

# Westbourne Primary School

## Inspection report

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<b>Unique Reference Number</b>	125858
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	315332
<b>Inspection dates</b>	26–27 September 2007
<b>Reporting inspector</b>	Brenda Spencer

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Veltom
<b>Headteacher</b>	Neil O'Boyle
<b>Date of previous school inspection</b>	20 January 2003
<b>School address</b>	River Street Emsworth PO10 8TG
<b>Telephone number</b>	01243 372726
<b>Fax number</b>	01243 370574

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Westbourne is an oversubscribed, village primary school. Most pupils are White British but a small number belong to other ethnic groups. None speak English as an additional language. The proportion of pupils receiving free school meals is low. It is average for those with learning difficulties and/or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Westbourne Primary is a good and very popular school. One parent spoke for many others in saying there is a 'very settled, friendly, welcoming atmosphere in the school'. Pupils thrive, becoming confident, caring and purposeful in all they do. The good care, guidance and support provided for them, the excellent work in partnership with other agencies and the engaging curriculum all result in pupils' outstanding personal development and well-being. Pupils are taught well across the school. Staff are particularly skilled at building pupils' confidence and using questions and discussions to probe and develop their understanding.

'Teamwork' is a term used repeatedly by parents to describe the way staff work together for the benefit of pupils. Leadership and management are good. A strong unity of purpose is inspired by a thoughtful and encouraging headteacher. This shared commitment to meeting pupils' needs and the track record of improvement since the last inspection give the school a good capacity to improve further. Checks made on teaching through monitoring what happens in classrooms identify well what is good practice and what changes will help pupils to learn better. Consequently, pupils make good progress and the vast majority achieve well. Most children enter the Reception class with skills broadly as expected for their age and get off to a good start because the provision for them is good. By the end of Year 6, further good teaching results in standards that are above average. Pupils with learning difficulties and/or disabilities are supported well and make good progress.

The good curriculum has been developed recently to provide better links between subjects. It includes many relevant experiences for pupils to develop their skills, such as in writing. Although it is early days, the effect appears to be very positive on pupils' learning and attitudes.

Although systems to keep the school under review are good overall, the analysis of data on pupils' performance is not precise enough to identify what can be improved to enable the school to provide an even better education for its pupils. Similarly, the marking of pupils' work is not used well enough to help pupils appreciate what they are doing well and how they can build even more effectively on their achievements.

## Effectiveness of the Foundation Stage

### Grade: 2

Children are well taught and cared for. They quickly settle into the Reception class and soon become confident in choosing activities from the good range provided. They have many opportunities to develop successfully important personal and social skills, as well as to gain confidence in areas such as communication, early reading, writing and number. By the end of the school year, almost all reach the standards expected for their age and quite a few are already moving beyond these. Presently, the outcomes of assessment are not used sufficiently to identify where precise improvements in provision can be made. This is evident for example in children's development of mathematical problem solving skills where they are not achieving as well as they could.

## What the school should do to improve further

- Make better use of data on pupils' performance to identify more precisely how standards and provision can be improved.

- Ensure that marking shows pupils how to improve their work and tells them what they have done well.

## **Achievement and standards**

### **Grade: 2**

The vast majority of children achieve well, including those with learning difficulties and/or disabilities, because they are taught well and the curriculum is motivating. Children enter the Reception class with skills that are generally as expected, although there is some variation in different year groups and a significant minority enter with weak literacy skills. They make good progress and, by the end of the Reception Year, most are reaching the standards expected for their age and are equipped well for the start of the National Curriculum. A few are already starting to work at the levels expected in Year 1, particularly in reading. The good progress children make in Reception continues to be built on successfully in Years 1 and 2, particularly in writing. In 2007, pupils made good progress from their starting points to reach standards that were average in reading and mathematics and above average in writing. Girls did especially well in writing, reaching standards well above average.

In 2007, pupils reached standards at the end of Year 6 that were above average in English and science and broadly average in mathematics. These standards represent good progress in all three subjects in relation to the pupils' starting points in Year 3. Very few pupils in the year group started in Year 3 with high attainment in mathematics and there were a relatively high number of lower attainers. The proportion of pupils reaching higher levels in English was very impressive. Given their starting points in Year 3, boys made particularly good progress in writing and did better than the girls. There are no trends of differences in attainment of boys and girls over time.

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

### **Grade: 1**

Excellent collaboration between the pupils, the school and local businesses has promoted a culture of healthy eating and given pupils a very sophisticated understanding of diet and nutrition. Pupils and staff rigorously adopt safe practices. As a result, pupils have a very good understanding of safety issues in the school and the wider community, for example in relation to travel to school. Pupils invest considerable energy in community projects such as the school fete and in raising money for charities such as SightSavers to benefit overseas communities. They develop the skills needed to take responsibility extremely well and reach standards that are above average. This enables them take their place in the community and to progress to the next stage in their education with confidence.

Attendance is good and enjoyment of learning is evident in every classroom. Pupils are proud of their school and do their best to promote it to visitors and in the community. Their behaviour is exemplary and they relate very well to adults and to each other. Within spiritual, moral, social and cultural development, pupils' moral and social development is outstanding. Their awareness of cultures other than their own is relatively less developed.

