

Westminster Church of England School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 128081 |
| Local Authority | Bradford |
| Inspection number | 360115 |
| Inspection dates | 9–10 June 2011 |
| Reporting inspector | Melvyn Hemmings |

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 451 |
| Appropriate authority | The governing body |
| Chair | Ray Gibson |
| Headteacher | Rob Freeth |
| Date of previous school inspection | 5 February 2008 |
| School address | Westminster Road Bradford West Yorkshire BD3 0HW |
| Telephone number | 01274 648490 |
| Fax number | 01274 648491 |
| Email address | office@westminster.bradford.sch.uk |

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|---------------------------|---|
| Age group | 3–11 Error! Reference source not found. |
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Introduction

This pilot inspection was carried out by four additional inspectors. They observed nine hours of teaching consisting of 20 lessons taught by 18 different teachers. The inspectors held discussions with the Chair of the Governing Body, staff, parents and carers, groups of pupils and the School Improvement Partner. They observed the school's work, and scrutinised documentation, including school policies, records of meetings of the governing body, assessment information and curriculum planning. In addition, they took into account the questionnaires returned by 262 parents and carers, as well as those by staff and pupils.

Information about the school

Westminster is much larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. Most pupils are from minority ethnic heritages and a majority are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school holds a variety of awards, including the Intermediate International School's Award, and is also an accredited Healthy School. The government floor targets for the standards reached by pupils have been exceeded for the past three years.

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 | 2 |
| Achievement | 2 |
| Teaching | 2 |
| Leadership and management | 2 |
| Behaviour and safety | 2 |
| Does the school adequately promote the pupils' well-being? | Yes |
| Does the school adequately promote community cohesion? | Yes |
| Does the school provide value for money? | Yes |

Key findings

Westminster is a good school. It enables its pupils to flourish within a stimulating and friendly setting for learning. The overwhelming majority of parents and carers are positive about the school's work and the efforts of all staff. Typical of their comments are, 'I am very happy with this school. The staff are very friendly and approachable'. The school's key strengths and areas that require improvement are as follows:

- Pupils' achievement is good. Though attainment in English and mathematics is below average by the end of Year 6, pupils make good progress from their low skill levels on entering school. Progress in reading is a particular strength and enables pupils to reach average standards by the time they leave school. Pupils have a limited vocabulary and do not show accurate sentence structure in their writing. They are not adept at applying their secure mathematical calculation skills to solve real-life number problems.
- Good quality teaching ensures that pupils are engaged in their activities and are motivated to do well. Pupils enjoy their learning and say that lessons are fun. At times, the activities provided do not challenge pupils sufficiently, especially the more able. There are limited opportunities in lessons for pupils to explore ideas for themselves.
- The headteacher and senior leaders provide focused educational direction and a clear vision for school improvement. This vision is shared by all involved in the life of the school and a strong team ethos is evident. Middle leaders are not fully involved in monitoring and evaluating the quality of teaching and learning.
- Pupils behave well and this contributes positively to their progress. They enjoy school, as is reflected by their improving attendance. Pupils say they feel safe and secure in school.

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What does the school need to do to improve further?

- Raise attainment in writing and mathematics to at least the national average by:
 - improving pupils' mathematical problem-solving skills
 - ensuring all teachers consistently set work that challenges pupils sufficiently, especially the more able
 - providing more opportunities for pupils to find things out for themselves.
- Fully involve middle leaders in monitoring and evaluating the quality of teaching and learning and promoting school improvement.

Main report

Children's attainment on entering school is well below that typical for their age, particularly in language and social development. They make good progress across the areas of learning as a result of consistently good teaching in the Nursery and Reception classes of the Early Years Foundation Stage. Adults are aware of the needs of children of this age and provide activities that are practical and engaging. There are many opportunities for children to develop their language skills, such as in role-play activities and in paired and group discussions. The teaching of phonics is a particular strength and enables children to make good progress in linking letters and sounds. This impacts positively on their attainment in reading and writing. Children enjoy their learning, as was observed when they were sorting a variety of model insects by criteria such as with wings or without wings. They took particular pleasure in showing visitors their Giant African Snail. Children with little or no English are supported well by staff, including bilingual teaching assistants, so they are fully involved in all activities.

