



Bourne Westfield Primary School

Inspection Report

Unique Reference Number 120402
LEA LINCOLNSHIRE LEA
Inspection number 280805
Inspection dates 7 November 2005 to 8 November 2005
Reporting inspector Mr. John Foster LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Westbourne Park
School category	Community		PE10 9QS
Age range of pupils	4 to 11		
Gender of pupils	Mixed	Telephone number	01778424152
Number on roll	626	Fax number	01778393831
Appropriate authority	The governing body	Chair of governors	Dr. Antony Wright
Date of previous inspection	28 February 2000	Headteacher	Mr. Tim Bright

Age group 4 to 11	Inspection dates 7 November 2005 - 8 November 2005	Inspection number 280805
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

In this much larger than average primary school, most pupils are of white British descent and have English as their first language. School data indicate that the percentage of pupils eligible for free school meals is about average, though uptake is low. The percentage of pupils with special educational needs, including those with statements, is about average. The school has recently been re-accredited with the "Investors in People" award and gained the "Activemark Gold Award" in 2004

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 that gives good value for money. The headteacher leads the school well and is given effective support by the two deputy headteachers. The arrangements for pupils' personal development and well-being are outstanding. Pupils' behaviour is exemplary and this is the result of the excellent processes that involve the pupils in giving very good support to each other. Attendance levels are exceptionally high. Children have a very good start to their school life in the reception classes where they are given a firm foundation to learning. Between Year 1 and Year 6 pupils continue to make good progress and overall attain higher standards than in schools nationally. Progress in mathematics, although good, is not yet as rapid as that in English. The major reason for the good progress pupils make is the good quality teaching they receive. Teachers plan well to ensure that pupils make the best progress possible. Since the previous inspection in 2000 the school has made good progress in addressing the issues raised at that time. Information and communication technology (ICT) provision is now good. Pupils in Year 3 and at the end of Key Stage 1 now achieve well and attain above average standards overall, although higher attaining pupils in Years 1 and 2 could achieve still higher standards in writing. Leadership and management are good. The senior management team ensures that there is a clear educational direction for the school and that pupils are cared for exceptionally well. Governance is satisfactory. The school enjoys good relationships with the community. There is a strong parents' association that supports the school in many ways, including paying a large percentage of the cost for developing information and communication technology.

What the school should do to improve further

- Raise standards further in mathematics throughout the school to match the already improved standards in English.
- Improve the quality of writing by the higher attaining pupils in Key Stage 1 to enable more pupils to attain Level 3 in the national tests.

Achievement and standards

Grade: 2

When they enter the school, pupils' attainment is at levels expected for their age. They achieve well overall, and by the time they leave the school at the end of Year 6 they attain higher than expected standards in English, mathematics and science. Throughout the school, however, pupils' progress in mathematics does not yet match that made in English. In the 2004 national tests, pupils attained average levels, but data show that they made below average levels of progress. Evidence indicates that at Year 2 in 2000, pupils' attainment was assessed as being higher than it should have been. The school recognised this error very quickly and has striven to counter the effects of this over-assessment in the intervening period. The school sets challenging targets and most years these are reached. The 2005 tests indicate that pupils made satisfactory progress between Years 2 and 6 and a higher percentage of pupils attain the higher

level 5 than in schools nationally. The higher attaining pupils in Years 1 and 2, however, do not make enough progress in developing their writing skills. There is little difference in the rate of progress made by different groups of pupils. Over time boys and girls achieve well overall, though there are yearly differences. Pupils with special educational needs make good progress because of the high levels of support they receive.

Personal development and well-being

Grade: 1

The school places great emphasis on pupils' personal development. Consequently, their attitudes and behaviour are outstanding and they enjoy school very much. Attendance is very high and is significantly above the national average. There are many opportunities for pupils to develop into very well rounded young people. Their moral and social development is very good. They understand right from wrong and the effects their behaviour have on others. Children learn to play a full part in school life. Older 'play leaders' help younger children to play constructively. 'Peer mediators' help others to resolve disagreements by using a counselling approach. Pupils say these initiatives work well. Pupils' spiritual and cultural development is good. They are sensitive to the feelings of others and listen exceptionally well during acts of collective worship. Pupils have a good understanding of several world religions. The school council has focused its attention successfully on the safety of the outdoor facilities. All children learn to keep safe when near water and roads. Pupils learn business and enterprise skills well. They make objects, then advertise and sell them successfully. Pupils contribute to the community in a variety of ways. They raised a huge amount of money for the Tsunami appeal.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good. In reception, good teaching helps children to settle well and make good progress so that they are well prepared for Year 1. Teaching continues to be good throughout Years 1 to 6 so that pupils make good progress and reach above average standards overall. In the best lessons, teachers make very good use of the interactive whiteboards to capture and maintain pupils' interest. For example, in a Year 2 numeracy lesson, pupils thoroughly enjoyed making up sums of money on the interactive whiteboard and checking the correctness of their work. Teachers' high expectations of how pupils should behave in lessons mean that no time is lost in managing behaviour. Where lessons are merely satisfactory, pupils spend too long on the carpet before getting down to tasks. In English, teachers make clear to pupils how good their work is and how to make it better but marking in mathematics is not of the same high quality. Teaching assistants give good support to pupils who find learning hard, enabling them to make good progress towards their targets. The school has good systems for checking how well pupils are doing in their learning but information gained is not always used well enough to share targets for improvement with them.

