

Westrop Primary School

Inspection report

Unique reference number	126253
Local authority	Swindon
Inspection number	381198
Inspection dates	5–6 July 2012
Lead inspector	John Earish

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	198
Appropriate authority	The governing body
Chair	Amanda Wishart
Headteacher	Janet Urban
Date of previous school inspection	1–2 March 2010
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Age group	4–11
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Introduction

Inspection team

John Earish

Additional inspector

Julie Fox

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 15 lessons taught by eight teachers, and also made a number of shorter observations. Meetings were held with groups of pupils, staff and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at monitoring and assessment information and teachers' planning. They listened to pupils read, and scrutinised their books. Questionnaires from staff were analysed, as well as 78 questionnaires received from parents and carers.

Information about the school

This is an average-sized primary school. It has recently increased in size following the closure of a neighbouring school and the transfer of the pupils to Westrop. Most pupils are of White British heritage with a small number from a range of minority ethnic backgrounds. The proportion of disabled pupils and those who have special educational needs, including those supported at school action plus or with a statement of special educational needs, varies from year to year but is above the national average. The proportion of pupils known to be eligible for free school meals is just below the national average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. The school provides breakfast and after-school clubs managed by the governing body, which formed part of this inspection. In addition, it shares the site with a children's centre and a privately run pre-school, which are subject to a separate inspection. The school has achieved a number of external accreditations including Healthy Schools status and Dyslexia Friendly Accreditation.

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 of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. The management team responded well to the increased numbers of pupils brought about by the closure of a neighbouring school. They worked diligently to develop a shared culture for learning among all pupils and adults and successfully addressed underachievement. Adults and pupils share high aspirations for academic success and all groups of pupils are making good progress. The school is not yet outstanding because there is still some variability in the quality of teaching and learning.
- Pupils' achievement and progress are good. Pupils in the current Year 6 are working at levels that are above the expected standard in English and mathematics, and more pupils are beginning to attain highly. They are fully involved in assessing how well they are doing and understand how to improve their work.
- Teaching is good with an increasing amount of high quality practice. Levels of challenge have been raised through opportunities for pupils to work independently or in small groups to solve problems and explore their own ideas. There are occasions, however, when teachers miss opportunities to develop fully pupils' resilience and confidence to work in this way, thus holding back their progress. In addition, teachers' questions are not always sufficiently challenging to maximise progress.
- Pupils behave well and display positive attitudes towards their work, each other and adults in the school. They attend regularly and clearly understand the school's expectations. They feel safe and happy because inappropriate behaviour and bullying are not tolerated.
- The senior leadership team provides a clear vision for driving improvement. Teamwork is strong, and partnerships with parents and carers are effective in supporting pupils' learning. Professional development is well planned and based on accurate assessments of teaching and performance. The curriculum is imaginatively planned and successfully captures pupils' enthusiasm for learning.

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What does the school need to do to improve further?

- Raise pupils' attainment and accelerate their progress by:
 - exploiting fully the opportunities during lessons for pupils to develop their resilience and confidence when exploring their own ideas and using their initiative in order to sustain their rapid progress
 - ensuring that teachers' questions consistently challenge pupils' thinking and understanding in order to maximise progress.

Main report

Achievement of pupils

The very large majority of parents and carers rightly agree that their children are making good progress. Inspection evidence shows achievement is good for all pupils, whatever their backgrounds, and including disabled pupils and those with special educational needs. Children start in Reception with skills that are below those expected for their age overall and well below in some aspects of literacy, numeracy and personal development. They make good progress, particularly in developing their literacy and numeracy skills, which continues through Years 1 and 2. As a result, by the end of Year 2 pupils are attaining levels that are broadly average. This represents good progress from their starting points. A detailed analysis of school tracking data confirms that good progress is maintained in Key Stage 2. Many pupils currently in Year 6 are working at levels that are above the expected level in English and mathematics. The gap between the performance of boys and girls at both key stages has been successfully addressed. This represents an improvement in the attainment and achievement reported at the previous inspection.

Attainment in reading is broadly average at the end of Year 2. By the time they reach Year 6 attainment is above average and the majority of pupils read fluently and with good understanding. Achievement in reading continues to improve across all key stages as a result of concerted efforts by adults to provide catch-up programmes for those who require additional help and support. Older pupils are increasingly confident at using their reading, writing and communication skills across the curriculum and all benefit from teachers' training in dealing with dyslexia. Pupils take pride in their work, access information from reference books and the internet as well as enjoying reading for pleasure. Disabled pupils and those who have special educational needs have well-chosen targets and make similarly good progress to their peers and achieve well.

Pupils learn effectively. For example, Year 6 pupils were given a hypothetical problem that the parachutes descending into the Olympic stadium during the opening ceremony might land too quickly. Pupils were asked to examine the design of the chutes to see if the rate of descent could be slowed. They behaved well, quickly organised themselves into groups and began redesigning the parachutes and

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testing their ideas. They achieved well because the learning was interesting and challenging. On another occasion, pupils in Years 1 and 2 were asked to order games equipment for the Olympic Stadium. Unfortunately, it only came in boxes of 2, 5 and 10 and they were challenged to work out how many boxes they would need to fill the warehouse. They showed high levels of concentration, as the teacher moved around the room, skilfully using questions to check their understanding and to encourage them to work out for themselves what they needed to do next. Pupils responded very positively and worked cooperatively in groups sharing ideas and trying them out. They made rapid progress because the work was imaginatively presented, not too easy and not too hard and the teacher constantly checked how well they were doing. Pupils from all backgrounds achieve well because the school is good at meeting their individual learning needs.

