

# Westbourne Primary School

## Inspection report

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<b>Unique Reference Number</b>	125858
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359956
<b>Inspection dates</b>	10–11 November 2010
<b>Reporting inspector</b>	Graeme Bassett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Velton
<b>Headteacher</b>	Neil O'Boyle
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	Westbourne Emsworth PO10 8TG
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 8 teachers. Inspectors held meetings with: the headteacher and assistant headteacher; subject leaders; teachers and other staff; representatives of the governing body; a group of Year 6 pupils; and, some parents and carers. They looked at a range of school documentation including: teachers' planning and assessment files; school policies; the school's improvement plan; curriculum planning documents; pupils' tracking records; and, the minutes of governing body meetings. The inspection team also analysed questionnaires, including 124 returned from parents and carers, 104 from pupils and 5 from staff.

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

- Whether the school is doing enough to ensure that all pupils, especially girls in Key Stage 1 and boys in Key Stage 2, are doing as well as they should.
- The effectiveness of the school's strategies to stop the decline in attainment in Key Stage 1 whilst sustaining the broadly average attainment in Key Stage 2
- The quality of the pupils' work in literacy, especially writing, to determine whether teaching is sufficiently challenging.

## Information about the school

Westbourne Primary School is an average-sized primary school. Most children come from Westbourne and a few from further away. Pupils are taught in seven classes, including a Reception class for children in the Early Years Foundation Stage. The majority of pupils are of White British heritage with a small number from other ethnic backgrounds. The proportion known to be eligible for free school meals is broadly average. A few pupils are at the early stages of learning English. The proportion of pupils with special educational needs and/or disabilities is also broadly average. This includes pupils with specific speech, language and communication needs, specific learning difficulties and behavioural, emotional and social difficulties.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. The leadership and management of the school is satisfactory overall and the headteacher has pursued several aspects of the school's development effectively. As a result, there are good aspects especially in the way leaders and managers develop pupils' creative, social and personal skills. The school is well thought of in the local community and amongst parents and carers who are very supportive of it. Staff provide good pastoral care, guidance and support for pupils, especially for those with special educational needs and/or disabilities. Good safeguarding procedures are in place. Nevertheless, the headteacher is fully aware that monitoring of teaching and learning is not consistent enough and that there are still improvements to be made in establishing accurate assessment procedures to build upon what each pupil can do. The school's self-evaluation rightly identifies the embedding of classroom assessment procedures as a priority. As a result, the school's capacity for sustained improvement is satisfactory.

The curriculum is good and developing with purposeful cross-subject links. Since the recent visit to the school as part of an Ofsted subject survey for geography, the school has begun to improve planning for this and other subjects. With the exception of the results in the last academic year, when the school's performance was above average, pupils' attainment in English, mathematics and science has been broadly average over many years. From classroom observations and scrutiny of pupils' work, attainment continues to be average throughout the school in all three subjects.

The provision made for the Early Years Foundation Stage is good. Teaching and learning throughout the rest of the school are satisfactory, although there are some aspects of good teaching in some classes. Despite this, in nearly all classes the use of accurate assessment records is not yet rigorous enough. Many tasks are not yet matched to the precise needs of each pupil, especially the more able, to ensure that learning is consistently good. In some lessons, the pace of work is slow and pupils are not challenged sufficiently with probing questions. Some pupils do not have enough opportunities to pursue their own research or investigation to develop their skills, understanding and knowledge. Consequently, progress is satisfactory from the pupils' time of entry to the school.

Pupils are fully involved in all that the school does and each pupil grows in confidence as a valued individual. The vast majority of pupils have a good knowledge of what is right and wrong. Attendance is above average and pupils' behaviour is good which has a positive impact upon their attitudes and builds a family atmosphere. The school has made good progress in developing links with other local schools, with urban schools in nearby cities and with pupils in Tenerife. As a result, they have a good understanding of the customs and traditions of people from different parts of the world

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## What does the school need to do to improve further?

- Raise pupils' attainment and rate of progress by improving the consistency of monitoring and evaluation procedures by leaders.
- Ensure that there is a greater proportion of good or better teaching and learning in which pupils are more actively involved in investigations and practical tasks.
- Improve the use of assessment information in order that:
  - pupils' progress can be tracked more effectively, especially in English and mathematics
  - pupils are given more specific guidance about how they can improve their work
  - lessons can be planned with pupils' different individual needs and starting points better taken into account.

