

Bourne Westfield Primary School

Inspection report

Unique Reference Number	120402
Local Authority	Lincolnshire
Inspection number	327272
Inspection dates	5–6 November 2008
Reporting inspector	Martin Newell

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	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	628
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	Mr I Fuller
Headteacher	Mr T Bright
Date of previous school inspection	7 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Westbourne Park Bourne Lincolnshire PE10 9QS
Telephone number	01778 424152
Fax number	01778 393831

Age group	4–11
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Introduction

The inspection was carried out by four Additional Inspectors.

Description of the school

Bourne Westfield Primary is a much larger than average sized school. The proportion of pupils eligible for free school meals is below the national average. The percentage of pupils with learning difficulties and/or disabilities is a little below that found nationally, but the proportion of pupils with a statement of special educational needs is a little above. Almost all pupils are from White British backgrounds and there are very few pupils at an early stage of acquiring English. Early Years Foundation Stage (EYFS) provision is provided for children in the Reception classes. A privately owned playgroup, based on the school site, runs each weekday during term time. The school has gained both Healthy Schools and Investors in People awards as well as Activemark Gold for its commitment to pupils' physical activity.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Bourne Westfield Primary is an outstanding school that fully deserves the high reputation it holds in the local community. The vast majority of parents are supportive and appreciative of the quality of education provided and one comment echoed by many sums up their views: 'An excellent school. I wish children elsewhere could have the same experience.' This is a school that never stands still, never rests on its laurels, and it is this readiness to embrace change and move forward that indicates that its capacity for further development is outstanding.

Children commence school with broadly average starting points. By the time that they leave, standards are consistently significantly above the national average, and at times are higher. This represents outstanding progress and achievement and the reasons for this are abundant, not least, because of the pupils themselves. Their behaviour is outstanding, but what shines like a beacon is their thirst for new knowledge and skills. Their attitude to learning is first class and they enjoy every minute of their time at school. Pupils' attendance is very good and they make a significant contribution to the school and wider community. Add into the mix pupils' excellent awareness of what is needed to follow healthy and safe lives, and their high standards and achievement, and it is easy to see why they leave the school excellently prepared to tackle future challenges.

Outstanding schools always have notable strengths in teaching and the curriculum and this school is no exception. Teaching is good, at times it is outstanding. Many lessons are exciting and captivate the imagination of the pupils. Excellent relationships and classroom management are consistent features. More often than not pupils are given opportunities to operate as independent and investigative learners, though on occasions, teaching does not capitalise on these skills and pupils' infectious enthusiasm and learning is consequently a little more mundane. The curriculum is vibrant, packed full of activities that help to bring learning springing to life. Music and sport are given high prominence and the plethora of enrichment activities add a further dimension as well as enhancing pupils' love of school. The school has rightly put in place plans to develop the outdoor environment for children in the EYFS because at present it restricts more adventurous learning.

The pastoral care of pupils is outstanding and staff go the extra-mile in meeting the individual needs of all pupils. Pupils feel safe and valued and they have a voice that is listened to and respected. The high level of mutual respect between adults and pupils adds much to the sense of community that envelops the school. Academic guidance is also a strong feature because it provides pupils with challenging individual targets and often, but not yet fully consistently, gives them clear pointers for improvement.

Leadership and management is outstanding at all levels because of its sustained commitment to providing a high quality of education for all pupils. The headteacher leads the way in always raising the bar of expectation higher in the quest for both excellence and enjoyment. There is little doubt that the fulfilment of this quest is in accomplished hands.

Effectiveness of the Early Years Foundation Stage

Grade: 2

EYFS provision is good with outstanding aspects. As a result of good teaching and a good curriculum, children progress well to reach standards that are a little above those usually found at the end of the EYFS. Excellent partnerships are forged with parents and the different settings

children come from. This, and outstanding care and welfare systems, helps children settle quickly, comfortably and safely into school. Children's personal development is excellent. They quickly learn how to make decisions for themselves and how to work and play alongside each other. Their self-esteem and confidence are sky high as witnessed by a boy who having studied what the teacher does, set about conducting his own mathematics lesson for his classmates! Staff are universally good at questioning and often allow children to lead their own learning activities. Effective assessment procedures give staff a good idea of children's differing abilities and needs, but occasionally tasks set for all children are the same. A good balance is struck between indoor and outdoor learning but the outdoor area is underdeveloped and places some constraints on the activities, especially when it comes to active learning. Leadership and management are good. The new leader has ensured that consistent approaches to teaching and learning are applied across the unit as whole. She has a good understanding of current strengths and of what needs to be done to improve. These have yet to be articulated in a designated EYFS improvement plan.

