

Westbury Park Primary School

Inspection report

Unique Reference Number	108973
Local Authority	Bristol, City of
Inspection number	324870
Inspection date	7 July 2009
Reporting inspector	Rowena Onions

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	414
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Jenny Cliff
Headteacher	Alan Rees
Date of previous school inspection	6 July 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bayswater Avenue Westbury Park Bristol BS6 7NU
Telephone number	01173 772676
Fax number	01179 232730

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors, who evaluated the overall effectiveness of the school and investigated the following:

- the progress of girls in Years 3 to 6
- the impact of the curriculum on pupils' personal and academic development
- the quality and effect of recent school improvement initiatives.

Evidence was gathered from observation of lessons; scrutiny of pupils' work in class; discussions with pupils, the staff and three governors; and a scrutiny of school documents and parent questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation form, were not justified. These have been included where appropriate in this report.

Description of the school

This popular, larger than average sized school serves its local area. The greatest majority of pupils are of White British origin and almost all speak English as their first language. A small number of pupils come from a range of different ethnic backgrounds, with no one group being significantly represented. A below average number of pupils have a range of learning difficulties and/or disabilities. Children in the Early Years Foundation Stage are taught in three Reception classes. There is an after-school club run in the school that is managed by a private provider.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Westbury Park is a good school. The education it provides has a number of outstanding aspects, in particular an inspiring curriculum. The very strong leadership of the headteacher has established a school that very successfully promotes the outstanding personal development and well-being of the pupils.

Pupils begin the school with standards that are above expectations for four-year-olds. By Year 6, they attain standards in English, mathematics and science that are well above average. The vast majority make at least good progress across the school. The small number who have learning difficulties and/or disabilities and those who are gifted and talented make particularly good progress. However, there are a few pupils, especially amongst girls in Years 3 to 6, who could be achieving better.

Pupils enjoy school. The outstanding curriculum means that their day is full of variety, ensuring their interest in and enjoyment of school. In the words of a parent, 'They are always doing something different to keep up the excitement.' Teaching is good throughout the school. Strong planning means pupils are actively engaged in lessons that promote both the learning of basic skills and their ability to apply these in imaginative, creative and real-life situations. Standards in art around the school are high and illustrate the teachers' wish to extend the pupils' creativity.

Teachers and other staff develop strong relationships with pupils. Lessons are harmonious and purposeful. Teachers use assessment strategies very well to ensure pupils know the purpose of lessons and to encourage them to give detailed attention to what will make them successful. Feedback, including marking, is often of high quality and helps pupils know how to improve. However, on occasion, teachers do not use what they know about the pupils to ensure that each is optimally challenged in class or in the longer term and thus a few do not learn as quickly as they should. This was identified by a small but significant number of parents who otherwise hold overwhelmingly positive opinions of the education provided by the school.

Pupils' personal development is excellent and includes outstanding spiritual, moral, social and cultural development. Pupils are helpful and attentive to each other, supporting each other very well. In a Year 2 class, for example, they pointed out to the teacher that a classmate, who had previously struggled to answer a question, was now ready to do so. Pupils show knowledge of and respect for the lives and cultures of others. They are polite, articulate and very well behaved. The curriculum ensures that they know how to keep themselves happy, safe and well. They are active and enjoy the variety of physical activities planned for them. They know what constitutes a healthy diet and way of life. Pupils make a significant contribution to the day-to-day running of the school, for example, through the school council. Initiatives such as the linking of pupils in Year 4 and Reception for reading activities promote their understanding of community, as well as of the taking of responsibility.

The school takes great care of its pupils, ensuring that they are safe and secure. Those with additional difficulties both personal and educational are very effectively supported. Links with other professionals assist this and are strong and productive. Parents are very positive about the ethos in which their children are taught and cared for. For example, one parent commented, 'This is a positive, happy school.'

The headteacher, ably supported by senior leaders, has a clear educational vision that is successfully translated into a school that ensures pupils know how to learn and like learning.

As a result of this, they develop skills and attitudes that place them in a strong position to take advantage of their future education and later lives. Ongoing school self-evaluation is accurate and thorough. Members of the relatively new middle management team have taken good action to assist school improvement, for example, the development of assessment and improvements in mathematics. They collect a good amount of data about the pupils' progress and are beginning to make use of this to pick up underachievement. However, these data are not yet used with sufficient precision in pinpointing areas for further examination. For example, subject leaders have not yet fully investigated why the very successful approach to encouraging boys' progress has not been as helpful in promoting the progress of girls.

Governance is good. Governors have good knowledge of the school and are supportive and challenging. They manage resources extremely well, ensuring that the restrictions of the cramped accommodation do not affect pupils' learning. Governors are a little over dependent on information given to them by staff rather than from first-hand knowledge of the provision. The school's contribution to community cohesion is developing extremely well, with time and thought being put into ensuring the school plays a full part in the local and extended community. The energy and enthusiasm of all the staff and governors, together with the good record of past developments, mean that the school has good capacity to make further improvements.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children in Reception achieve well and attain above the standards expected by the end of the year. The lively curriculum balances activities directly taught by an adult and those initiated by the children well. Excellent relationships mean the children are relaxed and happy and gain a self-confident attitude to learning. The use of the outdoor space available is developing well, but the school is right in working to improve this further to widen the scope of the outdoor activities. Perceptive day-to-day assessments help teachers to build up a picture of what each child can do, assisting them to target their teaching more effectively. At present, some inconsistencies in the data about the children's progress mean that the school cannot be sure of the progress being made by each child over time and cannot fully see the overall strengths and weaknesses in the provision. There has been very effective leadership in the development of the new Early Years Foundation Stage curriculum in ensuring the high quality care that is taken of the children and in the forging of very productive relationships with parents.

What the school should do to improve further

- Secure maximum progress for each individual pupil by: - ensuring all girls in Years 3 to 6 make at least good progress; - making further use of the assessments made by teachers and of the school's data to ensure that pupils are fully stretched in all lessons.

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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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
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	1

The quality of provision

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

Leadership and management

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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
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

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

8 July 2009

Dear Children,

Inspection of Westbury Park Primary School, Bristol BS6 7NU

On behalf of the inspectors, I would like to thank you for your very friendly welcome when we came to visit your school. I know you will be pleased to know that we think yours is a good school, with a number of outstanding features. We are glad that you like school and it was also good to hear that you feel so safe and well looked after. We think your headteacher deserves congratulations for everything that he has done for you all.

This is what we liked most about your school:

- The good progress you make in learning to read, write and do mathematics, and the high standards many of you reach.
- The range of exciting and interesting activities provided for you.
- That you behave extremely well and you are really good at supporting each other.
- That you are taught well and have good relationships with your teachers, who try to make your lessons fun.
- That you are developing good skills in knowing how to learn.
- The good advice teachers give you about how to improve your work.
- The way teachers are working to improve your school.

We have asked your headteacher and teachers to do two things to help make your school better:

- To make sure that all of the girls in Years 3 to 6 are helped to make good progress.
- To use what they know about you to make sure each one of you learns as much as you can in your lessons.

We are very glad that you like your school and think you are right to do so. We think that you could help your teachers to make your school even better by continuing to work hard and doing your best.

Yours faithfully

Rowena Onions

Lead inspector