

Westbrook Primary School

Westbrook Road, Heston, Hounslow, TW5 0NB

Inspection dates

20–21 March 2013

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.

- Pupils' progress is good at both key stages. Standards are above average in English and mathematics at the end of Key Stage 2.
- Children in Reception get off to a good start because of very good adult support and a stimulating learning environment.
- Teaching is usually good and some is outstanding. As a result, pupils achieve well in English and make excellent progress in mathematics.
- The teaching of reading is a strength across the school. This leads to attainment in reading being above average.
- Almost all pupils are well behaved and feel confident. Pupils from different backgrounds get on well. They enjoy coming to the school, as shown by their above-average attendance.
- The headteacher and senior leadership team have improved the school since the previous inspection. Careful monitoring of teaching has helped to secure improvements over time. As a result, achievement is now good.
- The governing body and the local authority have played a very positive role in school improvement and understand the school's strengths and development needs well.

It is not yet an outstanding school because

- Progress in English is not as fast as that in mathematics, especially at Key Stage 2.
- The proportion of outstanding teaching is not high enough to result in all pupils making rapid progress.
- While the 'next step' in the written comment is regular, this is not linked to the targets, so that pupils are unclear about achieving them.

Information about this inspection

- Inspectors observed teaching and learning in 21 lessons, of which six were joint observations with the headteacher, deputy headteacher, the Key Stage 1 phase leader and the Early Years Foundation Stage leader.
- Inspectors made a number of shorter visits to other lessons. Inspectors also listened to pupils read and scrutinised their work.
- Meetings were held with two groups of pupils. Inspectors held informal discussions with other pupils.
- Inspectors also held meetings with the Chair of the Governing Body, four other governors, senior leaders, members of the parent council and a representative from the local authority.
- Inspectors looked at documents relating to safeguarding, the performance management of staff, the tracking and assessment of pupils' attainment and progress, records on behaviour and safety and the monitoring of teaching and learning. They looked at the school's spending of the pupil premium funding.
- Inspectors took account of the views of 42 parents in the online questionnaire (Parent View) and the school's own surveys of the views of parents, as well as a survey completed by pupils. Inspectors scrutinised 38 questionnaires completed by staff.

Inspection team

Zahid Aziz, Lead inspector	Seconded Inspector
Raminder Arora	Additional Inspector
Raymond Prentice	Additional Inspector
Stephen Schwartz	Additional Inspector

Full report

Information about this school

- Westbrook Primary School is a larger than an average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is above average. There are currently no children in the school who have a parent in the armed services.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The majority of pupils are of Indian and Pakistani heritage. The proportion of pupils from White British backgrounds is well below the national average. A well above average proportion of pupils speak English as an additional language.
- 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?

- Increase the proportion of outstanding teaching by:
 - making sure that pace of the lesson is brisk and activities set for pupils, are always at the right level of difficulty
 - making sure that pupils know their targets as part of the 'next step' for improvement and are aware of how they link with National Curriculum levels.
 - increasing opportunities for pupils to learn by finding things out for themselves.
- Increase pupils' progress in English, especially at Key Stage 2, so it is at least as good as that in mathematics by making sure that:
 - all pupils have as many opportunities as possible to extend and practise their writing skills across different subjects
 - the quality of feedback on pupils' written homework is consistent across the school.

Inspection judgements

The achievement of pupils

is good

- Pupils make consistently good progress as they move up the school. In the past, pupils' progress has been more rapid in reading and writing than in mathematics, especially at Key Stage 2. However, the school's recent focus on mathematics has resulted in many making excellent progress in this subject, particularly in Year 6. Progress in English, although good, is not as fast as that in mathematics.
- Most children start Reception with skills that are below or well below those typically expected for their age. By the time they enter Year 1 they have made very good progress and their communication and social skills are above the levels expected for their age. This is a result of high-quality use of adult support, the well-organised learning environment and children listening carefully to adults.
- Pupils' attainment has been steadily improving over time and is above average by the end of Year 6. A dip in attainment in 2011, which was largely due to staffing and other issues, has been successfully addressed by the school.
- Pupils are keen to visit their local library so they can enjoy reading fiction and non-fiction books and they love reading books by their favourite authors. The results of the Year 1 national screening check for phonics (letters and the sounds they make) were above average. Year 6 pupils read books fluently and with expression. They are able to explain eloquently their thoughts about the meaning of the books. Standards in reading are above average by the end of Key Stage 2.
- The pupil premium is used effectively to fund specialist teaching and support in reading, writing and mathematics. As a result, pupils known to be eligible for free school meals make better progress than others of the same age and their attainment at the end of Year 6 as measured by their average point scores in national assessments is similar to that of their classmates.
- Disabled pupils and those who have special educational needs make good progress and achieve well over time because of good quality support in school, helped by very good partnerships with outside agencies.
- White British, Indian and Pakistani heritage pupils make good progress because of targeted support to meet their individual needs. Support for pupils who speak English as an additional language is well planned and checked closely each term. The standards achieved by this group in 2012 were well above the national average for similar groups nationally.

The quality of teaching

is good

- Teaching has been improved since the previous inspection and is now consistently good with some that is outstanding. This is due to teachers' high expectations and skilful use of language. As a result, pupils make good progress in their basic skills of reading and writing, and outstanding progress in mathematics.
- In the Nursery, teachers create a positive learning environment to widen children's knowledge and skills. For example, children worked happily in a shop and pretended to buy and sell goods. As a result, they gained confidence, improved their speaking and listening skills and extended their vocabulary of everyday words.
- In some year groups there are many chances for pupils to find things out for themselves. For example, in an outstanding lesson in Year 4 observed during the inspection excellent teaching meant that pupils were confident about solving mathematical problems without adult help. In another outstanding lesson, in Year 6, pupils made good use of resources such as dictionaries. However, this approach is not widespread enough across the school, and not all pupils have the chance to do their own independent research and investigation work.
- Teachers have good subject knowledge. They share the lesson's learning aims with pupils, and pupils have targets in their books. Marking is regular but is not always linked with targets and

learning aims and National Curriculum levels.. As result, pupils are not always sure how to move to the next level.

