

Westbourne Primary School

Inspection report

Unique Reference Number	102987
Local Authority	Sutton
Inspection number	354530
Inspection dates	12–13 May 2010
Reporting inspector	Ken Bryan

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	472
Appropriate authority	The governing body
Chair	Bernie Higgins
Headteacher	Matthew Hiley
Date of previous school inspection	5 October 2006
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Introduction

This inspection was carried out by four additional inspectors. They visited 18 lessons and observed 16 teachers. They held meetings with governors, staff and pupils. They observed the school's work, and looked at a wide range of documentation, which included the school's analysis of pupils' progress, teachers' lesson plans, the school's development plan and pupils' work. In addition, the questionnaire responses of 126 parents and carers and 97 pupils were analysed and their comments taken into account.

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

- the rates of pupil progress from entry to the school and within each Key Stage
- the impact of initiatives to improve pupil attainment in Key Stage 1 and for higher-attaining pupils throughout the school
- the monitoring role of senior and middle leaders
- the impact of strategies to promote community cohesion.

Information about the school

This is a larger-than-average primary school. The large majority of pupils are from White British backgrounds with other pupils coming from a range of minority ethnic groups. A small, but increasing, proportion of pupils speak English as an additional language and many of these are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is below the national average. The proportions of pupils that have special educational needs and/or disabilities and those with a statement of special educational needs are below average. Pupils start school in the Nursery class as part of the Early Years Foundation Stage. The school has been awarded the Sports Activemark and Healthy School Status.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school where staff show exceptional levels of care for the pupils and their families. Pupils flourish within this exciting, friendly and supportive environment in which memorable experiences and opportunities ensure that they do well. Staff are very successful in maintaining an exceptionally strong inclusive ethos where all are respected and known as individuals. Relationships are outstanding and help to create an atmosphere where pupils feel very safe and confident. Pupils develop exemplary attitudes; they enjoy school and are very eager to learn. This is reflected in their high levels of attendance. Their behaviour is an outstanding factor in their successful learning and helps to create a very harmonious school climate. Pupils are actively encouraged to respect others through learning about a range of different beliefs, religions and lifestyles. They make an outstanding contribution to the school and wider community. As one parent said, reflecting the views of most, "What an outstanding school. The headteacher runs the school with great discipline, which is reflected in the pupils' behaviour and respect. This is a top school!"

All these positive features help pupils to achieve exceptionally well. From broadly average starting points in the Nursery and Reception classes, pupils make outstanding progress throughout the school to reach well-above-average standards by the end of Year 6. Equality of opportunity is central to the school's work and results in all groups of pupils doing equally well. Recent successful initiatives in the teaching of mathematics, especially in Key Stage 1, and a whole-school focus upon writing are having a positive impact on achievement. Greater attention is being focused on ensuring that higher-attaining pupils are sufficiently challenged and this has borne fruit, as seen in the excellent quality of writing of pupils throughout the school. Teaching is very effective because teachers use their good subject knowledge and skills well to present work that is interesting. Expectations are high and pupils respond well to the challenges set. They know how to improve their work and what to aim for because their targets are clear, and accurate marking of their work is regular and informative. However, opportunities for pupils to assess their own work against agreed criteria are inconsistent and this leads to minor variations in achievement.

The school's success stems from the outstanding lead given by the headteacher, who shows exceptional commitment to the pupils, their families and the local community. He is particularly well supported by ambitious and forward-thinking senior managers and governors. Their excellent leadership is clearly focused on promoting children's personal development and well-being and raising attainment. There are rigorous systems for checking how well the school is doing and identifying what it could do better. These reflect the school's consistent drive for improvement. The highly collaborative and

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reflective staff respond very well to the high aspirations and expectations of leaders and managers and are constantly trying to improve their practice. Governors are very knowledgeable about the school and this gives them the confidence to ask questions and strive for excellence. Outstanding leadership and management and recent successful developments ensure the school has excellent capacity for sustained improvement

What does the school need to do to improve further?

- Improve levels of achievement by ensuring that all children are given opportunities to evaluate their own work and that of their peers against agreed criteria.