## Quality of provision

### Teaching and learning

#### Grade: 2

The school gives high priority to 'fostering positive attitudes towards learning' and works hard to ensure 'noticeable respect' between pupils and staff. It does these things with huge success. A strength of teaching is the confidence given to pupils to express their ideas and to risk being mistaken, for example, when explaining their strategies in solving problems. An excellent climate for learning and a beautifully maintained environment are evident in every class. These contribute to pupils' good rates of progress. Teachers use questions very well to probe and develop pupils' understanding. Teaching assistants are effectively deployed and give good support to help pupils from across the ability range to do well. In Reception, interesting activities are used very well to develop children's vocabulary. Just the right amount of time is given to activities to help children to maintain attention. While pupils are given good feedback in lessons on how to progress or to overcome difficulties this is not a feature in marking. Pupils are not given good advice often enough on how to improve their recorded work and reach higher standards, or helped to understand what they have done well.

### Curriculum and other activities

#### Grade: 2

Very recent reforms in the curriculum for pupils in Years 1 to 6 are building well upon the approach used in the Reception Year to make links between subjects and to promote pupils' understanding of the relevance of their learning. Already, pupils are making more use of key skills to support work across subjects, for example the use of mathematical skills when sorting different kinds of refuse when studying recycling. The curriculum translates into lessons that really capture pupils' enthusiasm. However, whilst lessons are generally well adapted to the different capabilities of pupils this is sometimes not the case, for example in what they are asked to record. The school offers an impressive range of extra-curricular activities in which pupils participate with enthusiasm. They are encouraged to work towards the highest levels and occasionally participate in sporting trials at national level. These activities make a major contribution to pupils' personal development. Given the proximity of the school to the sea, good attention is given to swimming through the use of the school's own pool.

### Care, guidance and support

#### Grade: 2

Comments such as 'staff are very caring and supportive' typify many parents' views. The pastoral care and support of pupils are excellent and very strong links are made with other agencies to guarantee this. All the necessary procedures are in place to ensure pupils are looked after by suitable adults in a safe environment and are engaged in activities for which the risks have been appropriately assessed.

Academic guidance has some good features but is not as effective as the attention to pupils' personal welfare. In lessons, pupils are supported very well and discussions are constructive in helping them to make progress. The needs of those with learning difficulties and/or disabilities are carefully considered and provided for. Consequently, these pupils make good progress. However, the data on pupils' progress is not analysed sharply enough to provide individual pupils with detailed advice on how to improve their performance.

## Leadership and management

### Grade: 2

The school is well led and managed. The governors, headteacher and senior staff work together with a common sense of purpose, providing a clear sense of direction. The governors make regular visits to the school, and are well informed about issues affecting the school both from their own observations and from a well organised programme of discussions with professional staff. Together, staff and governors have created an environment in which all pupils learn well and grow in confidence and self-esteem.

Since the last inspection much improvement is evident. Attendance is no longer unsatisfactory. Systems to review teaching are more rigorous leading to well targeted support for staff's professional development and improved learning. Parents and pupils are highly appreciative of the school's work and the school is becoming increasingly popular.

The school evaluates its performance carefully, for example through observation of teaching and learning, and accurately identifies some important areas which it should seek to improve. Analysis of attainment data, however, is insufficiently sharp to identify the precise detail of some of the action needed to accelerate pupils' progress and raise standards further.

The school is very strongly committed to doing the best it can for every pupil, including those who have special needs and those who are very able. Every child does indeed matter. Staff and resources are deployed wisely, and regular meetings between the appropriate member of the governing body and the bursar ensure that expenditure is tightly controlled.

**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).**



## Annex A

## Inspection judgements

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

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

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
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

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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**

28 September 2007

Dear Pupils,

Inspection of Westbourne Primary School, Westbourne, PO10 8TG

- Thank you for making us welcome when we came to your school recently. We enjoyed talking with you. A particular thank you must go to those of you from the School Council who gave up your time to tell us your views at lunchtime.
- What a lovely school you have. Every classroom is an attractive place to learn. We found that your school is giving you a good education and is particularly successful in helping you to become thoughtful, resourceful and independent people. The way staff look after you is very caring and it is no wonder that your parents comment on how happy you are. Your behaviour is exemplary. The interesting things you learn and the way you are taught help you have positive attitudes to all you do. You are learning the things you should in very interesting ways.

Please congratulate the adults who work in your school on all they do for you. They think carefully about how to improve things so your learning goes from strength to strength. We have suggested that the good advice you receive in lessons is also given when your work is marked so you know why you have done well and how to build on this. We hope you will take their good advice and give them your opinions about how you feel you are getting on. We have also asked the staff to look carefully at the information they have on your progress to see what can be done even better.

Please thank your parents for kindly sending in the many letters and responses to the questionnaire. These helped us to understand how well the school is doing.

Yours faithfully,

Brenda Spencer Lead inspector

**Annex B**



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Lead inspector