

# Westrop Primary School

## Inspection report

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<b>Unique Reference Number</b>	126253
<b>Local Authority</b>	Swindon
<b>Inspection number</b>	340945
<b>Inspection dates</b>	1–2 March 2010
<b>Reporting inspector</b>	Rodney Braithwaite

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 of pupils on the school roll</b>	191
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Graham Stephens
<b>Headteacher</b>	Mrs Janet Urban
<b>Date of previous school inspection</b>	28 November 2006
<b>School address</b>	Newburgh Place Highworth Swindon SN6 7DN
<b>Telephone number</b>	01793 762897
<b>Fax number</b>	01793 764069
<b>Email address</b>	admin@westrop.swindon.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent about two thirds of their time looking at the learning of pupils. They visited 18 lessons and observed seven different teachers. They held meetings with groups of pupils, a school governor and staff. They observed the school's work and looked at documentation relating to the school's self-evaluation, pupils' attainment and the assessment of pupils' progress, school policies and the safeguarding of pupils. They also examined samples of pupils' work, the school improvement plan and governing body minutes. Inspectors analysed 60 parental questionnaires and other written responses from staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of children on entry to the Early Years Foundation Stage and the progress they make through the school
- the attainment of more able pupils in mathematics, and the rate of improvement of pupils capable of reaching above-average levels
- evidence of the monitoring and evaluation of teaching and learning, and its use in guiding improvement
- the effectiveness and accuracy of the school's self-evaluation and its impact on school improvement.

## Information about the school

Westrop is a slightly smaller-than-average-sized primary school, which is now growing following the closure of a neighbouring school. Most pupils are of White British heritage. The number of pupils with special educational needs and/or disabilities is above average, with a majority having specific learning difficulties, and eight have a statement of special educational needs. A new Children's Centre, managed by the school governors, has recently opened on the school site. The school manages a breakfast club and after-school club in a bungalow on the school grounds. The school has won a number of awards including Healthy Schools and Silver 'Sing-up'.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

Westrop is a satisfactory school which has dealt effectively in the last two years with major building works on site, changes in key staff, and the consequences of a reorganisation of schools in the area. The school has some important strengths and there is considerable evidence of good and continuing improvement in a number of aspects. Improvements include the continued development of the Early Years Foundation Stage, the provision of an exciting and enjoyable broad curriculum, better assessment systems and a wider distribution of management responsibilities to enthusiastic and energetic young leaders. Additionally, the headteacher and Chair of Governing Body share a strong partnership which evaluates the school accurately and is identifying clearly the school's strengths and areas for improvement. These factors weigh strongly in the judgement that the school has a good capacity for sustained improvement in future.

There are good relationships between staff and pupils, and all members of the school community confirm the strong teamwork and warm ethos of the school. The school has good links with the local community, especially other local schools, although community links nationally and globally are still being developed. Pupils express great pleasure in their life in school, demonstrated by their good attendance and behaviour. One typical view of a pupil is, 'All the teachers and children at school listen and care about me, and we always learn from our mistakes'. Pupils are cared for well and safeguarding procedures are good. This is appreciated by parents, the large majority of whom are very pleased with what the school offers. One parent wrote, 'The school is absolutely brilliant, teachers are wonderful, and my child learns so much so quickly'.

Children make good progress in their learning in the Early Years Foundation Stage. Their progress in Years 1 to 6 is satisfactory, but it is evident that some are making accelerated progress as a result of action taken by the school. Pupils with special educational needs and/or disabilities are well supported and make good progress. Attainment in reading and writing is improving, and is good in science. Progress in mathematics has been variable in recent times, and few more-able pupils have reached the levels of which they are capable. Attainment is now looking better in mathematics although improvement is not consistent in all classes. The quality of teaching is satisfactory and improving, although good practice is not yet shared enough, and the monitoring and evaluation of teaching lacks a cutting edge. Most pupils can name their targets but few are clear on how they can reach them, and are not involved sufficiently in self-assessment.

The hard working and well-respected headteacher has managed many challenges well, and the governing body makes a strong contribution to the leadership and management

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of the school. The school is well placed to manage its proposed increase in size next year.

### **What does the school need to do to improve further?**

- Build upon the recent improvements in attainment and progress in mathematics by ensuring that more-able pupils are set appropriate challenges at all times in order to reach their true potential.
- Further develop rigorous monitoring of teaching and learning by:
  - sharing more widely existing good practice in order that teaching throughout the school becomes consistently good or better
  - ensuring that all pupils have a clear understanding as to how and what they need to do to improve their learning
  - giving all teachers a clearer understanding of how to use assessment data and time targets in order to drive rapid improvement, and prevent pupils from falling behind.

