

# Inspection of a good school: Westbourne Primary School

Skinner Lane, Bradford, West Yorkshire BD8 7PL

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Inspection dates:

13–14 November 2019

## Outcome

Westbourne Primary School continues to be a good school.

## What is it like to attend this school?

Pupils are happy and safe. They behave well and bullying is rare. Attitudes to learning are generally good. At times, some pupils, particularly boys, can become distracted in lessons. This is only the case when they are working on their own. All pupils concentrate well when working with an adult.

Pupils enjoy the variety of activities on offer. These help them to learn and understand the world around them. Pupils take part in different sports clubs. They enjoy taking on leadership roles. For example, they can join the school council. This gives them a sense of ownership. They are also very proud of their school.

Parents are positive about the school. They particularly appreciate the work of the headteacher. One parent reported, 'He is brilliant. He is very visible and my child has lots more opportunities to go to different clubs now.' Parents recognise the strong level of care provided by staff.

## What does the school do well and what does it need to do better?

Mathematics is taught well. Leaders check that the curriculum matches pupils' needs. Teachers provide activities which are engaging and challenging. Pupils are required to use their mathematics skills regularly. This helps them to deepen their understanding and has led to high attainment and pupils doing well in national tests.

Early reading is also strong. Pupils make a prompt start when learning to read. Trained staff have the skills to teach phonics well. Teaching builds pupils' knowledge in small steps. When pupils fall behind, adults help them to catch up quickly. The books that pupils read match the sounds that they know. Pupils talk enthusiastically about stories that they hear in class. Story time inspires pupils to read more. Teachers also help parents to know which books their children enjoy. They also make parents aware of how phonics is taught. This helps parents to support their children's reading at home.

Pupils who have special educational needs and/or disabilities (SEND) get strong levels of support. Leaders understand their needs and teachers provide them with extra help and resources. Adults working with SEND pupils also support them to work on their own when they can. This helps them to become more independent in some areas of their learning. This helps pupils with SEND to access learning and do well.

Children in the early years enjoy a stimulating curriculum. They are curious learners. Staff make the most of the environment to develop pupils' skills. Children enjoy the activities staff plan for them. This helps them to develop important skills well, including reading and social skills.

Leaders manage behaviour well. Bullying is rare. Pupils report that they feel safe because behaviour is good. They also know they can talk to an adult if they are worried or upset. There are staff in school who are trained to help pupils when they feel anxious. Around school, pupils are courteous and get along well. Staff feel well supported by leaders. They report that training is useful and helps them to do their job well. They also state that leaders have worked effectively to reduce workload.

The wider curriculum is taught well in some areas, such as history. Pupils enjoy their learning and do well. The school organises trips and visitors into school. These help pupils to remember their learning. But leaders report that some areas of the curriculum have not been fully implemented, such as languages.

In different areas of the curriculum, teachers challenge pupils in their learning, including times when pupils need to work independently. Girls work well like this. Some boys are not always confident to work like this. This means that they can sometimes become distracted if the teacher is working with another pupil.

Pupils' wider understanding of the world has been a focus for the school. Pupils have a good understanding of different faiths and cultures. They also have a good understanding of current affairs. They recognise the importance of being respectful and tolerant of difference. Pupils can talk enthusiastically about how different faiths celebrate their festivals. They enjoy going to a local church and welcome visitors from different faiths. Pupils are less aware of the other ways in which people can be different. The curriculum has more recently focused on this area.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are regular training events for staff and governors. They know what to do if they have a concern. Leaders make sure that staff, parents and pupils know the local safeguarding risks. Robust checks are made on all people who work and volunteer in school.

Staff know which pupils may be at risk of harm. They report any concerns quickly. Leaders work with external agencies to make sure that pupils and families get the support they need. Pupils are taught how to keep themselves safe in different situations. For

example, pupils know how to stay safe when using the internet.

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

### **(Information for the school and appropriate authority)**

- Leaders have worked hard to develop pupils' independence. Girls have embraced the opportunities. However, a minority of boys can become distracted when working alone. Leaders need to give further support to boys to enable them to work effectively independently.
- There is a strong curriculum in the core areas and some foundation subjects. But this is not the same in all subjects. Leaders must make sure that there is high-quality curriculum planning so that pupils can acquire skills and knowledge quickly in all subjects.
- Leaders have ensured that pupils have a good understanding of British values. This includes a good knowledge of British history, culture and current affairs. However, pupils are less knowledgeable about equalities laws. Leaders need to continue to develop the curriculum so that pupils understand more about how people can be different from one another.

## **Background**

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the section 8 inspection since we judged the predecessor school, Westbourne Primary School, to be good on 9–10 February 2016.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	143566
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10119934
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mr Yunus Mayat
<b>Headteacher</b>	Mr Mathew Atkinson
<b>Website</b>	<a href="http://www.westbourne.bradford.sch.uk">www.westbourne.bradford.sch.uk</a>
<b>Date of previous inspection</b>	9–10 February 2016

## Information about this school

- The school is larger than the average-sized primary school.
- The proportion of pupils with SEND is above the national average. The proportion of pupils with an education, health and care plan is average.
- The proportion of disadvantaged pupils is above average.
- This school was registered as an academy converter in February 2017. It is part of the Priestley Academy Trust. When its predecessor school was last inspected, it was judged to be good.

## Information about this inspection

- I met with the chief executive officer, two governors and another trustee of the multi-academy trust. I also met with the headteacher and several senior and middle leaders. I met with several teaching staff, office staff and kitchen staff.
- A meeting was held with leaders who have responsibility for safeguarding. Documents around processes and policies related to pupils' safety were also checked. I also checked records relating to recruitment of staff and staff training.
- I agreed with the headteacher to carry out a review of mathematics, reading and

history as part of the inspection. Together with curriculum leaders, we completed connected inspection activities that included lesson visits, work scrutiny and discussion with leaders, pupils and teachers.

- I spoke to seven parents at the start of the school day. I considered the six free-text responses from parents. There were not enough responses on Ofsted's online questionnaire, Parent View. I also reviewed responses from staff and pupil surveys.

### **Inspection team**

Fiona McNally, lead inspector

Ofsted Inspector

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