

Westbourne Primary School

Inspection report

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| Unique Reference Number | 107300 |
| Local Authority | Bradford |
| Inspection number | 309369 |
| Inspection dates | 15–16 November 2007 |
| Reporting inspector | Keith Bardon |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 465 |
| Appropriate authority | The governing body |
| Chair | Mr Huddleston |
| Headteacher | Ms Belinda Wardle |
| Date of previous school inspection | 14 September 2005 |
| School address | Skinner Lane Bradford West Yorkshire BD8 7PL |
| Telephone number | 01274 483138 |
| Fax number | 01274 773328 |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This large primary school serves an area of substantial disadvantage close to the city centre. With very few exceptions pupils are from minority ethnic backgrounds, predominantly Pakistani with others from India, Bangladesh and Eastern Europe. A very high proportion of pupils speak English as an additional language. When they first enter the Nursery, approximately two thirds of the children speak very little or no English. The proportion of pupils with learning difficulties and/or disabilities is average, although the number with a statement of special educational needs is above average. The school is an Investor in Pupils and holds the Artsmark Gold and Healthy Schools award. It provides family learning courses.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Westbourne is a good school which is improving systematically under strongly focused leadership. The headteacher's ambition for the school and pupils' achievements is shared by staff and governors and together they instil in pupils the confidence to succeed. As a result pupils' personal development is outstanding and they develop into sociable and enthusiastic young people with a strong sense of self-worth. Parents say they are proud of the school and of the education it provides for their children. Pupils share this sentiment and describe the school as a happy and fun place to be, with teachers who are kind and helpful. Most pupils attend regularly and know how to stay healthy and safe. They behave extremely well, listen carefully to their teachers and have a strong sense of responsibility. The many skills pupils acquire prepare them well for the future.

Although pupils make good progress throughout their time at the school and achieve well, standards of attainment at the end of Year 6 are below average overall. From having very limited English when they start school pupils of both sexes acquire speaking, reading and writing skills at a good pace. However, when pupils take the national English assessments in Year 2 and Year 6 girls often attain much higher results than boys, because they use what they have been taught more effectively. There are clear signs that the steps the school has taken to raise standards in mathematics are having the desired effect but it is early days and standards have further to rise.

The sustained progress pupils make links directly to the good quality of teaching they receive and the excellent relationships that are forged. The teaching is particularly strong in Year 6. Careful lesson planning and lively activities ensure pupils build knowledge, understanding and skills securely and logically. Year 6 pupils described in detail how micro-organisms affect their lives and a Year 3 pupil how the remainder in a division sum is the, 'chocolate bar left that they are fighting over'. Teaching assistants play a full and active part and their work has a very positive effect on pupils' progress, particularly those who find learning difficult. The well structured curriculum provides a wide range of interesting activities which challenge and engage pupils of all ages. Frequent visits and links with other schools add much to pupils' experiences. The school has good resources for information and communication technology (ICT) but these are not used often enough to help pupils learn in different subjects.

The quality of care the school provides for all pupils is exemplary. Pupils know that if ever they have a problem, either personal or academic, someone in school will help them overcome it. Rigorously applied procedures enable staff to quickly identify those who need help and to provide the necessary support and guidance. Excellent use is made of outside agencies to provide additional support.

Through careful recruitment and deployment the headteacher has assembled a senior management team with complementary skills which functions extremely well. Accurate information about the school's work is gathered continuously using a range of effective strategies. This enables staff to respond quickly to any areas of need. Particularly effective is the manner in which detailed information is used to target support for pupils who need additional help. Although the governing body has some difficulty recruiting and retaining parent governors, it functions well, providing support and an increasing level of challenge to help the school continue to improve.