Curriculum and other activities

Grade: 2

The school provides a good range of activities to help pupils to learn. In reception, children follow the Foundation Stage guidance. They have a good balance between teacher-directed and self-chosen activities. There is no dedicated outside play area, so they do not have enough access to appropriate play facilities. In Years 1 to 6, all the required subjects are taught. There are good links between subjects, as was seen in a Year 4 lesson where pupils learned about Guy Fawkes while practising research skills in a literacy lesson. The school's personal, social, and health education programme ensures that even younger pupils in Years 1 and 2 know about the need for fruit and vegetables and the need to exercise to keep themselves healthy. The school provides an exceptionally good range of after school clubs. These are well attended, encouraging pupils to take an active part in sport.

Care, guidance and support

Grade: 2

This is a school with a friendly atmosphere, where pupils are happy and well looked after. The school's double-pronged approach, combining consistent encouragement for a healthy lifestyle with the chance to take part in an impressive number of sporting activities, is a main ingredient why pastoral care and welfare is good. The strong pastoral care is not matched equally by the same quality of academic guidance to enable pupils to achieve higher standards. The practice of setting targets is in its early days and is used better in some classes than in others. It is stronger in literacy than in numeracy. The school is still developing pupils' involvement in knowing how they are getting on and what they need to do to improve. All statutory requirements for child protection are met. The headteacher and site manager maintain a clear overview of safety and security issues.

Leadership and management

Grade: 2

The headteacher and senior staff provide good leadership. This has resulted in pupils' outstanding personal development and the good progress they make in their work overall. The school ensures that all pupils feel part of the school and is highly successful in ensuring that pupils' varied needs are met. For instance, pupils with special educational needs receive close attention and reach the targets set for them. The school's self-evaluation is accurate in most areas. For example, the school assessed teaching as good and inspectors agree. However, the school evaluated pupils' achievement and standards as satisfactory. In fact, pupils make good progress overall and in most years they leave with standards above national averages. The school consults governors, staff, children and parents effectively and reflects their views in its improvement planning. Checks on the school's work are carried out effectively. Staff and governors are fully involved, though the governing body relies too heavily on the headteacher and is not involved sufficiently in leading strategic planning. The

school's development planning is good and contains a realistic number of targets. Duties and responsibilities are shared amongst staff. Teachers organise subjects successfully and have, for example, identified the need to improve higher attaining pupils' writing in Years 1 and 2. The school is committed to improving its performance and its record in this respect is good. Staff have successfully dealt with issues arising from the previous inspection. There have been many other improvements, such as gaining the 'Healthy School' award and the provision of the ICT suite. The teamwork, along with proposed improvements, put the school in a good position to improve further. Though the school's funding for each pupil is well below average, the resources available are used well to support pupils' learning.

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?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	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	2	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	2	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	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	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?	2	NA
How well are learners cared for, guided and supported?	2	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?	2	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	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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 making us so welcome when we came to visit your school recently. This letter is to tell you what we thought about your school. We think that you go to a good school where the staff all care for you and help you to feel safe and secure. You told us that there was always someone to go to if you felt upset or worried. Your behaviour is excellent. You work hard in lessons and enjoy coming to school. You enjoy taking responsibility for jobs around the school and do them well. The school council does a good job of telling staff what you think about the school and how it could be better. You make good progress in your learning because teaching is good. The teachers give you interesting activities to help you to learn. The school provides you with an exceptional range of after school clubs and activities that you enjoy very much. Children who find learning hard get good support from teaching assistants so they do well in lessons. We think Mr Bright is a good head teacher and knows what the school does well and how it could be better. In order to make your school even better we think the staff should help those of you in Years 1 and 2 to do even better in your writing, and for you all to do better in mathematics.