systems to support consistent marking and feedback to pupils throughout the school. However, the majority of teachers do not yet apply these systems consistently in all classes and across all subjects.

Most teachers provide pupils with helpful feedback in mathematics. However, there are weaknesses in the quality of feedback for pupils' writing, especially in lower key stage 2. In these cases, the feedback is not linked well enough to the learning objectives or to the pupils' individual targets. Teachers' feedback on writing is often too general and places too much emphasis on aspects of presentation. Many teachers use too much generalised praise, especially for the work of more able writers. Not enough teachers identify pupils' specific strengths in written language and explain clearly what the pupil needs to do to improve the quality of their writing. Most pupils do not routinely re-draft their work in response to teachers' comments.

Senior leaders have undertaken some monitoring of the quality of teachers' marking and feedback. However, the summary record of this does not accurately reflect the quality of feedback and marking in pupils' books. Examples of good quality feedback are not shared with all staff effectively enough.

Recommendations

In order to maintain and improve on this progress, the school should continue to work towards meeting the inspection recommendations that have not yet been fully addressed.