

Westover Primary School

Westover Road, Portsmouth, PO3 6NS

Inspection dates

22–23 October 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Since the last inspection, pupils' progress has been too variable and at the end of Year 6 in 2012 it was significantly below that expected nationally, especially in English.
- The quality of teaching has been inconsistent. As a result, the progress made by pupils has been too slow and pupils do not always achieve as well as they could.
- Teachers do not check pupils' learning in lessons often enough in order to reshape tasks that will enable pupils to take more responsibility and consolidate their learning more quickly.
- The targets set for pupils' progress are not high enough for all groups of pupils, resulting in inconsistent achievement across the school.
- Leaders and managers do not track and monitor the progress that pupils make regularly or rigorously enough. As a result, slow progress is not identified early enough.
- Governors do not have enough knowledge to challenge the school about the achievement of different groups of pupils, especially the progress that pupils make.

The school has the following strengths

- The drive of the headteacher, aided by other senior leaders and the astute recruitment of new teachers, has eliminated inadequate teaching.
- Systematic plans to improve teaching and the accurate and rigorous monitoring of lessons have resulted in rapid improvements in the quality and consistency of teaching, across the school.
- Teachers are consistent and accurate in assessing pupils' work and provide pupils with clear guidance and opportunities to improve it further.
- Pupils understand what the next steps in their learning are and display curiosity and good attitudes in lessons.
- Pupils feel safe and happy in school because they know that teachers and other adults are always there to help them.
- The curriculum effectively promotes pupils' spiritual, social, moral and cultural development.

Information about this inspection

- The inspectors observed teaching and learning in 20 lessons. These included joint observations with the headteacher and deputy headteacher. Inspectors also heard a sample of pupils from Years 2 and 5 read.
- Meetings were held with groups of pupils, the Chair and Vice-Chair of the Governing Body, members of the school's staff and a representative of the local authority.
- The inspectors took account of the 36 responses to the Ofsted online questionnaire (Parent View), the views of parents and carers talked to during the inspection, correspondence from parents and carers, and responses to the school's own parental survey.
- Inspectors scrutinised a range of documents and policies including: the school's own data on pupils' attainment and progress, the plans for improvement and how the school keeps pupils safe. The governing body minutes and records relating to behaviour and attendance were also examined.
- The views of members of the staff were analysed through the 27 responses to the staff questionnaire.

