



Westbury Park Primary School

Inspection Report

Unique Reference Number 108973
LEA Bristol, City of
Inspection number 278090
Inspection dates 6 July 2006 to 6 July 2006
Reporting inspector Andrew Harrett HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Primary	School address	Bayswater Avenue
School category	Community		Westbury Park
Age range of pupils	4 to 11		Bristol BS6 7NU
Gender of pupils	Mixed	Telephone number	0117 3772676
Number on roll	415	Fax number	0117 9232677
Appropriate authority	The governing body	Chair of governors	Mr Alan Rees
Date of previous inspection	1 May 2006	Headteacher	Mr Alan Rees

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors. During the course of the inspection, lessons and other activities were observed; meetings were held with teachers, representatives of the governing body and the school council and documents and data were scrutinised, including 192 returned questionnaires from parents.

Description of the school

The school is larger than the average primary. The proportion of pupils eligible for free school meals is lower than that found nationally. The proportion from minority ethnic groups is similar to the national average. The number of pupils with learning difficulties or disabilities is lower than the national average, but the proportion with a statement of special needs is higher. Westbury Park has achieved Healthy Schools status.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school with many outstanding features. When pupils enter the school, their attainment is above that expected for their age. By the time they leave Year 6, their standards are very high in all subjects and they have made good progress from their starting points. The quality of the Foundation Stage is good and ensures that the children make good progress and develop the right attitudes to make the most of their education. This reflects the good quality of the teaching in the school, which ranges from outstanding to satisfactory. There have been some changes to staffing in the school recently. The school recognises that achieving consistency in the quality of teaching and learning is one of the keys to raising achievement.

The quality of assessment is good, particularly the monitoring of progress in lessons and in written work. However, analysing results in tests and regular assessments and involving all subject leaders and teachers in the process so that they understand the implications for planning and teaching, is an important area to improve. The school states that its mission is, 'To develop a responsible child with a positive self-image who takes pleasure in learning'. The parents and pupils value the successful ways in which the school ensures that this goal is achieved. As one parent said, 'The school has developed and encouraged a real love of learning in its widest sense.'

One of the most important elements in the school's success is the breadth of its outstanding curriculum. Although the school appreciates the importance of examination success, it also recognises that the best way to achieve this is through a broad, varied, well delivered curriculum. The school collaborates very effectively with other local providers and national bodies to provide an exemplary diet of opportunities for the pupils. The curriculum model is thoughtful, detailed and sophisticated, providing all the pupils with an appropriate range of support and challenge, matched to their abilities and interests. The pupils say that they particularly value the way in which the curriculum ensures that learning is interesting, exciting and awakens their curiosity. Parents are just as complimentary, and many of them commented favourably on the wide range of opportunities in art, music and drama in the school. It is typical of the school's success that it is not complacent about the curriculum, but is constantly seeking ways to make it even better. It is presently refining the model to provide more opportunities for creativity and to identify links between subjects.

The personal development and well-being of the pupils are outstanding. Pupils are confident, behave well and show a real interest in their learning. The well organised school council meets regularly. It contributes effectively to the well-being of the pupils in many aspects of the school's work, including improvements to the playground and updating resources for music. The spiritual, moral, social and cultural development of the pupils is outstanding. Pupils contribute well to the local community through charitable activities and through their concerts and plays. Attendance is good and the children report that they enjoy coming to school because every day is a fresh experience. Participation in sport and physical activity is good and is improving. The school promotes healthy eating effectively. Many parents commented positively about the caring and supportive atmosphere which enables their children to make good

progress. The school's commitment to developing the whole child is rigorously focused and ensures that pupils are well prepared for the adult world. They are given every opportunity to develop the broad range of skills and attitudes which are the ingredients of true personal success.

The pupils feel safe and secure in the school. Statutory requirements are met to provide pupils with appropriate protection. They are confident that they can seek help from adults in the school, which keeps a caring and watchful eye upon them. Those pupils with learning difficulties and disabilities are well supported and monitored. They make good progress in their learning. The pupils meet the challenging targets set for them by the school.