Quality of teaching

The quality of teaching is good over time and the very large majority of parents and carers agree. An increasing amount of teaching is of high quality. Teachers always make it clear to pupils what they are expected to achieve in lessons and make links with previous learning. Pupils agree that work is usually challenging because the teachers really care about 'getting the work just right for us'. They particularly enjoyed the opportunities for working together to explore their own ideas as well as learning new facts. They also explained how their involvement in assessing how well they were doing and compiling their learning logs motivated them to learn even more. Most had a good knowledge of the levels they were working at because the teachers had taken the time to explain it clearly to them. This was further exemplified when a group of Years 3 and 4 pupils were eagerly collaborating to solve mathematical problems. They were able to accurately record their working out and then use the information to measure how well they had done. However, inconsistencies in the quality of teaching remain. Occasionally, teachers miss opportunities to develop pupils' resilience and confidence when they are exploring their own ideas or their questions are not sufficiently challenging in order to draw the maximum learning and progress from their lessons.

Phonics (letter patterns and the sounds they represent) is taught systematically from Reception to Year 3 which enables pupils to confidently build words from sounds and make the link between reading and writing. This is built on further through guided reading as they move through Key Stage 2. The school successfully promotes pupils' spiritual, social, moral and cultural development through its policies and teaching practice. As a result, pupils understand the difference between right and wrong and the consequences of their actions. The strong emphasis on promoting healthy lifestyles, recognised in the school's national award, ensures pupils' understanding of how to stay fit and healthy. Pupils talk knowledgeably about other cultures. However, their awareness of the cultural diversity within the United Kingdom is less well developed.

Accurate and moderated assessments of pupils' learning ensure tasks are planned effectively to match the needs of all pupils. This underpins the school's success in

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dismantling barriers to learning. Teaching and interventions for those who need specific help, including disabled pupils and those with special educational needs, are effective at maximising progress.

Behaviour and safety of pupils

Pupils' behaviour and safety are good over time. The very large majority of parents and carers who answered the questionnaire said their children are safe in school and inspectors agree. Pupils are adamant they feel free from all forms of bullying and any instances are dealt with well by their teachers. They understand that cyber-bullying, homophobic language, racism and harassment constitute bullying behaviour and are aware of its consequences. Questionnaire responses showed that a few parents and carers had some concerns about behaviour in some lessons. When interviewed, pupils said that attitudes to learning were very positive and that any disruptions to learning are dealt with quickly and effectively. They explained how they have been trained to help each other sort out problems and behave well. Their positive attitudes to each other, their learning and their determination to succeed are reflected in above average attendance.

Leadership and management

The headteacher and leadership team have high expectations of what is achievable, and show a strong determination to ensure that all pupils reach their potential. Their clear vision for improvement, based upon detailed and accurate self-evaluation, is embedded in a comprehensive improvement plan of good quality. The impact can be seen in improvements to the quality of teaching and achievement since the previous inspection. Subject leaders are effective at sustaining these changes through professional development in mathematics, reading and writing and monitoring the impact on pupils' progress. Less experienced leaders are receiving good quality support to increase their confidence at monitoring progress and achievement. The governing body ensures that safeguarding procedures are robust and regularly reviewed. It is increasingly involved in holding the school to account for its performance in order to sustain the drive for continuous improvement. The well-run breakfast and after-school clubs add much to the pupils' enjoyment of school. As a result of these many positive features, the school has a good capacity to continue improving.

The newly established curriculum provides a good breadth and balance of mathematics, reading, writing, speaking and listening and meets the wide-ranging needs of the pupils well. The creative arts and sports are strongly represented and good examples of artwork are displayed around the school. Opportunities to develop pupils' spiritual, social, moral and cultural development are clearly identified and well supported by an extensive range of clubs and extra activities that add much to pupils' enjoyment of school.

Teachers and members of the governing body have a good understanding of the

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school and the community it serves. They are active and effective in tackling discrimination and promoting equality of opportunity. They are successful in helping those pupils, for example, who need extra support to catch up on work they have missed and have successfully narrowed the gap between the performance of boys and girls at both key stages. The school works successfully with the children's centre to assist parents and carers in supporting their children's learning. The very large majority of parents and carers would recommend the school to others.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



8 July 2012

Dear Pupils

Inspection of Westrop Primary School, Highworth, SN6 7DN

Thank you for being so welcoming and helpful when we visited your school recently. We enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were pleased to hear that you like your school and enjoy helping each other.

Yours is a good school. You behave well, which means that your teachers can get on with teaching you new and interesting things and that you are eager to learn. Well done. We particularly enjoyed talking to you about your work and noticed that you were able to assess how well you are doing. You said this has really helped you to understand how to do even better work and we agree. Some of you were also very knowledgeable about the levels you were working at and you said that you liked the way your progress was celebrated in the classroom. We have passed this information on to your teachers. The teaching in your school is good and sometimes even better, and it means that, together with your positive attitudes to work, you make good progress and achieve well.

You told us that you find your lessons interesting and usually challenging. To make them even better, we are asking your teachers to give you even more opportunities to develop your resilience and confidence when exploring your own ideas, working independently or using your own initiative so that you can make even faster progress. We are also asking them to make sure their questions always make you think carefully about your work so they can test your understanding of new ideas.

Each of you can play your part in making your school even better by continuing to work hard so that you can take full advantage of all that it has to offer you.

Yours sincerely

John Earish
Lead inspector

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