Pupils maintain good progress throughout the rest of the school. Though attainment is below average in English and mathematics at the end of Year 6, pupils have achieved well from their starting points on entering school. There has been an upward trend over the last three years and the gap between school performance and national levels in writing and mathematics is narrowing quickly. A particular success has been the improvement in pupils' attainment in reading, which though below average at the age of six is in line with the national average by the time pupils leave school. This has been achieved by the school placing strong emphasis on the structured teaching of phonics and ensuring guided reading sessions focus on improving specific reading skills. As a result, pupils show much enjoyment in their reading and can talk knowledgeably about their favourite authors. Pupils do not have a wide vocabulary and they tend to write in the way they speak, which leads to them incorrect grammar, punctuation and spelling in their construction of sentences. Pupils have secure mathematical calculation skills. This was seen to good effect when pupils in Year 5 were using the column method of adding and subtracting decimal numbers. They are not as proficient when applying these skills in solving real-life number problems in different situations.

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Pupils with special educational needs and/or disabilities and those at an early stage of learning English make the same good progress as other pupils because of the well-targeted support they receive. Their particular needs are identified at an early stage and intervention programmes put into place to ensure their learning needs are effectively met. School data shows there is no significant difference between the achievement or learning of different groups.

Teachers plan their lessons well to build upon previous work. This enables pupils to use prior knowledge and understanding to support their current learning. The pace of lessons is brisk so that little time is lost. Teachers use questioning effectively to probe pupils' understanding of concepts being taught and to develop their speaking and listening skills. Pupils are usually actively involved in lessons and motivated to do well. At times, there is too much direction from teachers and not enough opportunity for pupils to explore ideas for themselves. In some lessons, activities do not sufficiently challenge different groups, particularly those pupils who are more able. Marking and discussion between staff and pupils make sure that pupils understand their individual targets in detail and how to achieve them. This shows good improvement since the last inspection. The work of teaching assistants is focused effectively and makes a good contribution to the progress that pupils make, particularly those with special educational needs and/or disabilities and those at an early stage of learning English.

Pupils' spiritual, moral, social and cultural development is promoted strongly and leads to them being well behaved, polite and considerate to others. They clearly know right from wrong and act responsibly in lessons and around the school. The questionnaires of a very small minority of parents and carers indicated that behaviour was not of a good standard and that it disrupted lessons. Such behaviour was not observed during the inspection. In discussion, pupils said that behaviour is good and has been so over time. They state that there is no bullying and that the school has made it clear to them the action to take if it did occur. School records confirm that disruptive incidents and bullying rarely occur. Pupils' cultural development is enhanced by links with schools that enable them to work with pupils from different cultural and social backgrounds. Pupils willingly take on posts of responsibility, such as being a member of the school council or the Eco committee. In so doing they make a positive contribution to the life of the school.

The curriculum is planned well to build systematically on pupils' skills. It is enhanced by opportunities for pupils to take part in themed weeks that include Africa and Healthy Mind and Body. These activities effectively widen pupils' horizons and extend their skills. All pupils benefit from the development of the outdoor curriculum, which includes a school allotment, an outdoor classroom and educational visits including to Ripon Cathedral and residential stays.

The perceptive leadership of the headteacher has been central to the school maintaining and building upon its good performance at the last inspection. Aably supported by senior leaders, he has successfully inspired those involved in school life

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to share a common sense of purpose in meeting ambitious targets for all pupils. As a result, pupils' progress has accelerated and there has been an upward trend in attainment over the last three years. Morale is high among all staff and their questionnaires indicate that they are proud to be a member of the school. Middle leaders carry out their responsibilities diligently but they are not fully involved in monitoring and evaluating the quality of teaching and learning. While this somewhat limits their effectiveness in promoting school improvement, however, the capacity to ensure the school continues to move forward is good. The governing body is fully involved in evaluating the school and influential in determining its direction. Its members are rigorous in ensuring that staff and pupils are safe and that the school meets current safeguarding requirements. The overwhelming majority of parents and carers agree that the school keeps their children safe.