## Outcomes for individuals and groups of pupils

**3**

Pupils achieve satisfactorily and acquire adequate basic skills for their future. The few pupils who are at the early stages of learning English make good progress in learning the spoken language. From observations in classrooms and work seen, it is clear that most pupils make satisfactory progress. There is no significant difference between the progress made by boys and girls in either Key Stage 1 or Key Stage 2. However, some of the more able pupils are not always challenged sufficiently to enable them to make better progress, particularly in English and mathematics. The decline in standards at the end of Key Stage 1 has been stopped and attainment is broadly average. Pupils are beginning to be more interested in writing because of the creative, themed approach to learning despite a lack of challenge for some pupils. Consequently, attainment in writing is steadily improving.

The quality of art work around the school is good and displays are colourful and stimulating. Pupils work with enthusiasm and skill with information and communication technology (ICT). For example, some older pupils demonstrated very competent skills in the creation of video stories and in their sound commentaries to advertise their own brands of chocolates. Their development of the Spanish language is good and enables pupils to write letters to their friends in Tenerife.

Pupils enjoy coming to school and have good social skills. They are polite, courteous and behave well. They feel extremely safe in school. Most have a good understanding that they must eat healthily and take regular exercise, although some still bring chocolate and crisps in their lunch boxes. Pupils' contribution to the school and wider community is good. Pupils enjoy being monitors and acting as members of the school council. Pupils' spiritual, moral, social and cultural development and awareness of the richness and diversity of British society are good. Pupils are also very keen to extend their contact with pupils in Tenerife. Their achievement in learning to play a musical instrument, such as in Year 4, and the enjoyment of after-school clubs help pupils to gain confidence and build up their self-esteem.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

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

## How effective is the provision?

Teachers' subject knowledge is secure. Good use is made of classroom technology and laptops, especially the internet, graphics and text programs.. The learning is particularly exciting when themes are explored through subjects that are linked effectively. This approach is raising pupils' interests in writing and is especially successful in developing boys' interest. For example, the visit to the river to compare the source and the estuary fostered pupils' writing skills and developed their geography skills well. Most teachers intervene well to extend pupils' learning and through questions they prompt pupils to think out their answers effectively. However, lesson planning for English and mathematics is sometimes limited because teachers do not have an agreed method to plot what each pupil can do. For that reason, tasks are not always matched accurately to the needs of each pupil. In some classes, pupils are not involved enough in exploration and investigations that will promote their skills and understanding.

Whole-school assessment tracking records are developing slowly, but currently, teachers use their own methods to plot each pupil's ongoing progress. They know the pupils well but often try to carry too much information about each pupil in their heads. Consequently, some of the work in English and mathematics is not adapted sufficiently to ensure that all pupils are challenged with work that builds upon what they already know. Often the more able are not challenged rigorously enough to ensure they make good progress. Teachers mark pupils' work regularly and offer encouragement through comments of praise.

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However, pupils do not always respond to these comments to show that they have a better understanding of exactly what they need to do next in order to improve.

The curriculum is broad and balanced and where it is developed through creative themes, such as 'Dinosaurs', the work successfully raises pupils' enthusiasm and interest in learning. Pupils' use of ICT with laptops is good and extends their learning effectively. Pupils demonstrated their good work by creating short video stories and sound clips. The creative curriculum for the arts is good. Pupils have good opportunities to learn musical instruments and a whole class is currently learning to play the clarinet. The wide range of out-of-lesson club activities and local and residential visits, such as the Victorian day, provides valuable opportunities to raise pupils' cultural awareness.

Staff have good relationships with pupils and they show real concern about each pupil's welfare and happiness. Pupils with special educational needs and/or disabilities are supported securely, but sometimes teaching assistants do not take a sufficiently positive role to encourage them to take an active part in class discussions during the introductions to lessons. The focused support given to pupils from ethnic minority groups is good and ensures they are fully integrated into the life of the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher, supported by senior staff and subject leaders, has recently concentrated upon the development of pupils' geography and history skills and understanding. This has been skilfully directed by the leaders and managers and developments are now successfully shared with all staff and the governing body. Leaders are also embedding initiatives, such as the development of good community cohesion and the gaining of an international award and Healthy School status are displayed with pride. The community cohesion at national and global levels, through residential visits and links with pupils in urban schools and in Tenerife, is good. The school has also made good links with the local community and local schools with connections with the church and residential homes. However, many of these initiatives have taken priority over the monitoring and evaluation of teaching and learning and efforts of leaders and managers are inconsistent in this respect. Developments for improving teaching and assessment procedures have not been implemented quickly enough to have a marked impact upon improving teaching or raising attainment and progress.