### **Outcomes for individuals and groups of pupils**

**3**

The school is focusing strongly on raising the attainment of all pupils. After joining Year 1 with an average level of skills most pupils make steady progress throughout all year groups, and their attainment when they leave at the end of Year 6 is average. However, there are occasional variations; for example, in 2009 pupils' attainment was above average in science, but below average in mathematics. This was because few more-able pupils reached above average levels in mathematics. Although more challenging tasks are planned for them they are sometimes not moved on to them quickly enough. There is strong evidence that attainment in mathematics is now improving, and that improvement in writing, especially that of boys, is continuing. Pupils with special educational needs and/or disabilities make good progress and attain better than similar pupils nationally. Pupils throughout the school achieve well in information and communication technology, and their attainment is above average. Pupils have very positive attitudes to learning, especially when involved in practical 'hands on' activities such as finding out how the stomach works by using a balloon and other materials. Pupils have good recall of many of their learning activities and barely mention any dislikes.

The school has a friendly, lively and creative ethos where relationships are good and pupils feel very safe and confident in the support they get from adults. 'Fun' appears in the comments of many pupils, who also suggest, 'It is a well mannered school', and, 'It is interesting because we learn things that are quite complicated'. Their clear enjoyment of school is shown by their consistently good attendance. The behaviour of almost all pupils is good both inside and outside school. Pupils are always ready to accept responsibilities and are keen to be involved in the work of the school council. Pupils are fully involved in the school community, and play a significant part in the local community

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including cluster schools' events, and Christmas plays and celebrations. Pupils appreciate the need for a healthy lifestyle, and enjoy the many well-supported sporting activities and clubs provided for them. Their good spiritual, moral and social education is evident throughout the school, although their cultural education is less well developed. They are steadily developing their basic skills and personal qualities in readiness for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

Teaching and learning are at present satisfactory, although some teaching is good, and none is unsatisfactory. Teaching is best when pupils are actively involved in activities which stimulate enthusiasm and interest, for example, when pupils in Year 5 used hand-held 'sharp response' units to work out the areas of two-dimensional shapes. Teachers have very good relationships with their pupils, and generally work effectively with competent teaching assistants, who make a good contribution to the learning of pupils with special educational needs and/or disabilities. Better assessment systems have been introduced and tracking of pupil progress is more accurate. However, not all

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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teachers take action quickly enough if pupils are falling behind and they remain unsure about the use of data. Planning for the needs of pupils with a wide range of abilities, although in place, is not always used effectively for the needs of more-able pupils, especially in mathematics, and so some pupils are involved in tasks which they can complete easily. Although many pupils know their learning targets, teachers do not always make clear to them, often through their marking, how they can improve and reach their targets.

The curriculum is a strength of the school. It is broad and balanced and offers pupils many opportunities for exciting and enjoyable learning. They learn to handle, and organise a variety of good quality resources which encourages both independent and cooperative learning. Investigational skills are reflected in good attainment in science, and the continual encouragement by the school for pupils to use information and communication technology in all areas of the curriculum. Opportunities for developing English and mathematics skills, across all subjects are also planned and are beginning to help strengthen basic skills. The curriculum is enriched by a good range of extra-curricular activities, clubs, visits and visitors. Pupils especially enjoy their 'quest' studies such as the Tudor day. A feature of the curriculum is the introduction of 'learning logs' for pupils which encourages the development of research skills both in school and at home with the help of parents. The curriculum contributes well to spiritual, moral and social education, but less so to pupils' understanding of the multicultural society they live in.

Pupils at all times are well supported, guided and cared for because their needs are well understood by the staff. Provision for pupils with special educational needs and/or disabilities is good because there are effective programmes of support. Procedures for dealing with attendance issues are robust and implemented rapidly. Provision for child protection and risk assessments are fully in place. There are good arrangements for the transition of pupils on to their next phase of education. Both the breakfast and after-school clubs are well organised, well resourced and effectively managed. Most importantly, pupils greatly enjoy going to them.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The experienced headteacher has rapidly developed a young, ambitious, energetic and continually improving leadership team. The team and governing body have faced a

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number of challenges recently, such as school reorganisation and extensive building work. They have demonstrated consistently the determination and enthusiasm to tackle areas of weakness successfully. A number of key management structures are now in place, including better assessment procedures, an innovative and exciting curriculum, and better systems for monitoring teaching and learning. Target setting is now greatly improved and based upon much better use of data. The leadership realises however that the management of teaching and learning needs additional rigour, so that identified priorities are carried through more quickly and decisively. Governors, well led by a knowledgeable Chairperson, have a very clear view of the school, and have been strengthened considerably by new appointments. They have ensured that safeguarding procedures are fully in place and effectively used. School self-evaluation is realistic and based upon secure evidence.

