

Bourne Westfield Primary Academy

Westbourne Park, Bourne, PE10 9QS

Inspection dates 21–22 November 2012

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The level of work reached by learners on leaving the school is too low given their starting points.
- The progress made by pupils who find learning more challenging and those for whom the school receives additional funding is too slow.
- Not enough pupils who can learn quickly achieve the higher levels of attainment.
- Teachers do not always use information on pupils' attainment and progress to plan learning that best meets their needs.
- Senior leaders have not focused enough on checking on the quality of teaching so they can improve it.
- Middle leaders do not use information about how well pupils are doing in order to improve the teaching in their own subject areas.
- The governors have not found out how the progress made by pupils compares to similar schools nationally, and thus challenged the school to make improvements.

The school has the following strengths

- Children in Reception make good progress.
- Pupils make good progress in reading in Years 1 and 2, because they are taught from a young age how to sound out words.
- The school provides a wide range of learning experiences for the pupils to enjoy.
- The quality of choral singing taught in the school is good.
- Pupils enjoy coming to school, attend regularly and are well behaved.
- The school has effective safeguarding, and children feel safe in school.
- The school improvement plan created by the new headteacher is good.
- The management and development of the school site are good.

Information about this inspection

- Inspectors observed teaching and learning in 30 lessons taught by 21 teachers. A joint lesson observation was undertaken with the deputy headteacher. In addition, inspectors made other visits to classes, looked at pupils' books and listened to pupils of different ages read.
- Meetings were held with pupils, the Chair and deputy Chair of the Governing Body, senior and middle leaders.
- Inspectors took account of 77 responses to the online questionnaire for parents (Parent View), and letters received from parents during the inspection.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding.

Inspection team

Andrew Read, Lead inspector	Additional Inspector
Jonathan Sutcliffe	Additional Inspector
Edwin Powell	Additional Inspector
Sally Lane	Additional Inspector

Full report

Information about this school

- Bourne Westfield Primary Academy converted to become an academy school on 1 November 2011. When its predecessor school, Bourne Westfield Primary School, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school appointed a new headteacher in September 2012.
- Out-of-school provision for children aged 4 to 11 is provided on the academy site. This is not managed by the governing body.
- The school is larger than the average-sized primary school.
- The proportions of disabled pupils, those who have special educational needs, and those supported through school action or school action plus or with a statement of special educational needs are below average.
- A below-average proportion of pupils are known to be eligible for the pupil premium, the additional government funding for pupils entitled to free school meals, for children in public care and for pupils with a parent in the armed forces.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the amount of good and outstanding teaching across Key Stages 1 and 2 by:
 - undertaking regular and rigorous monitoring of teaching and scrutiny of pupils' work, ensuring that weaker teaching is improved and good practice is shared across the school
 - making certain that lower-ability pupils receive adequate support, thus enabling progress comparable with similar schools nationally
 - making certain that higher-ability pupils receive adequate challenge in lessons, thus increasing the proportion of pupils attaining higher levels at the end of each key stage
- Improve the way assessment information is used to support pupils' progress by:
 - ensuring assessment is used to inform lesson planning
 - externally moderating assessments in order to make secure performance comparisons with similar schools nationally.
- Further strengthen the capacity of leaders to implement improvements by:
 - making sure that teachers' performance management is closely linked to learners' progress, thus ensuring good value for money
 - making sure that the governing body uses information on pupils' progress to monitor and challenge the extent to which leaders and managers are sustaining high standards over time.

Inspection judgements

The achievement of pupils

requires improvement

- Teachers' assessment data for Key Stage 1 and national test results at the end of Key Stage 2 test show that there has been an overall decline in levels of attainment in English and mathematics since 2008. Having previously been above national averages, attainment in English and mathematics in Year 6 is now around the national average. In 2012, the amount of progress made by pupils in Key Stage 2 in both English and mathematics was significantly lower than that achieved in similar schools nationally.
- Since September, pupils' progress has improved. Teachers' assessments show that some pupils are now making above average levels of progress in English and mathematics. While accelerated progress since September 2012 is serving to redress weaker progress made in recent years, rates are variable across year groups and classes, and not yet proven to be good or better over a sustained period.
- Pupils currently enter the school at or above expected levels of development. They make good progress in Reception, entering Key Stage 1 above national average, as validated by historical Foundation Stage Profile assessments.
- In Key Stage 1, pupils' progress is variable. Progress is strongest in Year 1, where pupils learn quickly how to use letters and sound out words, helping them make a good transition into National Curriculum learning. In Year 2, progress is variable across classes in both English and mathematics, with some lower-ability pupils not progressing as fast as might be expected. Pupils' progress in English is stronger than in mathematics.
- Overall, pupils make average progress in Key Stage 2. In recent years, the proportion of pupils achieving higher levels of attainment has been too low. For example, the school recognises that in 2012, given their Year 1 starting point and expected levels of progress, a small number of Year 6 pupils ought to have successfully undertaken a Level 6 assessment. In spite of this, none were deemed to be able to do so.
- Over the last three years, pupils known to qualify for the pupil premium, lower-ability pupils and those requiring additional help have achieved less well than would be expected, when compared to similar schools nationally. School assessment data show that the rate of progress made by these pupils has accelerated since September 2012.
- In both key stages, disabled pupils and those with a statement of special educational needs have not made good progress in the last three years. Current school assessment data show that the progress of these pupils has accelerated, and they are now making progress that equates to, or is better than the performance of pupils in similar schools.

The quality of teaching

requires improvement

- Over the last three years, pupils have not received enough good or better teaching. As a consequence, pupils have not made good enough progress.
- Since September, the quality of teaching has generally improved, a situation reflected in the standard of learning observed in lessons during the inspection. Consistently good teaching was seen in Years 1 and 6, and some was outstanding. However, the changes made to bring about recent improvements in teaching are not as yet proven over a sustained period of time and

some teaching in other year groups still requires improvement.