The leaders and managers promote the development of the arts curriculum extremely well. Through this work, leaders promote equality of opportunity for all pupils well while tackling discrimination effectively. There are good links with parents and carers and with

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members of the local community. The governing body ensures that all statutory requirements are met, including child protection and risk assessment. With frequent checks upon maintaining awareness of safeguarding issues and regular updates in training, the governing body ensures that safeguarding procedures are good. The management of special educational needs is satisfactory and the manager accurately identifies those pupils who need greater support.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children's skills on entry to the Reception class are broadly as expected for their age. However, there are some children who have weaknesses in their social and emotional development as well as in their literacy. They have quickly settled to the routines of the class and, because of the good welfare provision and the good care and guidance, their social and emotional development is improving rapidly. There is a calm structured atmosphere within the class.

Within the classroom and in the well-resourced outdoor area, pupils have many opportunities to follow their own investigations. They independently gather resources with purpose and use them meaningfully to develop their writing and numeracy interests. Their use of computers to drag and drop characters into a story is better than seen typically. In view of this, all children make good progress throughout their time in the Reception class in all areas of learning.

Leadership and management are good. The six areas of learning are particularly well developed, especially because the teaching is good. Adults question children very sensitively to promote children's thinking. The teacher asks challenging questions that advance children's skills effectively. With good observations of each pupil's development, the assessment records are maintained extremely well to plot each child's progress.



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Children who were observed playing with a hospital negotiated with each other to allow patients to enter. Most share equipment amicably. Attainment in the Reception class is currently broadly in line with expected levels for their age. As a result of the good progress overall, most enter Year 1 having reached the goals expected for this age group, with many having exceeded them.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Over three quarters of parents and carers returned the questionnaire and this is higher than is normally found in similar schools. The vast majority who replied to the questionnaire or spoke to inspectors expressed their full support for the school and said they are proud of it. Many commented that the school has a 'family feel' and that staff promoted interesting activities.

A few parents and carers expressed concerns about the progress their children were making, but inspectors found that nearly all pupils are making satisfactory progress. A very small number of parents and carers expressed some concern that the school did not meet all of their children's needs. Inspection evidence shows that tasks are not always well matched to the precise needs of each pupil. However, inspection evidence also shows that teachers are readily available to talk to parents and carers about problems. In nearly all instances, home-school support and communication were found to be good.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westbourne 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 124 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	77	27	22	1	1	1	1
The school keeps my child safe	95	77	28	23	1	1	0	0
My school informs me about my child's progress	55	44	56	45	8	6	0	0
My child is making enough progress at this school	63	51	51	41	4	3	0	0
The teaching is good at this school	92	74	27	22	0	0	0	0
The school helps me to support my child's learning	80	65	36	29	2	2	0	0
The school helps my child to have a healthy lifestyle	80	65	39	31	2	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)	65	52	48	39	1	1	0	0
The school meets my child's particular needs	70	56	42	34	6	5	0	0
The school deals effectively with unacceptable behaviour	65	52	46	37	1	1	0	0
The school takes account of my suggestions and concerns	66	53	47	38	1	1	0	0
The school is led and managed effectively	94	76	25	20	0	0	0	0
Overall, I am happy with my child's experience at this school	93	75	31	25	0	0	0	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



12 November 2010

Dear Pupils

**Inspection of Westbourne Primary School, Emsworth PO10 8TG**

Thank you for helping us when we visited your school recently. We enjoyed meeting you and finding out about your school. We found that Westbourne Primary School provides you with a satisfactory education. These are the things that we judged to be best about your school.

- Your headteacher has developed well the care, guidance and support you receive which make things better for you. He has also worked hard to make links with other schools and children in other parts of the world.
- Staff help you to have fun learning new skills in music, drama and art and also help you to understand how to be healthy.'
- You like school and are treated as individuals.'
- Staff work together well and links with your parents and carers are good.
- Adults provide good care and support and, as a result, you are developing positive attitudes towards your work and towards each other.
- Your contributions to your school and to the local community are good.
- You are very polite and your good behaviour helps to create a positive environment in school.

There are still some ways in which your school could be better. We have asked your headteacher and governors to do the following things.

- Raise your attainment and rate of progress by improving how well the leaders of your school check how well you are doing.'
- Ensure that more teaching in your lessons is good or better and that you are more actively involved in investigations and practical tasks.

Improve the use of what your teachers know about your work in order that:

- your progress can be tracked more easily, especially in English and mathematics
- you are given more detailed guidance about how you can improve your work
- lessons can be planned better to suit your different individual needs and starting points.

Yours sincerely

Graeme Bassett

Lead inspector

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