What the school should do to improve further

- Ensure that teaching consistently capitalises on pupils' strengths as independent, inquisitive and highly enthusiastic learners.
- Ensure plans to improve EYFS outdoor provision are implemented and utilised to best effect to further enhance children's learning experiences.

Achievement and standards

Grade: 1

Attainment when children start at the school is broadly in line with national expectations. Children get off to a good start in the EYFS and by the end of the Reception year attainment is a little above expectations. This good start is built on in Years 1 to 6 where progress is never less than good and at times outstanding, for example, for some pupils in Years 1 and 2 and for many of the older pupils in Years 5 and 6. By the time that pupils leave, standards in English, mathematics and science overall are consistently significantly above the national average and at times they are higher. Add to this the very good standards pupils reach in the development of enquiry and investigative skills by the time that they leave school and it is evident that the overall achievement and progress of all groups of pupils is outstanding. This success owes much to excellent leadership, a vibrant array of learning activities, imaginative teaching, challenging target setting and pupils who have a continual thirst for new learning.

Personal development and well-being

Grade: 1

Pupils' excellent behaviour, their love of learning and desire to succeed are just some examples of pupils' contribution to the success of the school. Attendance is very good because pupils thoroughly enjoy being here. Pupils' spiritual, moral, social and cultural understanding is first class. They grow in independence and confidence and have numerous chances to exercise responsibility right from the youngest classes. They have an excellent understanding of how important it is to be good citizens. They contribute outstandingly well to the school community and beyond through the myriad of jobs they do, their roles as peer mediators, school councillors, 'ECO warriors', play facilitators and participation in many of the town's environmental projects. Opportunities for them to develop their understanding of multicultural Britain are not quite as strong but their fundraising for national and international charities helps them recognise

they are part of a global community. They have an excellent understanding of how to follow healthy lifestyles and to manage risks in their lives. Initiatives such as the 'Business Club' and 'Environmental Club', where the oldest pupils organise many of the activities, help them to gain an excellent insight into enterprise and how work place decisions are made. When all these tremendous aspects of pupils' personal development are put together they provide a winning combination and it is little surprise that pupils leave the school extremely well prepared for secondary school.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good, at times outstanding and the cumulative impact of this consistent level of teaching explains why pupils make outstanding progress overall. Teaching rarely dips below the good level. Consistent strengths are excellent relationships and management of pupils. Classrooms are very productive places in which pupils readily give of their best. Skilled and well deployed teaching assistants play a crucial role in ensuring that pupils' individual needs are given due consideration. For the most part teaching capitalises on pupils' zest for learning and sets them highly imaginative and creative tasks. In Year 6, for example, pupils readily put themselves in the position of children whose lives are damaged by war as a prelude to writing and filming their own sketches. In this and many other similar lessons, pupils respond with relish and join in with teachers as true partners in learning. Occasionally, teaching is not of this high standard because while it is accurate and focused, it does not ignite thinking, and does not make the most of pupils' talents as independent learners and of their great enthusiasm. There is some excellent marking of pupils' work, particularly in writing, which leaves pupils in no doubt what they need to do to improve but this practice is not yet consistent enough.

