

# Westminster Church of England Primary School

Westminster Road, Bradford, West Yorkshire, BD3 0HW

**Inspection dates** 22–23 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Attainment has risen in recent years and is now close to the national average by the end of Key Stage 2.
- Nearly all pupils make the progress expected of them. The proportion of pupils doing better than this is in line with national figures, and is growing.
- The vast majority of pupils known to be eligible for the pupil premium achieve as well as, and frequently better, than their classmates.
- Most teaching is good. Teachers have strong relationships with pupils. They expect their pupils to work hard.
- Encouraging pupils to talk is the cornerstone of nearly all lessons. As a result, pupils speak fluently and confidently.
- Pupils behave well in lessons and around the school. They are respectful to each other and the adults who work with them.
- The school cares for, supports and guides pupils extremely well.
- The wide range of activities outside lessons, including many educational trips, broadens pupils' horizons and adds to pupils' enjoyment of learning.
- Leaders and managers, including the governing body, understand fully what the school does well and where it could do better. They set high expectations for staff and pupils.
- Leadership has forged very strong relationships with parents and the local community.

### It is not yet an outstanding school because

- Although attainment in mathematics is improving, it is not yet as high as in reading or writing. Pupils have too few opportunities to apply their numeracy skills across different subjects and younger pupils' grasp of basic numeracy skills is not always strong enough.
- Not enough teaching is outstanding and a small amount requires improvement. Teaching does not always challenge the most able pupils enough and the quality of marking and feedback to pupils is not always helpful. The questioning in lessons is not always probing enough.

## Information about this inspection

- The inspectors observed teaching and learning in 25 lessons. Two of the observations were carried out jointly with the headteacher. Inspectors observed the teaching of phonics (letters and the sounds that they make) and a variety of support classes, such as for pupils at an early stage of learning English and for pupils with behavioural and emotional difficulties. An inspector listened to a group of pupils in Year 2 read.
- Inspectors held meetings with senior leaders and middle managers, three members of the governing body including the Chair of the Governing Body, a group of parents and a representative from the local authority.
- The inspectors took account of a wide range of documentation including: the school’s self-evaluation and improvement plans; information relating to pupils’ attainment and progress; minutes of meetings of the governing body; policies and records relating to safety and behaviour; and records of the monitoring of teaching and learning.
- There were not enough responses on Ofsted’s online questionnaire for parents (Parent View) to give a summary of parents’ views. However, inspectors looked at summaries of questionnaires sent out by the school to parents and interviewed a group of 10 parents at the start of the second day of the inspection.

## Inspection team

Stephen Wall, Lead inspector

Additional Inspector

Carol Machell

Additional Inspector

David Mathews

Additional Inspector

## Full report

### Information about this school

- Westminster is much larger than most primary schools across the country. In recent years the number of pupils on roll has risen significantly. Plans are in place for further expansion. A new extension to the school building is currently under construction.
- The proportion of pupils known to be eligible for the pupil premium is well-above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils from minority ethnic backgrounds is high. Most are of Pakistani heritage.
- The proportion of pupils who speak English as an additional language is also high. It is growing year-on-year with an increasing number of pupils joining the school, especially in the Early Years Foundation Stage and Key Stage 1, from Eastern Europe, many of whom speak little or no English when they join the school.
- The proportion of pupils who are supported through school action is above average. However, the proportion of pupils supported by school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standard that sets the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school's senior leadership is shared by the headteacher and the head of school, each on a part-time basis.

### What does the school need to do to improve further?

- Raise achievement in mathematics to at least match that in reading and writing by:
  - making sure that younger pupils' grasp of basic number skills is secure
  - providing pupils with more opportunities to use their skills in mathematics to solve problems across a range of different subjects.
- Make the quality of teaching consistently at least good with more that is outstanding, in order to raise achievement further by:
  - making sure that all teachers plan and set work for the most able pupils that stretches them fully
  - ensuring that teachers use questioning consistently well in lessons to encourage pupils to give extended answers and deepen their thinking and understanding
  - improving the consistency of marking in showing pupils the steps that they need to take to improve their work, and ensuring that pupils follow up on their teachers' comments.