The key to the school's success is the outstanding quality of leadership and management. The headteacher is outstanding and is ably supported by his senior team. The whole school community is justifiably confident in his leadership, which is based on a determination to provide the best possible education for every child in a caring and supportive atmosphere. The work of the school is monitored accurately and subsequent action is carefully targeted to bring about improvements. Parents are regularly asked for their opinions about the work of the school and these are carefully considered to bring about improvements to provision. The rigorous and supportive commitment of the governing body is also a crucial factor. The quality of subject leadership in the school is good, but the school acknowledges that it could be further improved by developing the expertise of some middle leaders in monitoring the impact of provision on the pupils' progress.

Westbury Park School moves with the times. The quality of education since the last inspection has been sustained and improved.

Achievement and standards

Grade: 2

Standards of attainment have been consistently high for many years. In relation to their starting points, the pupils make good progress. The children enter Reception with standards above those expected for their age, particularly in terms of their language development. They make good progress in their first year. Although they continue to make good progress in Years 1 and 2 and consistently attain high standards, there has been a slight decline in results in recent years. The school has taken appropriate action to improve transition from Reception to Year 1 to address this.

Standards in Year 6 in English, mathematics and science are consistently higher than average, although there has been some fluctuation in results in the last few years. Pupils in Year 6 made outstanding progress overall in the national tests in 2003 and satisfactory progress in 2004. In 2005, standards in the national tests in Year 6 were higher than average in English, mathematics and science, and the pupils made good progress in all three subjects, particularly in English. All groups of pupils make at least satisfactory progress in the school and the progress of the majority is good.

Personal development and well-being

Grade: 1

The quality of provision in this area is outstanding. The school makes an excellent contribution to the pupils' self-esteem and their achievement. In the many positive responses received from parents, this emerged as a valued area of real strength. As one parent said, 'The school fosters and promotes a wonderful sense of social responsibility among the children.' Another wrote, 'The children work and play in a lovely secure atmosphere, encouraging a great sense of civility and citizenship among them.'

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good, ranging from satisfactory to outstanding. In the best practice, the planning emphasises developing skills across the curriculum as well as within subjects. Although assessment is good overall, the school recognises that a sharper analysis of assessment data would provide a more focused basis for planning. In the best lessons, learning objectives are clear and linked to a range of independent, paired and group work. Good questioning skills probe the pupils' understanding. Speaking and listening skills are developed well. Pupils of all abilities and those with particular learning disabilities are supported and challenged effectively. Classroom assistants play an important role in providing effective support. In one outstanding lesson, they provided superbly for those with particular learning difficulties and disabilities. Occasionally, the teaching tended to dominate the lessons, adversely affecting the pace of the learning. Sometimes the work was not pitched at the right level for the pupils. The school recognises that achieving consistency is an area for development and is taking appropriate steps to do this.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and is continually improving. It is recognised locally and nationally as a model of excellent practice. Close work with other schools and other agencies is contributing to its excellence. As one parent wrote, the school 'offers a varied curriculum with a pleasing emphasis on the arts and a wide range of extra-curricular activities.'

Care, guidance and support

Grade: 1

The quality of provision in this area is outstanding, with all pupils being well supported and feeling safe in the secure and caring environment provided by the school. The pupils meet their challenging targets.

Leadership and management

Grade: 1

The quality of leadership and management is outstanding. The headteacher and the senior team have created a caring school in which all pupils are valued and achievement in its widest sense is fostered and promoted. The quality of subject leadership is good. The school has a clear and accurate sense of its worth. The school knows what is required to make its good practice outstanding and how to maintain the existing excellent practice.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for the welcome that you gave me when I recently inspected your school. I was very impressed by your politeness and helpfulness. Your willingness to share your views about the school helped me a great deal.

Westbury Park Primary is a good school with some really excellent features. These are the things that I thought were particularly good:

- The leadership of the school is outstanding.
- The adults help you to grow up to be responsible, caring and confident people who can achieve well at school.
- You behave well and enjoy your learning.
- The school makes sure that you have an excellent range of activities and subjects in lessons and after school. I really enjoyed listening to your music rehearsals.
- The quality of teaching across the school is good overall.

Even in good schools, there are things that can be improved. These are the things that the school should do to make it even better:

- Make sure that all the teaching is consistently excellent.
- Look more closely at your results in tests to find out exactly what you are doing well and where you need help.

You are already helping the school to improve through the school council and I am sure that you will continue to do so.