Curriculum and other activities

Grade: 1

Pupils thrive because of the rich, vibrant and varied curriculum on offer. The school places an excellent emphasis on pupils' literacy and numeracy skills and is seeking to further expand the use made of computers and technology. Subjects are linked together very well and the excellent manner in which drama is incorporated into lessons gives pupils a real empathy for the characters they are portraying, as well as inspiring their writing. Pupils have a plethora of learning opportunities to expand their horizons, helped in no small measure by the impressive array of after school clubs and visits. Sporting and musical opportunities are extensive. Many sports are covered and the school enjoys a great deal of competitive success, particularly in cross-country running. Musically, many pupils learn an instrument and put them to the test in the excellent jazz and rock groups, orchestra, choirs and school productions. The outstanding provision for pupils' personal social and health education is greatly enhanced by the innovative and exciting work of the award winning gardening club, outdoor science lessons and environment club.

Care, guidance and support

Grade: 1

This is an extremely caring and supportive place to learn where the individuality of each pupil is recognised and celebrated and despite its size, a sense of family wraps around the school.

The very high regard shown for every pupil, and deep concern that they all thrive and achieve is shared by all staff. Pupils state that there is always someone to talk to if they have any concerns whatsoever. Pupils are given a genuine voice in the life of the school and they greatly value the respect and responsibility invested in them. Very good links have been forged with outside support agencies and excellent support is on hand for pupils with learning difficulties and/or disabilities, and vulnerable pupils. Procedures for safeguarding pupils are securely in place. Academic guidance is very good. Pupils' progress in key subjects is tracked in an excellent manner and pupils have a very astute understanding of their personal targets and levels they are working at. However, the school has accurately identified the need to sharpen the procedures for tracking pupils' progress in the foundation subjects to match that of the core subjects.

Leadership and management

Grade: 1

Outstanding leadership often lies at the core of outstanding schools and this school is no exception. The headteacher has been the catalyst in driving the school onwards and upwards since the last inspection. He has left no stone unturned in the quest for excellence and has brought staff, governors, parents and pupils along with him. There is a tangible sense of team spirit committed to providing a vibrant education for all pupils. Procedures for monitoring teaching, analysing test results and setting challenging targets are rigorous and robust and bring about sustained improvements. The school's self-evaluation is accurate and effective, and leadership exhibits a strong capacity to run with new initiatives but always ready to measure the impact on standards and achievement. Governance is excellent because governors are incisive, challenging, supportive and committed to the continued success of the school. The school's drive to community cohesion is reflected in links with parents, other schools both near and far, and the local community, with a commitment to embracing all in the life of the school.

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?	1
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	1

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?	1
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
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	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	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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
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 eliminated	1
How well does the school contribute to community cohesion?	1
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	1
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**

7 November 2008

Dear Children

Bourne Westfield Primary School, Bourne, PE10 9QS

Many thanks to you all for making our visit to your school so enjoyable and worthwhile and one that we will remember for a long time. We greatly appreciated the opportunities to talk to you about work and school, and a special thanks to the pupils who met with us to discuss their views. It was great to hear how much you love school and all the terrific activities you take part in both during and outside of the school day. It was good to hear how safe and secure you feel, that bullying is not an issue and that there is always someone to talk to if you have any concerns.

We found so many good things about Bourne Westfield School that we have to agree with you and say that it is an outstanding school, and a great and fun place to learn. Teachers and other staff make learning exciting and in doing so help you achieve exceptionally well. The curriculum is exciting with many interesting activities on offer and lots of visits, visitors and after school clubs. The school is excellent at helping you keep safe, fit and healthy, and the way that it cares for you is outstanding. Mr Bright is a terrific headteacher and the teachers, staff and governors are a premiership team in providing a high quality of education for all of you.

There is another fantastic strength that I have not mentioned yet and that is you- the children! We thought your behaviour, enthusiasm and desire to do well were all outstanding. The contribution you make to the life of the school is something to be proud of. Add to this your knowledge about healthy lifestyles and how well you all get on together and it is true to say you are excellent ambassadors for the school. Well done!

Even outstanding schools like yours can get better so we have asked Mr Bright and the teachers to ensure that teaching is always exciting and capitalises on your infectious enthusiasm, and that the outdoor play area for children in the Reception classes is made even better. We know you will want to continue playing your part in the success story that is Bourne Westfield Primary School by working as hard and behaving as well as you do now. I wish you every success in the future. It was a pleasure and privilege to meet you.

Yours sincerely

Martin Newell

Lead inspector