## Inspection judgements

### The achievement of pupils is good

- Children start school with skills that are generally well below those typical for their age. A large proportion of children have exceptionally low skills. Children make good progress because most teaching is good, with some in the Nursery that is outstanding.
- Pupils continue to make good progress in Key Stage 1 because teaching is consistently good. Attainment is generally higher in reading and writing than in mathematics because pupils do not have a firm enough grasp of basic number skills.
- Overall attainment by the end of Key Stage 1 is depressed by the influx of a significant number of pupils who join the school in Years 1 and 2 speaking little or no English. Data on the attainment of pupils who have spent the whole of their time in Years 1 and 2 present a much more positive picture.
- Attainment by the end of Key Stage 2 has improved in recent years at a pace faster than the national rate. In 2013, attainment by the end of Year 6 in reading and writing was close to the national average, although it was somewhat lower in mathematics. Nearly all pupils made the progress expected of them from their individual starting points and the proportion making good progress was above the national figure in reading and writing, and close to the national figure in mathematics.
- Evidence gathered by inspectors from lesson observations, the work in pupils' books, discussions with pupils and analysis of school data show that the upward trend in achievement is being maintained.
- Reading and writing are taught very effectively. The teaching of phonics has improved in leaps and bounds since the previous inspection; much is now outstanding. It inspires pupils with confidence as readers. Pupils say how much they enjoy reading.
- The attainment of pupils known to be eligible for free school meals at least matches that of other pupils and is frequently higher. In 2013, the attainment of these pupils was above the national averages for similar pupils in reading, writing and mathematics. It was, on average, approximately one third of a National Curriculum level above other pupils in the school in reading, writing and mathematics.
- The high proportion of pupils who speak English as an additional language, those from minority ethnic backgrounds and the pupils who join the school at other than normal times, often speaking little or no English, make good progress from their starting points because the school provides good support for their individual needs.
- Pupils who are disabled or with special educational needs make good progress because of the sharply focused support they receive that is tailored closely to their specific needs.
- Although the picture is improving, too few of the most able pupils yet achieve fully to their potential because, too often, teaching does not stretch them enough.
- The good achievement of most groups of pupils shows the school's success in promoting equality of opportunity and tackling any discrimination. Leaders and managers are fully aware of the need to make sure that the most able pupils do as well as they can, and planning incorporates an appropriate range of initiatives to make sure that this happens.

### The quality of teaching is good

- The quality of teaching has improved in recent years because improving its quality has been at the top of the agenda for senior leaders and middle managers.
- In the Early Years Foundation Stage, the quality of teaching is now mostly good with some that is outstanding.
- In Key Stages 1 and 2 there is good pace and variety in the majority of lessons. Teachers expect pupils to work hard and are rarely disappointed because pupils become engrossed in what they

are doing and their learning moves on quickly.

- Good and challenging teaching enables pupils to make rapid progress in developing their reading and writing skills. In mathematics, however, teaching does not always ensure that pupils have a firm grasp of basic number skills.
- Talking, so important for the majority of pupils whose speaking skills are weak when they join the school, is at the heart of classroom teaching. Talking partners and discussion are part and parcel of every lesson. As a result, pupils grow in confidence and learn to express themselves with admirable clarity. When answering questions, older pupils automatically give reasons to back up their answers and opinions without being prompted by their teachers.
- For example, in a Year 5 lesson, when asked their opinions on Mahatma Gandhi, one pupil responded with: 'I think he was a good leader because his people loved him and had confidence in him. He set a good example and was courageous.'
- In most lessons teachers are skilful at asking questions that encourage pupils to give extended answers. However, sometimes teachers provide answers too readily, thus robbing pupils of the opportunity to hone their speaking skills and deepen their understanding even further.
- Teachers know what teaching gets the best out of the pupils. They plan work and set tasks that are interesting and stretch the majority of pupils into giving of their best. However, sometimes the tasks that they set for the most able pupils are too easy, especially in mathematics where pupils sometimes finish tasks quickly and look for something more challenging to get their teeth into.
- Teaching assistants provide highly effective support in lessons, especially for lower-ability pupils. Other support staff are highly skilled in teaching pupils with specific needs, such as pupils who are at an early stage of learning English, and in supporting more vulnerable pupils in the nurture class.
- Teachers mark pupils' written work regularly. However, their marking is not always helpful enough in showing pupils the steps that they need to take to make their work better. There are too few examples in pupils' books of pupils responding to or acting on their teachers' comments. The full impact of some marking on improving achievement is therefore lost.

