



# Westbourne Primary School

## Inspection Report

---

**Unique Reference Number** 102987  
**Local Authority** Sutton  
**Inspection number** 286541  
**Inspection dates** 5–6 October 2006  
**Reporting inspector** Keith Sadler

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

---

<b>Type of school</b>	Primary	<b>School address</b>	Anton Crescent
<b>School category</b>	Community		Collingwood Road
<b>Age range of pupils</b>	3–11		Sutton SM1 2NT
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8644 8453
<b>Number on roll (school)</b>	445	<b>Fax number</b>	020 8644 5318
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr I Cobbold
		<b>Headteacher</b>	Mr M J Hiley
<b>Date of previous school inspection</b>	25 June 2001		

---

<b>Age group</b> 3–11	<b>Inspection dates</b> 5–6 October 2006	<b>Inspection number</b> 286541
--------------------------	---	------------------------------------

---

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This popular primary school with a nursery class, is about twice the average size of primary schools in England. While pupils are mainly of white British backgrounds, about a quarter come from a variety of other ethnic backgrounds. About a fifth speak English in addition to their home language. Only a few of these pupils are at an early stage of learning English. The percentage eligible for free school meals is below average. Attainment on entry is average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school and provides excellent value for money. Inspectors can understand why one parent said, 'I feel very fortunate that my children are at Westbourne Primary School.' Another said, 'It has been an absolute joy and privilege to have my two children educated here.' Pupils thrive in their learning. This is due to the hard work by the staff to make sure that all pupils are challenged in their work and achieve outstandingly well. Pupils are helped to feel secure with excellent care and support, outstanding teaching, an exciting and vibrant rich curriculum and by ensuring that all pupils feel valued. There is an overwhelming atmosphere of enjoyment and delight in which pupils work very hard and celebrate the school's many achievements exceptionally well.

Parents are overwhelmingly supportive of the school. In particular, they say that their children enjoy school very much, they are very safe and the school is well led and managed. Inspectors agree with all these comments. Children make a flying start in the nursery: they are confident, secure and proud to show visitors around the classroom. Children are highly motivated and excited to learn. Due to the excellent provision they make rapid progress in both nursery and Reception classes. They achieve very well so that by the time they enter Year 1 they are very well set to be successful and happy learners. The quality of teaching and learning continues to be outstanding throughout the school. In consequence, pupils make excellent progress and attain above average standards at the end of Year 2. By the end of Year 6 standards are exceptionally high in English, mathematics and science. Because of the excellent progress made in each year group, achievement is outstanding for all groups of pupils. In addition, pupils' personal development and well-being is excellent. Pupils' behaviour is outstanding, their attitudes to school highly positive and their relationships with each other and with staff are strong.

All this does not happen by accident! As a further parent commented, 'the headteacher has made an enormous contribution to the success of the school.' The head is pivotal to this success. He is very experienced and has steered the school's many improvements since the last inspection outstandingly well. There have been across-the-board improvements in the quality of teaching and learning, the curriculum, pupils' achievement and also the quality of the accommodation. He is ably supported by the excellent deputy and assistant head and the staff. Monitoring and evaluation processes are rigorous and thorough. Governors play a positive role, though they are too reliant on the headteacher to provide information to them about school improvement.

### What the school should do to improve further

- Governors should become more directly involved in the monitoring and evaluation of the school's development planning and its implementation.

## **Achievement and standards**

### **Grade: 1**

Because of the excellent provision, children make rapid progress in the Foundation Stage and a large majority attain the expected learning goals by the time that they enter Year 1. Progress remains rapid in both infant years and standards in reading, writing and mathematics at the end of Year 2 are above average. This excellent achievement continues in the junior classes. As a result of the excellent teaching, as well as high quality support for all groups of pupils and the focused targeting of individual pupils, progress is excellent. In consequence, all groups of pupils achieve exceptionally well. Standards were significantly above average in the 2005 tests and they further improved in the 2006 tests reaching exceptionally high levels in English, mathematics and science. The school meets its highly challenging targets with large numbers of pupils gaining the highest level.