The promotion of equality of opportunity is at the heart of the school's work and no form of discrimination is tolerated. Consequently, pupils' outcomes are positive and any unevenness between different groups is minimal. A nurture group has been developed to enrich the curriculum and experience of pupils who are potentially vulnerable due to their circumstances. This is effectively narrowing the gap between their performance and that of other groups. Links with outside agencies are well established and effectively promote the learning and well-being of pupils facing challenging circumstances. Leaders have worked successfully to raise attendance and it continues to improve, which is having a positive impact on the progress that pupils make. They successfully promote community cohesion by encouraging pupils to view their role as not only members of the school but to consider their role in the local, national and international community.

A few parents and carers indicated that the school did not support them in their children's learning nor responded to their concerns or kept them well informed. Inspection evidence shows that the school takes full account of any concerns and ensures parents and carers are informed fully of their children's progress. Arrangements for involving parents and carers in their children's learning are good. This is exemplified by the way that in the Early Years Foundation Stage they have opportunity to work alongside their children at the start of each day.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westminster church of England 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 12 statements about the school.

The inspection team received 262 completed questionnaires by the end of the on-site inspection. In total, there are 451 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|--|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| Q1 My child is happy at school | 153 | 58 | 104 | 40 | 4 | 2 | 1 | 0 |
| Q2 My child feels safe at school | 144 | 55 | 111 | 42 | 1 | 0 | 3 | 1 |
| Q3 The school helps my child to achieve as well as they can | 138 | 53 | 115 | 44 | 7 | 3 | 0 | 0 |
| Q4 The school meets my child’s particular needs | 108 | 41 | 135 | 52 | 8 | 3 | 2 | 1 |
| Q5 The school ensures my child is well looked after | 122 | 47 | 125 | 48 | 7 | 3 | 2 | 1 |
| Q6 Teaching at this school is good | 135 | 52 | 120 | 46 | 3 | 1 | 0 | 0 |
| Q7 There is a good standard of behaviour at this school | 87 | 33 | 158 | 60 | 11 | 4 | 1 | 0 |
| Q8 Lessons are not disrupted by bad behaviour | 82 | 31 | 137 | 52 | 17 | 6 | 4 | 2 |
| Q9 The school deals with any cases of bullying well | 112 | 43 | 123 | 47 | 11 | 4 | 0 | 0 |
| Q10 The school helps me to support my child’s learning | 126 | 48 | 119 | 45 | 12 | 5 | 0 | 0 |
| Q11 The school responds to my concerns and keeps me well informed | 123 | 47 | 118 | 45 | 13 | 5 | 3 | 1 |
| Q12 The school is well led and managed | 133 | 51 | 112 | 43 | 7 | 3 | 2 | 1 |

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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

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| 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"> ■ The achievement of all pupils. ■ Behaviour and safety. ■ The quality of teaching. ■ The effectiveness of leadership and management. <p>and taking into consideration</p> <ul style="list-style-type: none"> ■ how well the school promotes pupils' spiritual, moral, social and cultural development. |
| 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.



11 June 2011

Dear Pupils

Inspection of Westminster Church of England Primary School, Bradford, BD3 0HW

Thank you for the friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do. Special thanks must go to those of you who gave up time to talk to us about your work and how you enjoy school.

The inspectors judge that your school is good and that:

- though your attainment by the end of Year 6 is below average in writing and mathematics, you make good progress and achieve well from when you start school
- you enjoy reading and have skills that are average by the time you leave school
- the curriculum is helpfully extended by themed weeks and visits to places such as Ripon Cathedral
- you behave well and enjoy coming to school
- staff make sure you are safe in school and on visits
- you learn a lot in lessons, as indicated in your questionnaires
- the headteacher, staff and governors are working hard to help your school to get even better.

This is what we have asked your school to do now:

- raise attainment in writing and mathematics, such as by improving your ability to construct sentences accurately and solve real-life number problems
- ensure that staff who lead subjects are fully involved in checking the quality of teaching and learning.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings
Lead inspector

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