Inspection team

David Howley, Lead inspector

Additional Inspector

George Long

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- Westover is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is below the national average. Pupil premium is additional funding for children looked after by the local authority, pupils known to be eligible for free school meals and pupils with a parent in the armed services. Currently, there are no pupils on roll who are looked after by the local authority
- The proportion of disabled pupils and those with special educational needs supported through school action is below the national average, whereas the proportion supported at school action plus, or with a statement of special educational needs, is above average.
- The majority of pupils are White British. The proportion of pupils from minority ethnic backgrounds, or who speak English as an additional language, is below average.
- There are 12 classes, four of which have pupils from two year groups.
- 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 good and better teaching by ensuring that all teachers:
 - set high expectations for the pace at which pupils learn
 - regularly check learning in lessons and reshape tasks so that pupils are continually challenged and can move onto the next step in learning more quickly
 - provide more opportunities for pupils to experiment with their own ideas and take the lead in their own learning; especially more-able pupils.
- Accelerate pupils' progress and raise their achievement by ensuring that managers and leaders:
 - set challenging targets for the progress of pupils and ensure that teachers have a firm understanding of the expectations to achieve those targets
 - more regularly and rigorously track and monitor pupils' progress
 - are more rigorously held to account by governors for the achievement of different groups of pupils and the rate at which pupils progress; especially those pupils entitled to pupil premium funding.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The achievement of pupils requires improvement because, since the last inspection, pupils' progress has been inconsistent, despite their attainment being similar to the national average. As a result, the progress that pupils had made by the end of Year 6 in 2012 was significantly lower than that seen nationally, given their starting points. This was in contrast to 2011 when pupils made progress significantly above that seen nationally in English.
- Pupils' progress at Key Stage 2 in the last academic year was affected to a large extent by necessary organisational changes to teaching and the relative inexperience of some teachers. Consequently, the overall progress that pupils made in Years 3, 4 and 5 was too slow. Recent rapid improvements in teaching have resulted in these pupils now achieving at an appropriate level, given their starting points; though there are still some gaps to close. Pupils' progress in Years 1 and 2 has also been inconsistent and too few pupils attain at the highest level at the end of Key Stage 1.
- The picture is changing rapidly because the drive of senior leaders has resulted in the elimination of inadequate teaching. Consequently, pupils, across the school, are now making improved progress and their books show that this has become more consistent over the past year. As a result, there has been an increase in the proportion of good or outstanding achievement in lessons.
- Year 6 pupils, by the end of Key Stage 2 in 2013, had rapidly made up shortfalls and their attainment was in line with that achieved nationally in 2012. Likewise, they had made good progress in reading and mathematics, from their starting points at the end of Key Stage 1.
- A more structured approach to the teaching of writing and consistent teaching of the sounds made by the different letters or groups of letters (phonics) at Key Stage 1 resulted in all pupils at the end of Year 2 in 2013 achieving at least the level expected nationally in reading and mathematics, and almost all in writing.
- Children enter the Reception Year with skills and knowledge below that typical of their age. They make good progress because very clear planning and provision enables children to develop their social, language and early reading skills, and they have opportunities to choose activities that encourage an interest in writing.
- Pupil premium funding has not been used effectively; therefore, gaps still remain between pupils eligible for the funding and that of other pupils. In the 2012 national tests, the attainment of pupils who received the funding was behind that of others by two terms in English and three terms in mathematics. The progress of disabled pupils and those with special educational needs, in many classes, is better than that of other pupils because it is monitored more frequently.

The quality of teaching

requires improvement

- Teaching requires improvement because it has been inconsistent since the last inspection, resulting in the inconsistent attainment and progress of pupils.
- Not all teachers are skilled in checking learning during the lesson and reshaping tasks so that the level of challenge is sustained throughout, and they do not always stretch the most-able pupils. Likewise, teachers do not always provide enough opportunities for pupils to take responsibility for their own learning and experiment with their own ideas. As a result, pupils, too often, are reliant upon the teacher for opportunities to consolidate their knowledge and understanding.
- Well-focused training and effective use of external support has resulted in the rapid improvement in teaching. Consequently, there has been an increase in the proportion of outstanding and good teaching. Where teaching is most effective, teachers continually challenge pupils throughout the lesson and have high expectations for the pace at which pupils learn.
- There is now greater consistency in the approach to teaching across both Key Stage 1 and Key Stage 2. Teachers plan lessons, appropriate to pupils' age and needs, based on a more accurate

assessment of pupils' learning. They give pupils clear steps to achieve the set task, especially to improve children's writing skills, and pupils enjoy more exciting ways to learn mathematics. As a result, pupils are secure and confident with working routines and approach lessons enthusiastically.

- Pupils are encouraged to read widely and often, and phonics teaching helps younger pupils to pronounce new and difficult words and more rapidly develop their reading skills.
- Teachers mark pupils' work regularly and consistently give guidance to pupils on how they can improve. Pupils say that they benefit from the opportunity to revisit and improve their work. In lessons that are most effective, pupils are also very clear about how they can improve over a period of time.
- Well-planned programmes of support and teachers' effective use of well-trained teaching assistants ensure that pupils who find learning difficult have an equal opportunity to learn and make progress.
- The organisation of different subjects (the curriculum) provides pupils with a variety of opportunities to learn about other cultures and contributes strongly to their moral, social, cultural and spiritual development. This is at its best when teachers bring social and cultural topics into pupils' work in English and mathematics. For example, Year 2 pupils consolidated their understanding of the use of Venn diagrams in mathematics through considering similarities and differences between their own homes and those of the Cameroon tribe they have been learning about.

