



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 following monitoring
Level of follow-up: significant improvement**

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

Date of visit: February 2015

by

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

© Crown Copyright 2015: This report may be re-used free of charge in any format or medium provided that it is re-used accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and the title of the report specified.

The monitoring team

Richard Lloyd	Reporting Inspector
Janet Rowlands	Team Inspector

Outcome of monitoring visit

Westwood Community Primary School is judged to have made sufficient 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 removing the school from any further follow-up activity.

Progress since the last inspection

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

Satisfactory progress in addressing the recommendation

The school has developed robust systems to ensure that end of key stage teacher assessments are accurate. A range of suitable strategies and approaches have been successful in improving the quality of teaching and learning. These support pupils' progress and achievement well. Standards of work in most pupils' books are good across all subjects. This work is age appropriate and shows clear progress and improvement over time, especially in pupils' written work. However, the improved arrangements for teaching and assessment are yet to have a significant impact on the attainment of pupils in end of key stage teacher assessments.

The school's assessments show that a majority of pupils have skills that are lower than expected for pupils of their age when they start school, especially in literacy. Overall, most pupils make good progress from their starting points. For example, nearly all of the Year 6 class of 2014 made at least two National Curriculum levels of progress in English and mathematics during key stage 2. However, standards of attainment, in comparison to those of other similar schools across Wales, show only a slight improvement since the original inspection in 2012. In 2014, at the expected level 4, pupils' performance places the school in the lower 50% of similar schools in English and mathematics at the end of key stage 2. At the higher-than-expected level 5, the school is in the bottom 25% of similar schools for English but in the higher 50% for mathematics.

Foundation Phase pupils still generally attain less well than pupils in similar schools. In language, literacy and communication pupils' performance has placed the school in the bottom 25% of similar schools in each of the last three years at the expected outcome 5 and the higher-than-expected outcome 6. In mathematical development, pupils' performance has improved significantly in 2014 to place the school in the top 25% of similar schools at the expected outcome 5. However, at the higher-than-expected outcome 6, the school is in the bottom 25%. Pupils' assessed standards in personal and social skills continue to be good.

The school has worked effectively to narrow the performance gap between boys and girls, particularly at key stage 2. As a result, there was very little difference between the attainment of boys and girls in the 2014 teacher assessment data for English, mathematics and science at the expected level 4.

Recommendation 2: Raise pupils' standards in Welsh second language

Strong progress in addressing the recommendation

Overall, pupils' standards in Welsh as a second language are good. Teacher assessment at the end of key stage 2 shows that many pupils achieve the expected level 4 or above. Older pupils read simple stories in Welsh with good understanding. They pronounce unfamiliar words correctly and enjoy discussing the content of the stories. Pupils ask and respond to questions confidently in familiar contexts and write short texts in Welsh using a range of sentence patterns. Year 6 pupils demonstrate a good understanding of sentence structures and the Welsh alphabet. They use this knowledge well when writing independently.

Pupils in the Foundation Phase enjoy using interactive Welsh programmes to improve their vocabulary. Key stage 2 pupils use Welsh terms confidently in their mathematics lessons, for example when doing mental calculations.

All classrooms and corridors have displays that celebrate pupils' achievements in using the Welsh language well. Welsh terms and instructions are visible throughout the school to support pupils' acquisition and use of the language appropriately. The school has established a 'Clwb Cymraeg' and the pupils who participate are proud of their improved skills in using Welsh. Many pupils use basic Welsh confidently outside of lessons, for example when greeting and sharing information with adults.

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

Strong progress in addressing the recommendation

In most lessons, teaching engages pupils of all abilities in effective learning experiences. Through a wide range of interesting topics, teachers motivate pupils to learn and provide a wide range of worthwhile opportunities for pupils to apply their skills across the curriculum.

Teachers' planning takes good account of pupils' prior attainment and ensures that there is a clear focus on taking them on to the next stage of learning. In most lessons, teachers ensure that the level of challenge matches the needs of individuals well. There is a strong focus on developing pupils' skills and most lessons incorporate the requirements of the Literacy and Numeracy Framework effectively. Most teachers use skilful questioning to challenge pupils well and make the best use of the time available within lessons. This ensures that most pupils make good progress in lessons and over time. Teachers make good use of focused success criteria to stimulate pupils to think about what they are doing and how they could do it better.

The school has effective systems to monitor the quality of teaching and learning that have brought about measurable improvements. Leaders use existing good practice beneficially to share and model effective teaching and assessment techniques. This has resulted in consistently good standards of teaching and learning across the school.

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

Very good progress in addressing the recommendation

The quality of teachers' written marking is of a consistently high standard. This ensures that pupils know what they have done well and what they need to do to improve their work. There are effective systems, particularly in key stage 2, to ensure that all pupils respond purposefully to teachers' written comments. Teachers' marking usually takes very good account of the specific learning intentions for a piece of work or sequence of lessons. In the best examples, pupils use comments from marked work to support them to be successful in future tasks, for example by improving the quality and accuracy of their graphs. Teachers also ensure that marking develops pupils' thinking skills effectively. For example, as part of the two stars and a wish approach, they challenge pupils to identify how to carry out specific research to find additional information. This enhances pupils' skills, knowledge and understanding well. In many cases, pupils respond very well to this additional challenge.

In lessons, most teachers provide pupils with helpful verbal feedback and question them effectively to extend their learning. Most teachers and teaching assistants intervene sensitively to challenge any misconceptions pupils may have or to re-direct the learning when required.

Senior leaders have undertaken rigorous monitoring of the quality of teachers' marking and feedback. They make effective use of information to identify strengths and to challenge teachers to bring about improvements. This process ensures that standards of marking and feedback are of a high standard across the school.

Recommendations

In order to maintain and improve on this progress, the school should continue to sustain the level of progress it has already made, and continue to address those inspection recommendations where further progress is required.