Effectiveness of the Foundation Stage

Grade: 2

Children often start in the Nursery with poor knowledge and skills, especially in their personal development, communication and language. They make good progress throughout the Foundation Stage because of the good teaching and support they receive. Even so, they are often still well below expectations for their age at the end of Reception. Good induction procedures ensure that children settle quickly into school routines and they work and play happily together. Relationships are excellent and children are very well cared for in a secure and attractive learning environment. Many of the activities staff provide promote the development of children's spoken language and they gain vital early skills in speech and communication at a good pace. A varied range of practical activities engage children's interest and set them firmly on the learning path. Provision and resources are mainly good but the outdoor area for the Reception classes is not as attractive and provides less stimulus for learning than other areas. Planning and assessment systems are good: children's progress is carefully tracked and activities matched to their individual needs. Parents are welcomed into school and given good guidance on how to support their children's learning at home. Leadership and management are good and staff work well together as a team.

What the school should do to improve further

- Improve the performance of boys in the school's national English tests.
- Raise standards in mathematics.
- Provide pupils with better opportunities to use ICT to aid their learning in different subjects.

Achievement and standards

Grade: 2

Although standards are below average overall by Year 6 pupils make considerable gains in knowledge, understanding and skills, often from a low starting point. Teachers' assessments for Year 2 pupils in 2007 showed standards to be well below average but substantially higher than when they first entered Key Stage 1. From having little or no English, pupils develop language skills progressively year-on-year. By the end of Year 6 a majority of pupils reach the expected standard in English and in the national tests in 2007 a quarter attained results that were above average. Although in English lessons boys appear to make similar progress to girls, when they come to the national assessments in Year 2 or Year 6 they do not perform as well and the gap is often substantial. For some time, standards in mathematics have lagged behind those in English. In 2007 three quarters of Year 6 pupils achieved the expected level but very few attained beyond and a significant minority were low attaining. The school has a well constructed programme in place to raise standards in mathematics but it is too early to make a detailed evaluation of its impact. The school set challenging targets in 2007. These were mostly achieved or exceeded but missed at the higher level in mathematics. Pupils with learning difficulties and/or disabilities are supported well and make good progress towards their learning targets. There is no significant difference in the attainment of pupils from different ethnic groups.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy their time in school because they find learning exciting and fun. This is reflected in their good attendance. Pupils' spiritual, moral, social and cultural development is outstanding. They are keen to do well: their attitudes to learning are very good and behaviour is exemplary. Older pupils willingly take on responsibilities and show care and consideration for younger ones when they act as lunch-time helpers and play-leaders. The school council is proud to be involved in decision making and appreciate the benefits that the extra equipment they asked for has had on behaviour at play-times. Pupils have a good understanding of how to stay safe, fit and healthy and are pleased with the success of the healthy tuck shop which they manage before the start of school. Pupils show initiative and work extremely well together when planning, advertising and managing their annual class fund-raising event and deciding how profits should be spent. Links with other schools and fund-raising for charity teaches pupils about responsibility in the wider community. Pupils leave the school as mature and confident individuals with a range of personal skills that prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 2

Excellent relationships are the foundation of the good quality of teaching and learning. Teachers have high expectations of what pupils will achieve and make learning fun with a variety of interesting activities. Most lessons have good pace and retain pupils' attention. As a consequence, the pupils behave very well and apply themselves with great energy. On a few occasions teachers push on a little too quickly and miss opportunities to check pupils' understanding or hold discussions to consolidate learning. Lessons are evaluated carefully and progress noted, so that following lessons build systematically on what pupils know. Pupils are encouraged to share their ideas with others and have developed good cooperative skills. Teachers frequently praise pupils for their contributions, which promotes their confidence and encourages them to further efforts. High-quality classroom displays provide guidance for pupils and add value to their work. Pupils with learning difficulties and/or disabilities are well supported by class teachers and the skilled and well trained teaching assistants. Teachers' marking praises and encourages but there are a few inconsistencies, particularly in the amount of information pupils are given about their individual targets. While some teachers use interactive whiteboards creatively and confidently others are not yet using them to their full potential.