The behaviour and safety of pupils are good

- Attendance is high and pupils enjoy coming to school. They are polite, courteous and behave well in lessons and around the school. Relationships on the playground are good and pupils say they are free from all forms of bullying. They also say that they feel safe and that there is always an adult there if they need help and to ensure that their concerns are dealt with promptly and fairly.
- Pupils show good attitudes to learning and particularly enjoy a wide range activities and visits that enrich their learning. They are enthusiastic and seek opportunities to contribute in lessons as often as possible but are not always given enough responsibility to manage their own learning behaviour. Pupils say that behaviour in lessons is good and that teachers deal promptly and fairly with infrequent misbehaviour.
- Pupils have a good understanding of how to manage their own safety. They are very knowledgeable about cyber-bullying and the dangers of social sites on the internet. They feel there are no prejudices of any kind amongst pupils and the school works hard to ensure that there is no discrimination.
- A very small minority of the parents and carers who responded to Parent View expressed the opinion that pupils are not well behaved, though a range of parents and carers spoken to at the inspection could not speak too highly of the school.

The leadership and management require improvement

- Leadership and management require improvement because they have not brought about improvement quickly enough to ensure that all pupils are making consistently good progress.
- The targets set for the progress of different groups of pupils are not always high enough and leaders and managers do not regularly or rigorously monitor the progress that pupils make as well as they should. As a result, shortfalls in the progress of pupils are not always identified and acted upon early enough.
- The use of the pupil premium funding is not targeted closely enough to the needs of pupils who

are entitled to it and the impact of this funding is not monitored sufficiently. As a result, the gaps between the attainment of these pupils and others are not closing quickly enough. Additional funding to raise achievement and pupils' physical well-being has enabled the school to engage a top football club in providing fortnightly activities for Early Years Foundation Stage, Year 2 and all Key Stage 2 pupils, but the use and impact of this funding is also not monitored well enough.

- Senior leaders have successfully addressed major weaknesses in teaching. They rigorously and accurately monitor the effectiveness of teaching. Well-targeted improvement plans and training have resulted in rapid improvements in the quality of pupils' learning, demonstrating leadership and management's capacity for improvement.
- The leaders of English and mathematics have worked alongside local authority and other external support and now provide a clear lead in ensuring the consistent approach to the teaching of these subjects across the school.
- The school rigorously supports equal opportunities, and the needs of disabled pupils and those with special educational needs are met well. This is because the special educational needs coordinator carefully monitors the impact of individual support programmes on pupils' everyday learning in class.
- The school communicates effectively with parents and carers, and provides a range of opportunities to involve parents and carers in their child's learning. For example, inspectors observed parents and carers working alongside their children in the 'come learn with me' initiative, and parents and carers with younger children were enthusiastic about how the reading workshop and accompanying DVD has helped them support their child's reading. A small minority of parents and carers who responded to Parent View or wrote to the inspection team expressed the view that they did not receive valuable information about their child's progress.
- The local authority is determined that the school should improve by supporting the drive of senior leaders and has provided specific support, for example in helping develop teacher skills in the teaching of English and mathematics.
- **The governance of the school:**
 - The very committed governing body is increasingly aware of the school needing to improve rapidly. However, governors do not have the information and knowledge about school performance data compared with national that they need to hold the school to account on the progress that pupils make. Likewise, they do not monitor closely enough the use of pupil premium funding and its impact upon the learning of eligible pupils. Governors are more knowledgeable and effectively involved with the plans for improvement and the rapid increase in the quality of teaching. They ensure that the headteacher's performance management is rigorous but are too reliant upon the headteacher for other performance management procedures and the criteria for teachers' progression through the pay scales. Financial management arrangements are secure and the governing body fulfils its statutory duties to ensure the safety of children.

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	116194
Local authority	Portsmouth
Inspection number	427292
Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	327
Appropriate authority	The governing body
Chair	Derek Good
Headteacher	Annie Gunthorpe
Date of previous school inspection	17–18 November 2010
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