

Inspection of Westbourne Primary School

Anton Crescent, Collingwood Road, Sutton, Surrey SM1 2NT

Inspection dates: 21 and 22 March 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good

Ofsted has not previously inspected Westbourne Primary School as an academy school under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections.

Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection of the predecessor school.

What is it like to attend this school?

Pupils are happy and enjoy school, and they achieve well. Leaders ensure that all pupils access an ambitious curriculum and a wide range of learning experiences. Leaders have very high expectations for pupils' behaviour. Pupils understand what is expected of them and have remarkably positive attitudes to learning. Leaders promote the school's values consistently, which pupils follow and understand. Pupils focus during lessons and have excellent working relationships with adults.

Behaviour in the school is exemplary. Pupils respect and care for one another and all members of the school community. They describe the school as being like 'one big family'. Leaders focus on rewarding positive behaviour and celebrating success. Teachers are quick to deal with any concerns, including bullying. Leaders help pupils to keep safe at school.

Leaders provide pupils with exceptional wider opportunities. Leaders offer a wide range of clubs to all pupils. Leaders encourage high levels of pupil participation. Pupils are proud to represent their school in sporting competitions and musical performances. Leaders plan opportunities to enrich the curriculum, including through regular visits. They encourage pupils to take responsibility through leadership or monitor roles.

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

Leaders have considered the knowledge, skills and vocabulary they want pupils to learn. Teachers check pupils' knowledge in lessons regularly. This helps pupils to build on prior understanding. They encourage pupils to work collaboratively and to be independent learners. For example, in geography, Year 6 pupils shared their independent research to gain a greater understanding of erosion. In a few subjects, leaders do not consider the sequence of the knowledge and skills that pupils require in as much detail as other subjects.

Teachers have secure subject knowledge. This enables them to ask effective questions to deepen pupils' knowledge. For instance, in Year 3, teachers supported pupils to learn the scientific vocabulary of plant parts. Throughout the school, teachers present information clearly. In mathematics, teachers support pupils to develop fluency of number facts. For example, Year 6 pupils counted down in 15s from larger numbers quickly. In early years, teachers provide children with a secure understanding of number through focused activities.

Leaders place a high priority on reading. They ensure that staff are trained to deliver the phonics programme effectively. Children in Reception are excited to learn new sounds and blend them to make words. Staff in early years help children to write accurately through regular handwriting practise. Teachers check pupils' understanding carefully and provide support to enable pupils to keep up. Leaders promote a positive culture of reading and involve parents in supporting their children

to read. Teachers encourage pupils to read a rich range of texts regularly. Pupils in Years 1 and 2 enjoy reading stories in the story shed during play time.

Teachers support pupils with special educational needs and/or disabilities (SEND) to learn successfully alongside their peers. Teachers adapt learning for these pupils well. They use resources appropriately to help pupils with SEND to access the curriculum. Adults provide targeted support for these pupils. Leaders use specialist advice effectively to identify and help support pupils with SEND.

Leaders consider the well-being of all members of the school community. Staff enjoy working collaboratively with their colleagues. The school is a positive, happy environment. Leaders and trustees have an accurate understanding of the school's strengths. They have a clear vision of how they want to improve the school further. Leaders ensure that behaviour throughout the school is highly positive and that learning is not disrupted.

Leaders support pupils to take on many different roles. For instance, they can take on the roles of sports council representatives or eco-warriors. This helps pupils to consider how to care for the wider community. Leaders help pupils to learn about the world around them, including through visiting speakers. Teachers support pupils to have an in-depth understanding of the society in which they live. They encourage pupils to understand and respect people with different opinions. Leaders provide many opportunities for pupils to celebrate their efforts and achievements. Pupils have opportunities to excel and develop their talents, including through friendship clubs. Leaders help pupils to have a great awareness of how to look after their physical and mental health.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know pupils well. They have secure systems in place to provide effective safeguarding for all pupils. All staff receive comprehensive training. They know how to identify and support vulnerable pupils. Leaders work with external agencies effectively to ensure pupils receive the support they need.

Teachers ensure pupils know how to report any concerns. Pupils are taught how to stay safe, including online. They understand how to identify risks when out of school and how to respond. Pupils trust that they can share any worries with adults.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders do not identify the content that pupils need to learn over time in detail. This leads to pupils not building on the small steps of learning securely in these subjects. Leaders should ensure that they consider the key knowledge and skills for pupils to learn progressively in all subjects.

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 information from Ofsted Parent View 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.

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

Unique reference number	136796
Local authority	Sutton
Inspection number	10255323
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	683
Appropriate authority	Board of trustees
Chair of trust	Bernie Higgins
Headteacher	Daniel Miracapillo
Website	www.westbourne.sutton.sch.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005.

Information about this school

- The school uses one registered alternative provider.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They also met with members of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and physical education. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups

of pupils about their learning, and a scrutiny of pupils' work. Inspectors considered the curriculum in other subjects.

- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of pupils, parents and staff to Ofsted's online surveys.
- To inspect safeguarding, inspectors met with leaders with responsibility for safeguarding and considered safeguarding documents and records. These included the school's records and plans for supporting pupils who have been referred to outside agencies.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived and left school.

Inspection team

Sacha Husnu-Beresford, lead inspector	His Majesty's Inspector
Nick Hitchen	Ofsted Inspector
Meena Walia	Ofsted Inspector
Luke Stubbles	His Majesty's Inspector

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