- Homework is regular and well prepared by the adults. This makes a positive contribution to pupils' widening experience. It helps to promote and encourage pupils' social and independent skills. However, the quality of feedback on pupils' written homework is not consistent across the school.
- Occasionally, lessons lack pace and the work set, for the pupils is not sufficiently demanding, that does not promote rapid and sustained progress.
- Support staff and other staff play a confident and active role in supporting pupils' learning, both within lessons and when working with small groups. This helps to create a strong inclusive learning environment and contributes to the good progress made by all different groups, including disabled pupils and those who have special educational needs.

The behaviour and safety of pupils are good

- The school is a harmonious community. Pupils are polite and confident. They show respect to each other and the adults that work with them. They welcome visitors and are keen to talk to them about the school. Behaviour is not outstanding because, while the majority of pupils behave well, a few pupils still find self-discipline hard to achieve, both in class and out in the playground.
- Almost all parents and staff feel that pupils are happy, safe and make good progress at the school. Pupils are keen to learn in class and know the importance of playing safely.
- Pupils say they feel very safe and know how to keep themselves safe, including when using the internet. Bullying is rare and pupils have a clear understanding of different forms of bullying, such as name-calling or discrimination against pupils from a different culture. The school has rigorous processes in place to monitor bullying and racist incidents and none has been recorded in the last year.
- Staff use a range of effective methods to manage pupils' behaviour and ensure their safety. There is a 'bullying intervention group' and pupils take on the role of peer mediators in the playground during break times. Pupils have a clear understanding of consequences if rules are not followed.
- Pupils take their responsibilities very seriously, such as being members of the school council or peer mediators. They have opportunities to apply for lunchtime 'jobs' and a rigorous selection procedure is in place. This helps pupils to be ready for their future education and employment.
- The school has been very effective in improving attendance. There is targeted support for pupils who are persistently absent and the parent support advisor has a strong link with parents. As a result, attendance is above average and punctuality is good.

The leadership and management are good

- The headteacher and senior leadership team share high ambitions for the school and are driving improvement effectively with the support of the governing body and the local authority. As a result, achievement and teaching are good.
- A clear focus on the quality of teaching is driving forward improvement. Leaders have addressed weaknesses identified in the previous inspection report so teaching is now good and some is outstanding.
- Senior leaders have correctly identified the priorities for development, based on an accurate view of how well the school is performing, such as improving writing in Key Stage 2. They are aware of the need to share the strong practice already present in the school in teaching and assessment.
- The school has ensured that progression through the pay scales is directly linked to teachers' performance and this has led to improvements in the quality of teaching across the school.

- Everyone in the school shares the same vision for the future and all are committed to improving the school. All staff work very well together as a team and take advantage of the opportunities available for further training to improve their teaching and leadership skills.
- The school has a strong curriculum that gives opportunities for pupils to build their knowledge and experience of the wider world, through project work and extra-curricular activities that enhance pupils' enjoyment. However, teachers do not always make the most of opportunities to help pupils practise their writing skills across different subjects.
- The school promotes pupils' spiritual, moral and social development well, particularly through activities that promote group learning.
- Partnerships with parents are excellent. Almost all parents feel that the school responds well to their concerns and they receive valuable information from the school about their child's progress. The parent support advisor has a huge impact in engaging and involving new parents. The parent council plays an effective role and makes a positive contribution in decision-making processes, such as policies and procedures for homework and improving safety at school.
- Through external partnerships, parents have access to a range of courses such as 'Family Seal' workshop and 'Time to Talk' sessions for those parents who have children with additional needs. This helps to ensure that pupils prosper while they are at Westbrook Primary School.
- Equality of opportunity is the key to the school's work and staff go the extra mile to meet pupils' differing needs, including during lunchtimes when they make sure pupils eat well. The school cares for its pupils very well and ensures that there is no discrimination. As a result, pupils are safe, happy and keen to learn.
- The local authority provides frequent and effective support, especially in raising the quality of teaching, and knows the school well.
- **The governance of the school:**
 - Governors give good support to the school's leaders. They are well informed and bring a wide range of professional expertise and skills, for example, from education and financial management. The recent restructuring of the governing body has helped governors to focus on further improvement. Governors are involved in making judgements on the quality of teaching and pupils' progress, using information on achievement to help them. Governors have a good knowledge of what happens in the school. This helps them to challenge school leaders effectively, leading to improvements in pupils' achievement across the school. Governors make sure that appropriate safeguarding and child protection procedures are in place. They have received a wide range of relevant training, which has equipped them with the skills and knowledge essential for performing their duties. Through scrutiny of school finances governors are now aware of how pupil premium money is used to support learning. They are well informed about the quality of teaching and have supported the headteacher well in improving this area. Governors check that salary awards are only allocated when targets linked to staff performance are achieved.

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	102513
Local authority	Hounslow
Inspection number	400551
Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	548
Appropriate authority	The governing body
Chair	David Houghton
Headteacher	Melvyn Tatters
Date of previous school inspection	4–5 February 2010
Telephone number	020 8570 9942
Fax number	Not applicable
Email address	office@westbrookprimary.co.uk

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