

Westbourne Primary School

River Street, Westbourne, Emsworth, PO10 8TG

Inspection dates 13–14 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Westbourne Primary School has improved since the last inspection because school leaders, including governors, focus effectively on accelerating pupils' progress and raising the quality of teaching. They plan well, checking rigorously that targets are being met.
- As a result all groups of pupils make good progress, especially in their literacy and numeracy skills.
- The quality of teaching is good and sometimes of high quality. Standards by the time pupils leave in Year 6 are above those in most schools.
- Pupils behave well. Their attendance is high. They have positive attitudes to learning, saying that they enjoy school enormously and feel safe there.
- The school provides a wide range of artistic, sporting, cultural and social opportunities that make a strong contribution to pupils' personal development. Pupils are well prepared for secondary school.

It is not yet an outstanding school because

- In a small number of lessons the quality of teaching is less than good. In particular some pupils find the work too easy and some too difficult. This is because it is not always set at the right level and teachers' evaluation of progress in lessons does not pick this up.
- Some middle leaders do not have sufficient access to all the school's data and therefore are unable to improve teaching and standards as much as they could.

Information about this inspection

- Inspectors visited 20 lessons or part lessons and observed 10 teachers.
- A joint observation was conducted with the headteacher, and the lead inspector observed the headteacher reporting back to the teacher on the quality of learning and pupils' achievement in the lesson.
- Visits were made to look at the quality of support given to pupils who need extra help. In addition inspectors heard pupils read and looked at work in the pupils' books and on display.
- Inspectors looked at a range of documentation including: the school improvement plan; the school's self-evaluation; the school's data for tracking pupils' progress; safeguarding documentation; and attendance and behaviour records.
- Inspectors had meetings with staff, groups of pupils, representatives from the governing body and a representative from the local authority.
- Inspectors had telephone calls with a local headteacher and the school's play therapist to consider the impact of partnership arrangements.
- Inspectors considered the views of 40 parental responses to the online questionnaire (Parent View) and other communications with parents and carers, and considered the 15 responses to the staff questionnaire.

Inspection team

Timothy Feast, Lead inspector

Additional inspector

Sonja Joseph

Additional inspector

Full report

Information about this school

- Westbourne Primary is smaller than most primary schools nationally.
- Almost all pupils are of White British heritage.
- About 8% of the pupils are eligible for the pupil premium, which provides extra funding for pupils known to be eligible for free school meals, children looked after by the local authority and those with parents or carers in the armed forces. This is a much lower proportion than is found in other schools nationally.
- The proportion of pupils with a statement of special educational needs is below the national average; the proportion of those supported at school action or school action plus is also below average.
- In 2012 the school exceeded the government's current floor standards, which set the minimum expectations for pupils' learning and progress.
- The school does not use any alternative provision.
- The school is an active member of the local cluster of schools, which helps to share good practice and to commission joint training for staff and governors.

What does the school need to do to improve further?

- Improve the quality of teaching, building on existing good practice, to help pupils make even more progress by ensuring that:
 - teachers plan activities and support in all lessons to fully meet pupils' needs, so that in particular the work is not too easy for more-able pupils nor too difficult for those who need support
 - teachers regularly make checks on pupils' progress in lessons and change their approaches where necessary if progress is insufficient
 - teachers provide more subject-specific guidance in their feedback to pupils on how to improve and always check that their guidance has been followed up.
- Develop the role of middle leaders further so that they are able to make a bigger contribution to further improving teaching and learning by:
 - giving them all access to the information about pupils' outcomes from both the school's and external analysis
 - ensuring that they use data to inform their areas of focus and to evaluate the impact of strategies they are using to bring about improvement, especially in respect of pupils making more than expected progress.

Inspection judgements

The achievement of pupils is good

- Children enter the Reception class with skills at below the levels typically found. They make good progress, so they start Year 1 with the knowledge and skills expected for their age. A broad range of learning activities and play both inside and outside the classroom extends the children's learning, particularly their writing skills.
- Pupils maintain this good learning in Years 1 and 2 so their standards in reading, writing and mathematics are above those found nationally. By the end of Year 6 pupils' progress rates compare favourably with national performance and as a result their standards are still above those of most schools nationally.
- In lessons pupils learn well. Particularly good progress was seen in a Year 6 lesson on mathematical probability, where the teacher's effective checking enabled the pupils to use the open-ended investigation to develop broader mathematical skills such as problem solving and generalising. In a small number of lessons pupils' progress is slowed by activities which are too easy for the more able and sometimes too difficult for those who need support.
- Early reading and writing skills are developed well. Pupils continue to read widely and often, supported well in many instances by their parents and carers. Results in the Year 6 reading assessments are above the national average, with considerably more pupils achieving above average results than found nationally.
- Disabled pupils and those with special educational needs achieve well. Those eligible for extra support under the pupil premium initiative also achieve well. The school's targeting of this support is very effective and as a result pupils are able to catch up where necessary and achieve as well as their classmates.
- Parents and carers in their responses to the online questionnaire and in their communication with inspectors are happy with the progress their children are making. Pupils in discussion also indicated that they thought they were making good progress.