Curriculum and other activities

Grade: 2

The curriculum meets pupils' needs well. Strong emphasis is placed on basic skills, in particular in English, and pupils are given many opportunities to talk about their work and ideas. Good use is made of the links between different subjects, which gives the curriculum relevance and cohesion. History, for example, is extended into physical education when pupils enjoy Tudor dancing. An increasing range of additional opportunities are available and around 40% of pupils are involved in extra-curricular clubs. The school has responded positively to the need for better swimming lessons and is keeping a close watch to ensure that as many pupils as possible achieve the national minimum standard. Provision for ICT has recently been upgraded providing good facilities, but these are not yet fully utilised to support pupils learning in different subjects.

The school encourages parental involvement by providing workshops and information about what their children will be studying.

Care, guidance and support

Grade: 1

Pupils are exceptionally well cared for in a happy and harmonious learning environment. Systems to safeguard their health, safety and well-being are robust and meet current requirements. Relationships are excellent and pupils feel safe and secure in school, happy in the knowledge that there is always someone to talk over any concerns they might have. The individual mentoring pupils in Year 6 receive is particularly effective. The very good provision for pupils with learning difficulties and/or disabilities and the more vulnerable pupils ensures that they are fully included in all that the school has to offer. The vast majority of parents are very pleased with the care given to their children and with the invaluable support that the school offers to themselves when needed. Support for pupils' academic development is very good. Effective strategies are used to track their progress and to identify where intervention is needed to boost or extend learning. Pupils are encouraged to assess their own learning and set well judged targets so that they know what they have to do in order to improve. Strong links with local high schools smooth pupils' transition to secondary education. The school's close work with parents, local organisations and other schools aids community cohesion.

Leadership and management

Grade: 2

In the two years since it was last inspected the school has built on the solid foundation inspectors found at that time and made good improvement. Pupils' progress is increasing and the school's capacity to make further improvement is good. The school is led with purpose and drive by the excellent headteacher. The senior leadership team give good support and work effectively as a team, utilising their complementary skills to provide extensive coverage of all key aspects of school management. As a result the school runs smoothly and has a positive ethos in which all who learn or work there feel valued, respected and supported. Procedures for measuring how well the school is performing are rigorous and very effective. Outcomes are evaluated thoroughly and the information used incisively to determine the next steps in the school's development. Subject leaders make a positive contribution to school management although some have still to acquire a fully detailed understanding of the quality of provision in their areas of responsibility. Governors are well informed and play a full and active part in the life of the school. Financial management is good. Plans to utilise the large budget surplus are well structured and securely based on improving pupils' learning and the school environment.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

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|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 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 | 2 |

The quality of provision

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

¹ 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.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 leaders and managers use challenging targets to raise standards | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for the very friendly greeting you gave the inspectors when we visited your school recently. Lots of you smiled and chatted to us which made us feel comfortable and welcome. We thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with us about the school.

Westbourne is a good school and we can see why you enjoy it so much. You told us how happy you are at school and your enthusiasm for learning was a pleasure to see. It is good that everyone gets on so well and that you find your teachers kind and helpful. The school takes extremely good care of you and we are pleased that you feel safe and secure. When we were in lessons and around school your behaviour was extremely good. You listened very carefully to your teachers and tried hard with the work they set. We think that you are growing into mature and sensible young people with a strong sense of responsibility.

Your achievements are good because you have good teaching. We were impressed by the progress you make in English, but the girls often do much better in tests than the boys. We have asked to school to look at this. If, when you sit the tests, the boys could try to use everything they have been taught, this would help a lot. Mathematics appears to be a hard subject for many pupils and we have suggested to the school that you could probably learn even more. We know teachers have already made changes to make the subject more interesting and to help you learn. You can help by learning as many number facts as possible and always looking for patterns in numbers when making calculations or solving a problem.

It was very clear that you have fun in lessons and you told us about the many interesting things you do. We thought the curriculum would be even more enjoyable if you were given more opportunities to use computers in different subjects and we have asked the school to look into this. If there are times when you think the computer might help you in your work tell the teacher. It might not always be convenient or appropriate but it does no harm to ask, as long it is a sensible request.

Thank you once again for a very enjoyable two days and I wish you lots of luck in the future.