## **The behaviour and safety of pupils** are good

- Pupils' behaviour is good.
- Pupils are polite and courteous to each other, the adults working with them and to visitors.
- In classrooms pupils are well trained in what is expected of them. Most listen attentively and put their hands up when ready to answer questions. Shouting out answers is frowned upon and rarely happens.
- Pupils are proud of their school and the lengths it goes to, to make it an attractive place to work in by displaying their work on corridors and in classrooms. Pupils play their part by wearing their uniform with pride and making sure that litter is put in the bins.
- Play times are very well organised so that pupils are encouraged to play games together. Music in the playground sees groups of pupils dancing together happily. At lunchtimes, pupils enjoy eating and socialising. The vast majority have good table manners.
- In most lessons pupils are interested and work hard. Only occasionally, when teaching does not capture their interest or when it is not challenging enough, do some pupils waste time with idle chatter.
- Pupils say that bullying of any kind, other than odd instances of low-level name calling, is rare. School records confirm this. Pupils are confident that, should there ever be any bullying, teachers would deal with it quickly.
- Pupils' and parents' increasingly positive attitudes to school are reflected in rising attendance levels which are now close to the national average.
- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel very safe in school. In discussion, they talk knowledgeably about

potentially unsafe situations and how to avoid or deal with them. Even in the Reception class children were keen to follow the example of the builders on site to carry out risk assessments as they played at building houses.

- The care, guidance and support provided for pupils by all the adults working in the school promote safety very effectively, especially for pupils whose circumstances make them likely to be most vulnerable.
- Parents express very few concerns about behaviour and/or safety.

## **The leadership and management are good**

- The headteacher and the head of school work very effectively together. They share a common set of values and expectations that set the tone of high expectations and hard work for the school. Teamwork is strong across the school in pursuit of making it better.
- Senior leaders and middle managers check on the quality of teaching regularly and accurately. They use the outcomes to tackle weaker teaching rigorously and to provide tailored professional development for both teaching and support staff. As a result, the quality of teaching has improved significantly.
- Leaders manage the performance of staff skilfully. Staff performance is linked closely to the progress that pupils make in each class. Meeting targets is linked equally closely to progression up the salary scale.
- Leaders and managers assess accurately how well the school is doing and where it could do better. The high-quality action plan sets out clear and measurable actions to drive the school forward.
- The curriculum meets the needs of most pupils. Topic work is popular with the pupils. It provides plenty of opportunities for pupils to read widely and write at length about things that interest them across a range of subjects. However, there are fewer opportunities for pupils to apply their mathematical skills to solving problems in different subjects. There is an impressive range of enrichment activities for pupils, especially trips out linked to the topic work they do.
- Pupils' good sense of right and wrong, their tolerance of and respect for other cultures and religions, and their cultural experiences are all underpinned by a strong set of moral beliefs that permeates the school. As a result, pupils' spiritual, moral, social and cultural development is very strong. Leadership sets the tone that prepares pupils remarkably well for life in a culturally diverse society.
- Leaders have worked very effectively with other local schools to make relations with the local community harmonious. The range of activities to encourage parents to take an active part in the life of the school and their children's education results in parents who are strongly supportive of the school and its work. Parents comment on how responsive the school is to any concerns they may have and how welcome they feel when visiting.
- The local authority has provided 'light touch' support for the school in recognition of its good and improving overall effectiveness.
- Leaders and managers spend the extra sport funding to good effect to provide a wide range of sporting activities for pupils. Records of the numbers of pupils participating show an upward trend.
- **The governance of the school:**
  - The governing body knows how well the school is doing and where it could do better. It asks the necessary questions to hold the school to account. From the training in which governors regularly take part and from regular, detailed reports from the headteacher, they know how good the quality of teaching is. They take a keen interest in what leaders and managers are doing to make sure that teaching which is not yet good improves. They understand data on how well the school is doing in comparison to similar schools locally and against national benchmarks. Governors look for evidence that additional funding such as the pupil premium is spent to best effect and question the impact that it has on pupils' achievement. They are fully supportive of the school's procedures for managing the performance of staff and ask the

necessary questions before any decisions are made about salary progression. The governing body has a firm grasp on the school's finances.

## 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

<b>Unique reference number</b>	128081
<b>Local authority</b>	Bradford
<b>Inspection number</b>	440431

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	564
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ray Gibson
<b>Headteacher</b>	Rob Freeth
<b>Date of previous school inspection</b>	9 June 2011
<b>Telephone number</b>	01274 648490
<b>Fax number</b>	01274 648491
<b>Email address</b>	office@westminster.bradford.sch.uk

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