



# Westrop Primary School

## Inspection Report

---

**Unique Reference Number** 126253  
**Local Authority** Swindon  
**Inspection number** 293501  
**Inspection dates** 28–29 November 2006  
**Reporting inspector** Diane Wilkinson

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>	Newburgh Place
<b>School category</b>	Community		Highworth
<b>Age range of pupils</b>	4–11		Swindon SN6 7DN
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01793 762897
<b>Number on roll (school)</b>	193	<b>Fax number</b>	01793 762897
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Lyn Webb
		<b>Headteacher</b>	Janet Urban
<b>Date of previous school inspection</b>	1 March 2003		

---

<b>Age group</b> 4–11	<b>Inspection dates</b> 28–29 November 2006	<b>Inspection number</b> 293501
--------------------------	--	------------------------------------

---

---

© 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 two Additional Inspectors.

## Description of the school

Westrop is a medium-sized primary school. Most pupils are White British and are fluent in English. Attainment on entry is around average. The proportion of pupils with learning difficulties and disabilities is above average. There has been a considerable turnover of staff during the last two years, mainly due to promotion. Westrop has been awarded the 'Healthy School Standard'.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Westrop provides a satisfactory and rapidly improving standard of education. Partly as a result of the considerable staff turnover, the school has been slow in addressing some weaknesses in pupils' achievement, especially in Years 3 to 6. However, the last two years have seen improvements in the curriculum and teaching, brought about to some extent by good new staff appointments. This has resulted in pupils in all year groups making good progress this year.

Achievement is satisfactory overall. Provision and achievement in Reception are good. Children's good progress means standards rise from around those expected on entry to slightly above expectations by the start of Year 1. Pupils in Years 1 and 2 achieve well. Standards are above average by the end of Year 2, although pupils' written work is not always well presented. Until recently, progress in Years 3 to 6 has been too slow and pupils were not reaching the standards of which they were capable. Recently progress has improved so achievement is satisfactory, although pupils in Years 5 and 6 are still making up for the unsatisfactory progress made in previous years. The 2006 test results show that Year 6 pupils had not made enough progress since the end of Year 2, especially in mathematics, where problem-solving skills were weak. Standards were around average and the school did not reach its targets. Progress has improved particularly well this year and standards are rising.

The school has successfully eradicated weakness in teaching that slowed pupils' progress in the past. Throughout the school, teaching is now consistently good. The good curriculum encourages pupils to use and apply their literacy, numeracy and information and communication technology skills, with a significant emphasis on pupils' active involvement. This is a strong feature in all lessons and is effectively supporting pupils' good progress and positive attitudes to learning. Parents recognise the improved teaching this year and are appreciative of how well it is supporting their children's progress. Care, guidance and support are good. Pupils know staff take good care of them and consequently they feel safe and secure in school. Their progress is closely monitored, allowing the school to provide extra support when this slows. Pupils are set good targets to help them to improve their work.

Effective pastoral support encourages pupils' good personal development. Pupils are friendly and helpful and behave well. They enjoy school, say learning is fun and are enthusiastic about the number of visits, visitors and clubs on offer. Attendance is above average. The school is exceptionally good at encouraging pupils to play an active role in school development by, for example, giving their views on how teachers can help them to do well.

Leadership and management are good. The leadership team has been instrumental in successfully steering the school through significant changes in staffing and subject leadership. Monitoring is good and gives the school an accurate picture of how well it is doing and where it needs to improve. Current strategies for improvement are effective and are bringing about rapid results. Governors are supportive and are actively

involved in ensuring the school is continually improving. Resources are used well to improve pupils' learning experiences.

### **What the school should do to improve further**

- Provide more opportunities for pupils to use their mathematical skills in solving problems.
- Improve the quality of handwriting and the presentation of pupils' written work, particularly in Years 1 and 2.

## **Achievement and standards**

### **Grade: 3**

Overall achievement is satisfactory and rapidly improving as a result of the work done to improve teaching and the curriculum. Well-targeted support means pupils with learning difficulties and disabilities also achieve satisfactorily, and their rate of progress is improving.

Standards on entry to Reception are mainly in line with expectations, although there are weaknesses in children's literacy and social skills. Children make good progress. On entry to Year 1, standards are slightly above those expected overall, although around expectations in literacy. Progress in Years 1 and 2 is good and standards overall are above average. Standards are higher in reading and mathematics than in writing, where more could be done to improve pupils' handwriting and presentation of their work. Progress in Years 3 to 6 has fluctuated considerably in recent years because of unsatisfactory teaching in some year groups. This has been eradicated with the result that pupils are now making better progress so that their achievement is satisfactory. However, unsatisfactory progress in the past meant some pupils did not reach the standards they were capable of in the 2006 Year 6 national tests. As a result the school did not reach its targets and standards were close to average. As a result of good teaching, standards are rising, although this is more evident in English and science than in mathematics. While there have been improvements to the way that mathematics is being taught, these are too new to have had an impact on standards.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Effective links with local churches and many opportunities for reflection encourage good spiritual development. Moral and social development are especially strong and relationships are very good. Pupils are courteous and friendly, behave well and say little bullying takes place. A wealth of drama, music and art activities ensures pupils' good cultural development. Pupils enjoy school, particularly the extra activities, including visits and after-school clubs, such as the one for 'circus skills'. Attendance is above average. Pupils feel safe in school and are very aware of how to maintain a healthy and safe lifestyle. For example, pupils know the importance of eating healthily and how to keep

