



8 March 2007

Mr Freeth  
Westminster Church of England Primary School  
Westminster Road  
Bradford  
West Yorkshire  
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Dear Mr Freeth

## FRESH START: MONITORING INSPECTION OF WESTMINSTER PRIMARY SCHOOL

### Introduction

Following my visit with Anthony Painter, Additional Inspector, to your school on 7 March 2007, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the fourth monitoring inspection since the school opened in September 2005.

This letter will be published on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

### Evidence

During the visit a number of lessons were observed and samples of work were examined. Meetings were held with the headteacher and other members of the senior leadership team. Discussions were held with representatives of Education Bradford (EB) and with the chair of governors. Inspectors also spoke informally to pupils.

### Context

The number of pupils on role has increased since the last monitoring visit: there are now 333 pupils attending. Additional appointments have been made to the number of teaching assistants in school and a member of the senior leadership team, also, the assessment coordinator returned, following maternity leave.

## Achievement and standards

In the 2006 national tests for pupils in Year 6, results were very low overall. School data shows that pupils in the current Year 6 are achieving better in English, mathematics and science although standards are still low. This picture of improvement is seen elsewhere, for example in Years 1 and 2. However, it is not consistent through school. With the return of the assessment coordinator, the tracking of pupil progress has been revisited and data collected has been analysed. It reveals that there is significant underachievement in Years 3, 4 and 5. In addition, achievement in mathematics throughout school is not as good as it should be. Issues relating to underachievement have not been tackled with the pace and rigour required to ensure that all pupils achieve as well as they should.

## Personal development and well-being

Pupils generally enjoy their lessons and behave well. Relationships are positive and many pupils take great pride in carrying a range of responsibilities. Attendance continues to improve and is currently close to the national average.

## Quality of provision

All staff work hard to promote pupils' self-esteem and to develop positive relationships and in this they are successful. Lessons observed during the visit and a scrutiny of pupils' work, however, reveals that inadequate teaching remains. A key factor in this is that the setting of pupils across year groups does not consistently meet their needs. Within these sets there is often a limited spread of activities planned by teachers to meet the ability range. There is good teaching in school, for example, as seen in the recently introduced booster sessions for a small group of Year 6 pupils. In the lesson observed, well planned activities met the pupils' needs specifically and they achieved well.

Work on the curriculum is ongoing. New planning formats are to be introduced next term to aid well focussed coverage of all subjects. In respect to provision for those pupils with English as an additional language, specific training for teachers has been provided by EB. The deputy headteacher reports that subsequent improvements to meet pupils' needs in lessons have been made and data shows early signs of improvement in their achievement.

Tracking of pupils' progress has seen very recent development. The school now has a record of pupils' progress set against targets for the end of the year. This is a big improvement on what was available at the time of the last

visit. However, the absence of teacher assessments of the standards that pupils attain means that data collected and analysed is currently dependent on commercially produced tests alone. Nonetheless, the school has identified underachievement and has put in place a small withdrawal group of pupils in Years 3 and 4 where behaviour and underachievement is an issue.

The lack of teacher assessments however, highlights another problem. Teachers cannot be assured that the tasks they plan in lessons are accurately meeting their pupils' needs. In turn, staff who monitor and evaluate teaching and learning cannot be assured that pupils are making the appropriate progress required to counter underachievement. The school is now on the right track. However, greater urgency and rigour is required to ensure that improvements are made in assessment, its use in the classroom and ultimately on pupils' achievement.

### Judgement

The areas identified for further improvement by the monitoring inspection in November 2006 were not a focus for this monitoring inspection:

- improve the consistency of good and better teaching through the effective challenge of all pupils to achieve their best
- for those pupils who have English as an additional language, ensure that provision to meet their needs is well focussed and consistent throughout school.

### Leadership and management

With the aid of external support, the school has developed an adequate plan for school improvement. The plan focuses more clearly on raising standards and has drawn on the evaluations of subject leaders: they in turn are improving their expertise to better manage their subjects. A factor in the improved process for development planning has been the use of recent assessment data gained through testing of all pupils. The school is aware that the use of different tests places limits on the accuracy of data but teachers are not yet sufficiently confident or competent to rely on their own assessments.

Analysis of the data has included looking at the progress of different groups of pupils, although this is at an early stage of effectiveness. However, the analysis has led to some measures being introduced, notably withdrawal and booster groups, to improve pupils' achievement. Robust systems to monitor and evaluate the specific success of these measures are not firmly identified or established. As a result, it is not clear how any improvements can be accurately attributed to the interventions or can contribute to further

planning. In addition, the school's regular monitoring of teaching and learning is not sufficiently rigorous to give an accurate picture of its effectiveness. Although some development points are raised for teachers, these rarely go to the heart of how pupils' progress can be improved.

Governors remain supportive of the school. However, they have only just begun their training to aid them in their roles as governors. As a result, they continue to be unable to hold the school to account.

### Judgement

Progress on the areas for improvement identified by the monitoring inspection in November 2006:

- ensure that school development planning to raise standards is informed by rigorous monitoring and evaluation of provision and pupils' progress – inadequate progress.

### External support

The school reports that well focussed and effective challenge and support have been provided by EB. The headteacher also talks positively about support provided by other external consultants.

It is clear that EB has responded well to the last monitoring visit, however, it is essential that the level of support and challenge provided to school is maintained. This is to ensure that leaders, managers and governors develop effectively towards independence but at a faster pace than is currently being seen.

### Main Judgements

The school's overall progress – inadequate.

### Priorities for further improvement

- Improve the consistency of good and better teaching through the effective challenge of all pupils to achieve their best.
- For those pupils who have English as an additional language, ensure that provision to meet their needs is well focussed and consistent throughout school.
- Ensure that leadership and management develop rigorous, effective and independent strategies to monitor and evaluate the work of the school so that standards are raised.

I am copying this letter to the Secretary of State, the chair of governors, the Director of Education for Bradford, the Managing Director of Education Bradford and the Director of Education for the Diocese of Bradford.

Yours sincerely

Elisabeth Linley  
H M Inspector