

Inspection of Westbourne Primary School

River Street, Westbourne, Emsworth, Hampshire PO10 8TG

Inspection dates: 28 and 29 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Good

What is it like to attend this school?

Pupils are happy in this inclusive and caring school. They enjoy taking on leadership opportunities to help make a difference to school life. The school council actively campaigns and works with staff to ensure changes take place. Pupils are proud of the improvements made to the playground equipment as a result of their work.

Leaders have high aspirations for pupils to achieve well. All pupils, including those with special educational needs and/or disabilities (SEND), are given the support and encouragement they need to be successful. In many cases, this is having a positive impact on how well pupils achieve. However, leaders recognise that not all pupils are currently receiving the education that they deserve. Leaders know what they need to do to ensure that all pupils achieve as well as they should.

Pupils' behaviour is variable. Most pupils play well together at playtimes, enjoying the beautiful school grounds. Bullying is rare and records show that adults resolve it quickly if it happens. However, too often pupils do not behave well enough. Some pupils do not routinely demonstrate positive relationships with each other and with adults. Leaders have recently introduced strategies to promote effective behaviour. These are beginning to have an impact.

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

Leaders have developed an ambitious curriculum. They have a clear understanding of what pupils need to know as they move through the school. Leaders have ensured that this important knowledge develops in a logical sequence over time. Knowledge is broken down into small chunks that help pupils to build their understanding systematically. As a result, pupils have access to a wide, knowledge-rich curriculum. Staff are skilled at identifying pupils with SEND and ensuring appropriate support is given. All pupils with SEND access the full curriculum.

There is variability in how well the curriculum is taught. Teachers do not all follow the sequence of learning well enough. This means that, in some subjects, pupils develop gaps in their understanding. Furthermore, in some subjects, such as mathematics, teachers do not design activities that enable pupils to use and apply their knowledge in different contexts. This means that pupils do not learn as well as they should.

In some subjects, subject leadership is at the early stages of development. Where this is the case, subject leaders do not yet check what is being taught. They also do not check whether pupils are learning the curriculum effectively. Leaders know that all subject leaders need to be given time to lead their subjects effectively.

Leaders, rightly, prioritise reading. Pupils enjoy a range of activities such as book week and when adults model their own personal reading interests. Leaders develop

a love of reading through the curriculum, as well as using a range of diverse class books. Right from the start of Reception, children learn phonics using a well-sequenced programme. Pupils read books that are matched to the sounds that they know. This helps them to read confidently. Adult support for those who are struggling to learn to read is effective. Leaders acknowledge that the most recent phonics screening check results were not good enough. They have taken the right actions to improve how pupils learn to read.

Children in the early years get off to a strong start. They learn how to be independent and enjoy a range of exciting and interesting activities. Staff are skilled at developing children's language. Children access the indoor and outdoor areas with confidence and enjoy the range of opportunities on offer. In Reception, children with SEND receive the support they need to access the curriculum. Children are well cared for and nurtured by staff.

Leaders' work to support pupils' personal development is a strength. Pupils learn about appropriate relationships and lifestyles and how to live healthy and happy lives. Pupils enjoy the wide range of extra-curricular provision such as dance and football clubs. Pupils understand how these enhance their opportunities to develop new skills and interests.

Pupils do not always behave as well as they should. Sometimes, pupils' behaviour in class disrupts the learning of others. When this happens, teachers do not always act swiftly enough to challenge this behaviour.

Leaders and governors have a clear vision for the school. Staff feel well supported by leaders and talk positively about recent whole-school changes. Governors do not hold leaders to account well enough. They do not have a good enough understanding of what needs to be improved and how they will monitor this. All leaders recognise that the school is on an improvement journey. Leaders and governors are committed to working together to continue to improve the school.

Safeguarding

The arrangements for safeguarding are effective.

Staff are trained well to recognise the potential risks pupils face and to record any concerns promptly. Thorough record-keeping ensures that leaders identify pupils who may be at risk of harm. Leaders liaise well with external agencies to keep pupils safe. Appropriate checks are carried out to ensure that the adults in school are safe to work with children.

Pupils learn how to stay safe in the local community and when online. They know that adults will help them with any worries. Extra support for mental health is available should pupils need it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers' pedagogical knowledge is not strong. Pupils do not always learn as well as they should because teachers do not use the most effective strategies to ensure that pupils transfer knowledge into their long-term memory. Leaders need to strengthen teachers' pedagogical knowledge to ensure that pupils learn and remember the curriculum well.
- Some subject leaders do not have detailed understanding of how well teachers teach the curriculum. They are, therefore, unable to support staff to implement the curriculum effectively to ensure that all pupils learn as well as they should. Leaders must ensure that subject leaders get the training and support they need to lead their subjects successfully.
- Governors do not have sufficient clarity about their roles. This hinders their ability to hold leaders to account effectively. Governance needs strengthening so that all governors understand their roles clearly and are empowered to carry out their duties. This includes understanding and monitoring the strengths and weaknesses of the school.
- There is inconsistency in how well pupils are supported to behave well. Pupils, therefore, are not clear about leaders' expectations for behaviour and learning can be disrupted. Leaders need to ensure a consistent approach to behaviour management which is implemented effectively by all staff across the school.

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	125858
Local authority	West Sussex
Inspection number	10256388
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	Local authority
Chair of governing body	Jon Colebrook
Headteacher	Laura Sibley
Website	www.westbourneprimary.co.uk
Date of previous inspection	8 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school currently uses no alternative provision.
- The headteacher has been in their role since January 2023.

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 leaders and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, senior and subject leaders and representatives from the governing body, including the chair of governors. The lead inspector also met with a representative from the local authority.
- The inspection team carried out deep dives in these subjects: early reading, mathematics, design technology and physical education. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and interviewing staff, and through discussions with pupils.
- The views of parents and carers were considered through their responses to Ofsted Parent View. Further views of pupils and staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Michael Eggleton, lead inspector Ofsted Inspector

Gemma Piper Ofsted Inspector

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