safe on the roads. Pupils' contribution to school life and the wider community is outstanding. Pupils are very proud of how their views are taken into account, especially in suggesting what qualities are important for their new teachers and in helping to improve the playground. They are very involved in local community events, particularly for fundraising activities. Pupils develop a satisfactory and improving range of skills to help them in future life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching is ensuring that pupils are now making rapid progress and this is helping older pupils make up lost ground. Pupils say, 'teachers explain things well and make learning fun'. There is an emphasis on a 'hands on' approach to learning with many practical activities planned that keep pupils working hard. These also help them to understand what they are learning. Classroom assistants support learning well, especially when they work with groups or individual pupils with learning difficulties and disabilities. In whole-class sessions they are not always given a clearly defined role and their skills are not used as well as they might be. Basic literacy and numeracy skills are well taught, although teachers do not always encourage pupils to record their work neatly. Until recently, pupils did not have enough opportunities to use their numeracy skills to solve mathematical problems. However, this is much improved and pupils are becoming more skilled at working with numbers in practical situations, such as using ratio to help calculate the number of bricks needed for a building. Day-to-day advice on how pupils can improve their work is good. Older pupils are regularly encouraged to assess how well they have done and how they can do better.

### **Curriculum and other activities**

#### **Grade: 2**

The effective curriculum is successfully helping to raise standards. It meets the needs of all pupils well. Children in Reception have many opportunities to learn through well-planned practical experiences. In Years 1 to 6 there is a strong emphasis on ensuring pupils' active involvement in lessons, which is encouraging good learning. Extra support is successful in helping those pupils whose progress has slowed to catch up quickly. Effective links between different subjects help pupils develop their literacy and numeracy skills. However, in Years 1 and 2 there is insufficient focus on improving pupils' handwriting and presentation. Good improvements have been made to the mathematics curriculum but there has not been time for this to have a positive impact on standards. The effective personal, social and health education programme supports pupils' personal development well. Pupils speak highly of the many enrichment activities, including residential visits and after-school clubs.

## Care, guidance and support

### Grade: 2

The school puts pupils' enjoyment and welfare at the heart of its work. This results in a supportive and caring ethos that ensures that pupils are happy in school and enjoy learning. Pastoral care and support are good. Rigorous procedures are in place to ensure that pupils are safe, secure and healthy, and child protection procedures are strong. Pupils with learning difficulties and disabilities are well looked after so that they achieve as well as their classmates. Pupils know their views are valued and are confident that they can go to any adult if they have a problem. Parents speak well of the school's care for their children. Academic support and guidance is good as the school keeps a regular and comprehensive check on pupils' progress. This helps staff to give pupils good advice on how they can improve.

## Leadership and management

### Grade: 2

The headteacher provides good leadership and is effectively supported by senior staff. Together they have managed the significant number of staff changes well and have been instrumental in training new subject leaders. As a result, leaders at all levels are playing an increasingly effective role in monitoring the school's work. This has ensured that the school has a very clear picture of how well it is doing so that areas of weakness can be targeted and addressed. Staffing changes have slowed some developments, particularly in Years 3 to 6, but judicious new appointments have accelerated the rate of progress, which is now rapid. The school is very well placed to improve further. Parents are appreciative of the improvements in pupils' progress. As one wrote, 'I could not have imagined that my child could have changed so much in a short period of time'.

Resources are used well to enhance the quality of education, for example, through the provision of a music room and a very good outdoor environment. Governors maintain a very visible presence in school. They make a positive contribution to school development and play an effective part in monitoring its work.

**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>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	3

### The quality of provision

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

<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>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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 welcoming us to your school and being so friendly, polite and helpful. I particularly want to thank the school council and 'Buddies' who gave up their lunchtime to meet with me. We think your school is giving you a satisfactory standard of education, but all kinds of things are improving very quickly. This is what we thought about the school:
- You are well taught and have lots of interesting things to do in lessons. You say lessons are fun and you are right. Progress in lessons is good now, but some of you are still having to catch up with things you missed in the past.
- The school helps you to become mature and responsible. You behave well, get on very well with each other, enjoy school and your attendance is good.
- You are especially good at helping your school to improve things, for example, in the playground, and you organise lots of activities, especially for fundraising.
- Adults take good care of you and make sure that you are safe and secure in school.
- Teachers keep a good check on how well you are doing and give you good advice on how you can improve. Your targets are helping you to make better progress.
- Your headteacher, staff and governors are working hard to make your school better and your parents agree that lots of things have improved recently. You are doing well now in English and mathematics, but you could do even better. This is what we have asked your teachers to do to help you:
- Give you more opportunities to solve mathematical problems. You can help by thinking very carefully about the method you should use and recording your answers neatly.
- Encourage you to use your best handwriting in all your written work, especially in Years 1 and 2. You can help by making sure that you do so.