- Teaching is strongest in Reception, where it is consistently good and, at times, outstanding. For example, the quality of support provided to children of different abilities is very good, and teachers are fully aware of the next steps in children's learning. The outdoor area is well developed, and the learning environment is both stimulating and safe.
- In all year groups the teaching of disabled pupils and those with a statement of special educational needs is good. This represents an improvement on previous years, with pupils now achieving at a level comparable with similar schools nationally.
- In lessons where teaching requires improvement, the work undertaken is not adequately differentiated to cater for lower- or higher-ability pupils. Too often, teachers do not check pupils' progress through questioning. As a consequence, lower-ability pupils can fail to complete tasks, while higher-ability pupils complete tasks early and lack further challenge.
- The teaching of phonics is a strength of the school in Reception and Year 1. For example, pupils were seen to be exploring sounds, words and stories through stimulating activities. In Year 1, pupils were seen reading a wide variety of books, successfully applying different strategies to cope with some demanding words.
- Recently trained support staff make a strong contribution to pupils' learning, particularly in the support of guided reading. Much of the small-group and whole-class teaching delivered by these staff is good.
- Marking is undertaken regularly, and teachers' assessment information is collected half termly at a class level. The central recording, analysis and use of this information to plan teaching are underdeveloped. For example, teachers do not routinely analyse whole-class assessment data to identify patterns of underachievement. Following a recent review of historical assessment data, typographical errors have been identified at the point where data was uploaded onto central IT systems. As a consequence, teachers' planning has in some cases been based on an inaccurate record of prior learning.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are consistently positive, and low-level disruption in lessons is uncommon. Where it does occur, it is a consequence of a lack of appropriate challenge in lessons.
- There are few concerns expressed by parents about behaviour; however, there are tangible examples of situations and events where pupils have raised concerns over behaviour, for example a small amount of silly behaviour arises in those lessons where pupils require more challenge.
- There is a positive ethos in the school, and relationships between adults and pupils are good. As a result pupils enjoy coming to school, arrive at lessons punctually, and have above average attendance.
- Pupils have a good awareness of different forms of bullying, and there are very few instances. Any that do occur are dealt with effectively by the school.

- Pupils in Key Stage 2 have a good awareness of how to stay safe, including how to stay safe when using the internet. Pupils in Key Stage 1 are less secure in their understanding of the different forms of danger posed by strangers, and how to deal with situations where they feel unsafe outside of school. Pupils of all ages feel very safe in school, and are happy to talk to any teacher about any concerns that they might have.
- The school's support for pupils whose circumstances make them vulnerable is good, and systems and procedures for recording incidents about behaviour and safety meet statutory requirements.

The leadership and management

requires improvement

- In recent years, the school's self-evaluation has not been rigorous enough. Leaders and managers have been slow to recognise a pattern of underachievement, despite published reports and the school's own assessment data showing a decline in achievement when compared to similar schools nationally.
- Since the new headteacher arrived a new senior leadership team has been created, and external advice bought in. The new senior team has successfully identified significant areas for improvement. A new school improvement plan has been created to deliver rapid change, and self-evaluation is now accurate and linked to planning. This clarity of purpose is yet to be embedded at all levels of leadership and management, or proven over a sustained period.
- While subject leaders have good subject knowledge, they do not give enough attention to performance data relating to their own subject areas, or adequately assess the quality of pupils' work across all key stages. The use of external moderation to validate assessment processes and compare the quality of pupils' work against similar schools nationally has been weak. This has led to underachievement going unchallenged, and the school recognises this as an area for improvement.
- **The governance of the school:**
 - The governing body has been effective in its management of the restructuring of the school, converting the school to an academy in 2011, instigating a new-build programme in 2012, and putting in place plans to ensure a sustainable financial future. However, governors readily recognise that they have not adequately held the school to account over pupils' achievement and the decline in standards has gone unchallenged. Information about pupils' achievement has not been taken into account when managing the performance of teachers or when deciding salary increases. Governors are not sufficiently aware of how the pupil premium funding is spent or what impact it is having. There has been limited training for governors on how they should hold the school to account and monitor the quality of pupils' progress.
- Recent improvements to the structural organisation and the expectations placed on middle leaders and managers are now improving outcomes for pupils. For example, the coordination of provision for disabled pupils and those who have special educational needs is good. Year group and subject leaders are receiving training to increase their capacity to monitor and challenge the quality of teaching and learning.
- The school's curriculum has been reviewed, ensuring continued delivery of a broad range of experiences, which contribute well to provision for pupils' spiritual, moral, social and cultural development, which is good. For example, the school choir is excellent and has won national awards, and pupils tend chickens, grow vegetables and benefit from an exciting nature area. Assemblies and extended activities are well planned, and promote awareness of different

cultures and religions.

- The school's safeguarding arrangements are rigorously checked, teachers are safely recruited and processes and procedures are compliant with requirements.
- In accurately identifying the current strengths and weaknesses of the school, and putting in place a well thought-through school improvement plan, senior leaders and managers are demonstrating the capacity to make improvements. However, the impact of such change is as yet unproven over a sustained period, and requires further embedding at all levels.

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	137599
Local authority	N/A
Inspection number	395712

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

Type of school	Academy converters
School category	Non-Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	629
Appropriate authority	The governing body
Chair	Ivan Fuller
Headteacher	Elaine Radley
Date of previous school inspection	N/A
Telephone number	01778 424152
Fax number	01778 393831
Email address	enquiries@bournwestfield.lincs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