The quality of teaching is good

- Good teaching results in the pupils making good progress and enjoying their learning. This was seen to particularly good effect in the African drumming session with Year 3 pupils, where musical skills and cultural knowledge were extended.
- School leaders have focused on more active learning and there were good examples of this, for example, in a Year 5 lesson where pupils used the outcomes from their cooking lesson to help them understand the correct use of words such as 'firstly' and 'lastly'. Younger pupils responded well to the physical opportunities offered in their gymnastics lessons.
- Reading is taught very effectively across the school and this contributes to pupils' above average attainment. In all years small groups are guided to improve their reading and their understanding of the text. As a result reading skills are not a barrier to learning and pupils are able to use resources such as the internet and other software effectively to extend their learning.
- Writing is also taught very effectively. This starts in the Reception class and continues throughout the school. It builds on the good teaching of reading. Year 6 pupils were effectively taught to include parts of speech in their writing through the good use of visual material linked to the stories of 'Hercules and Achilles'.
- Pupils' numeracy skills are developed well. Pupils' good command of numeracy in Year 6 enabled them to tackle a problem confidently and effectively. Particularly effective has been the work to extend more-able mathematicians and as a result a greater proportion of them achieved higher levels in 2012 than was found nationally.

- Work is marked regularly and guidance is given to pupils on how to improve. The guidance is not always sufficiently specific to the subject and on occasions pupils do not respond to the teachers' guidance. Teachers do check pupils' learning at the end of lessons but are not consistent in checking progress during lessons and changing plans if pupils demonstrate either that they already know how to do the work or that they are having difficulties.
- In a small minority of lessons the rate of pupils' progress slows. On occasions the activities are too easy for some pupils and sometimes too difficult for those pupils who require additional support. While teachers often plan more challenging activities, more-able pupils do not always tackle these soon enough, completing less difficult tasks first.

The behaviour and safety of pupils are good

- Pupils told the inspectors how proud they are of their school and how much they enjoy their learning. This was shown in their positive attitudes to learning in lessons and their good and harmonious behaviour at break and lunchtimes.
- Pupils say that behaviour is usually good and that where it is not, for example in 'rough football', it is dealt with well by adults. Pupils greatly value the rewards for good behaviour. Pupils feel very safe in the school and have a good understanding of how to keep themselves safe in a variety of situations such as when using the internet or if needing to deal with cyber-bullying.
- Pupils' attendance is high and punctuality is good. Very few pupils are persistently absent from school and this reflects the school's active promotion of good attendance.
- Pupils demonstrate positive attitudes to doing things to help people less fortunate than themselves. The school is involved in an impressive range of raising funds for charities, both local and national. The pupils talked convincingly about their role as eco-warriors and this is reflected in their commitment to reducing waste.
- Parents and carers expressed very positive views about how happy their children are, how safe they feel and how well the school promotes good behaviour.

The leadership and management are good

- School leaders, including governors, responded effectively to the outcomes of the last inspection. Expectations about the progress of pupils and the quality of teaching were raised and made explicit. Improved tracking systems were implemented and results were consistently monitored against ambitious targets.
- As a consequence of better monitoring, attainment has risen and the quality of teaching has improved. School leaders, including the governors, use information from regular checks, including visits to classrooms, to inform their self-evaluation. School leaders know their school well. They have produced effective plans for improvement and continue to set ambitious targets, most recently for increasing the proportion of pupils achieving above the national expectation.
- Teachers' performance is managed effectively. The national guidance known as Teachers' Standards is used effectively to identify the strengths and to identify the areas for improvement. These areas are reflected in the school's improvement planning and a wide range of staff training is provided for staff to help them achieve their objectives. Staff are highly appreciative of the support they receive.
- Some middle leaders have not been provided with all the information for their area of responsibility, particularly pupil progress data, and this has hindered their ability to bring about improvements.
- The school received support from the local authority after the last inspection, particularly in improving the tracking of pupils' progress. More recently it has received effective support on making learning more active. This support has resulted in the improved monitoring of pupils'

progress, the use of effective support, particularly for those pupils falling behind and more active participation of pupils in lessons.

- The good participation of pupils reflects the good curriculum they are provided with. The school rightly prides itself on its creative approach, seen to particularly good effect with the display of artwork in the school as if it was in an art gallery.
- The pupil premium extra funding has been used to provide staffing support for individual pupils with their literacy and numeracy, and to provide additional funding for school residential trips and for information and communication technology equipment for those who may have less opportunity to use such equipment outside of school. These additional resources and extra support have enabled these pupils to make better than expected progress in their literacy and numeracy skills.
- Parents and carers are kept well informed of the progress of the children and support their children's learning well, for example, in encouraging wider reading and attempting educational activities provided through the school's attractive website.

■ **The governance of the school:**

- The governing body is effective in using information on how well pupils are doing to hold school leaders to account for the quality of teaching and the rates of pupils' progress. They have checked thoroughly on how well the pupil premium funding was used to close and eliminate gaps in 2011/12 and have used this information to discuss with school leaders its effective use in 2012/13. This area is indicative of how well the governing body checks how the budget is spent. Governors have a good knowledge of the quality of teaching, how staff performance is managed and the links between pay and performance. Staffing changes have been implemented as a result of performance management and governors monitor how staff progress on salary scales in the light of their effectiveness in raising pupils' achievement. Governors ensure that the school is kept safe and that statutory requirements are met. Governors are helped to be effective in their role by the good quality training they receive.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	125858
Local authority	West Sussex
Inspection number	406333

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	208
Appropriate authority	The governing body
Chair	Andrew Bryan
Headteacher	Neil O'Boyle
Date of previous school inspection	10–11 November 2010
Telephone number	01243 372726
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