## **Personal development and well-being**

### **Grade: 1**

Pupils are eager to learn and relationships are exceptional. Pupils said, 'everyone here is happy!' Pupils are prepared to listen to each other and are friendly and polite to each other. Attendance is good. Pupils' spiritual, moral, social and cultural development is excellent. Even the very youngest members of the school know the importance of eating well and keeping healthy. One child in the nursery remarked 'that's healthy food,' when given a carrot at snack time. Pupils also appreciate the opportunities for physical exercise provided for them. They are keen to contribute to the life of the school and the school council has been proactive both with raising money and improving the playground areas. Pupils are well prepared for their future economic well being through very good teaching of the basic skills as well as providing excellent opportunities for pupils to collaborate in their learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. It is consistently good or better and has many excellent features. Teachers and pupils have very good relationships which make for a good working environment in classrooms. Pupils thoroughly enjoy their lessons and are keen to share what they have learned. Teachers plan challenging work and they match the activities very effectively to pupils' ability. This enhances their learning and they make very good progress. Teachers make very good use of interactive whiteboards to make learning interesting and more fun. Pupils use them too, as when Year 1 pupils took up the challenge to draw the other half of a frog to make a symmetrical picture. This contributes well to the development of their information and communication technology skills. Marking is of good quality and shows pupils what they have achieved

and how they can make their work better. One teacher wrote in a pupil's mathematics book, 'Try to use "near doubles" when adding mentally'. Helpful comments like this help to explain why so many pupils are able to reach high levels in their learning.

## **Curriculum and other activities**

### **Grade: 1**

The school provides a rich curriculum that is outstanding and underpins its commitment to striving for excellence. The curriculum engages pupils well in their learning and promotes enjoyment of school because it gives them an impressive range of opportunities, especially in sport. The school has made very good improvements to the curriculum since the last inspection and pupils now have time to study subjects, such as religious education, in greater depth. Linking of subjects makes the curriculum more interesting and creative, and it provides very good opportunities for pupils to draw together a range of skills for a particular topic. In addition, the curriculum is exceptionally well planned to ensure that all groups of pupils are provided with activities that meet their learning needs. In consequence, those that find learning hard, the most able and those who learn in different ways are all catered for well. The many trips out and visitors to school add to pupils' understanding and personal development. Pupils enjoy the well attended and excellent range of extra-curricular clubs which extends their interests well.

## **Care, guidance and support**

### **Grade: 1**

Care and support are outstanding and enables pupils to thrive in a very safe environment. The school environment is clean and spacious and the high quality of display provides a very stimulating learning environment. The procedures for safeguarding pupils are robust and comprehensive. The specific needs of the more vulnerable children are very well met and the school has excellent links with outside support groups to meet these pupils' needs. The systems for monitoring children's progress are also good and means that the school is quickly able to identify those who might be at risk of underachieving and then to provide the necessary support. Consequently, the pupils receive excellent guidance and know very well what they need to do to improve. Parents are kept well informed by the school and when talking to the older pupils it is clear that they know their targets and how to achieve them.

## **Leadership and management**

### **Grade: 1**

The quality of leadership and management is excellent. As well as the senior leadership team, all members of staff with subject responsibilities make a strong contribution to the school's high achievement with rigorous analysis of data, carefully prepared and monitored subject plans and thorough evaluation of the school's provision. Financial management is excellent and led well by an effective bursar. The school has taken significant responsibility for developing the accommodation which is now of exceptional

quality and there are plans for even more improvements. The school's deep commitment to equal opportunities is shown in the very high level of care and support provided for all groups of pupils which means that all learners achieve exceptionally well.

The school has continued to improve since its last inspection and there is excellent capacity for further improvement.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

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

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so welcoming and friendly when we visited your school. We enjoyed our visit and the chance to speak to you. This letter is to tell you some of the things we found.

We think your school is outstanding and it is giving you an excellent education. You do extremely well in all of your learning. This is because teachers work hard to make your work fun and interesting. They are also good at checking where you most need help and making sure you get it. Adults give you excellent care and help, not only in your learning but in all you do in school. You clearly enjoy school very much and the many exciting and interesting opportunities it offers. Your behaviour is excellent. You get on very well with each other and with all staff. You can be really proud of this because it makes your school a lovely place to visit and greatly helps your teachers in making sure that lessons work well. We agree with you that you have wonderful trips and many interesting clubs to go to after school.

Your headteacher is very good at his job and all of the other staff help him. Staff are always thinking of ways to make lessons and the school better for you. You help them to do this by giving the school council suggestions to pass on. We have asked your school to do one thing to make it even better. Your governors need to make sure that they know for themselves how well you are doing rather than take the information from the headteacher and the staff.

You can make sure that the school continues to do so well by continuing to work hard in lessons and to enjoy school. We wish you well in the future.

With best wishes

Keith Sadler Lead Inspector