The school has made good progress in promoting equalities, to ensure for example, the significant number of pupils with special educational needs and/or disabilities make good progress throughout the school. However, the school recognises the weakness in the attainment of more-able pupils in mathematics and is taking rapid steps to deal with this. The school has a good range of partnerships, which are effective in providing support for the most vulnerable pupils and families. The school has good engagement with parents and carers who are regularly encouraged by leaders and teachers to be involved in their children's education. The contribution to community cohesion is well promoted in the school and local community, and is beginning to develop positively both nationally and globally following the introduction of several new initiatives.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>



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## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills below those expected for their age. They make good progress in all areas of their learning, mainly because they are provided with an exciting and stimulating curriculum in a well-resourced environment. This was exemplified during the inspection when children excitedly became 'dinosaur detectives' and went on an archaeological dig. Children's care, safety and welfare are a high priority, and teaching is consistently good. Children behave well because they have good relationships with each other and the sympathetic and caring staff. They are developing good independent skills and often take responsibility for their own learning across a wide range of activities. There are some missed opportunities to encourage children to engage in physical activity, although outdoor resources are good. Activities in the classroom are well-matched to children's needs and interests, resulting in the good development of children's reading and creative skills.

Leadership and management are good. The Early Years Foundation Stage leader has clear and effective systems in place for assessing and tracking children's progress. Relationships with parents and carers are very good, and transition arrangements to Year 1 are good.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

About a third of parents responded to questionnaires. They showed strong approval of the school especially in believing that their children are safe and enjoy coming to school. A number commented on the friendliness and approachability of the staff, and the good leadership and management of the school. Few questionnaires expressed concerns with the school, with no question producing a significantly negative response. Parents' views are typified by the comment, 'My child is really lucky to be a pupil at Westrop school'.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westrop Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 60 completed questionnaires by the end of the on-site inspection. In total, there are 191 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	31	52	28	47	1	2	0	0
The school keeps my child safe	32	53	26	43	1	2	0	0
The school informs me about my child's progress	28	47	27	45	4	7	1	2
My child is making enough progress at this school	30	50	26	43	4	7	0	0
The teaching is good at this school	32	53	21	35	5	8	0	0
The school helps me to support my child's learning	25	42	31	52	3	5	0	0
The school helps my child to have a healthy lifestyle	25	42	30	50	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	40	26	43	4	7	0	0
The school meets my child's particular needs	23	38	29	48	4	7	0	0
The school deals effectively with unacceptable behaviour	17	28	37	62	4	7	0	0
The school takes account of my suggestions and concerns	21	35	33	55	4	7	0	0
The school is led and managed effectively	24	40	28	47	3	5	1	2
Overall, I am happy with my child's experience at this school	29	48	26	43	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 March 2010

Dear Pupils

Inspection of Westrop Primary School, Highworth, SN6 7DN

Thank you so much for the warm welcome you gave us when we visited your school recently. It was enjoyable talking to you and thank you all for being so polite and helpful. We think you go to a satisfactory school which gives you many enjoyable learning experiences. You are well looked after by all the staff who keep you safe. You behave very well, and we are delighted that you like school so much and have good attendance. It was also pleasant to hear that you like your teachers so much, and that your parents are pleased with what you do in school and how the staff look after you.

We think you have a very interesting curriculum, and enjoyed hearing about your learning 'quests', and especially your description of how our stomachs work. You do really well in science and information and communication technology, and children in the Reception class have a great time and learn very well. Your headteacher, teachers and all the other members of staff try very hard to help you learn as well as possible. We are making these suggestions to them to help you improve even more, and we are sure that you will do your best to help. We are asking them to:

- help you to do even better in mathematics, especially some of you who sometimes find learning easy because we think you can do even better when you are really challenged
- make sure you understand what you have to do to reach your learning targets, and help you to do this as quickly as possible.

You can help by telling your teachers if you think your work is too easy, or you do not understand it. We do not want anyone to fall behind or not do as well as they should.

Thanks again for being so helpful. We hope you are proud of your wonderful new Children's Centre. Good luck!

Yours sincerely

Rod Braithwaite

Lead Inspector

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