Outcomes for individuals and groups of pupils**1**

Observations during lessons, analysis of assessment data and a scrutiny of pupils' work indicate that pupils are making consistently good or outstanding progress. A slight dip in achievement in mathematics in Key Stage 1 in 2009 is successfully being addressed through a sharper focus on more practical activities and those that help pupils' problem-solving skills. Similar strategies adopted in Key Stage 2 have resulted in improving progress and attainment. Due to the excellent identification of need and outstanding support, pupils with special educational needs and/or disabilities make better than expected progress. In addition, those pupils who may not speak English at home frequently achieve levels of attainment above those seen nationally by similar pupils due to the excellent support they receive from the local authority and from adults in school.

Pupils say they feel very safe and speak highly of all the members of staff who look after them. A typical comment was, 'I think Westbourne is outstanding, especially the trips and special events like French Week.' This view is also strongly supported by parents and carers through their questionnaire responses. Pupils feel listened to and know their views and ideas are taken seriously and acted upon. For example, leaders of the school council gain pupils' views and share these with the senior leadership team and governors. Pupils are very proud of their school and willingly take on responsibilities. They all work together well for the benefit of the community, taking part in activities such as developing the playground and the beautifully designed gardens and environmental area. They have outstanding personal qualities that contribute positively to their future economic well-being. Compelling messages are given during assemblies and throughout the school day that are reflected in pupils' actions, learning and the respect they hold for others. Pupils' moral and social development, together with the high expectations of staff, result in pupils' positive and polite attitudes. Pupils gain a very thorough understanding of spirituality and different cultures through the study of art and music. They have developed positive links with a community in India, which reflects the school's diverse population.

These are the grades for pupils' outcomes

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

How effective is the provision?

Teaching is extremely effective in ensuring that pupils are engaged in their learning and are well motivated. Teachers use their good subject knowledge and a range of stimulating teaching activities to match pupils' preferred learning styles in each class. Questioning is used very well to develop pupils' thinking, for example to assess if they have understood the key learning points at the end of the lesson. In the best lessons pupils are encouraged to assess their own work and that of their peers. However, this is inconsistent and the school recognises that this is an area for development. Teachers make helpful comments during lessons on how pupils can improve their work and how well they are doing. Consequently, pupils feel confident and continue to improve. The expertise of teaching assistants is used very effectively to support groups of pupils, particularly those who find learning difficult or need additional challenge. Staff and pupils use information and communication technology well throughout the day to stimulate teaching and aid learning.

The curriculum is very well organised and effective in providing memorable experiences that help to make learning fun. Topics and themes are very carefully modified and designed to meet the needs and interests of individuals and groups of pupils, including higher-attaining pupils. In particular, the curriculum promotes the outstanding outcomes in pupils' personal and social development and well-being. Success in gaining national recognition for sports and the Healthy School status reflects the excellent provision that

¹ 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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develops pupils' understanding of how to live healthy, active lives. The numerous sporting clubs and enrichment activities are very well attended. Strengths in areas such as the arts and modern foreign languages make a very positive contribution to pupils' spiritual and cultural development

Very-well-targeted support helps pupils to make the best of the opportunities provided by the school. There are striking examples of where the school has worked extremely well with pupils, their families and outside agencies to help remove barriers to learning. The needs of pupils whose circumstances make them vulnerable are identified quickly and addressed very well. Staff do all they can to ensure pupils come to school regularly and their efforts have resulted in high levels of attendance. There are particularly good arrangements to ensure the smooth transition of pupils in and out of school, and between the Early Years Foundation Stage, Key Stage 1 and Key Stage 2.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

All staff are professional, reflective and collaborative. They are particularly keen to support the highly motivated, committed leaders and managers in bringing about improvement. Pupils' progress is very effectively monitored and challenging targets are set based on a careful evaluation of what each individual pupil can achieve. Appropriate priorities are identified and all are aware of their roles and responsibilities in driving the school's improvement forward. Governors have high levels of insight and are extremely well organised and thorough in their approach. They are particularly effective in monitoring the impact of teaching and learning and holding the school to account. Procedures to protect and safeguard pupils are extremely comprehensive, and there is a high level of awareness among all staff and governors.

Staff have highly positive relationships with all groups of parents and carers and keep them particularly well informed about their children's progress and development. The school is highly committed to working successfully in partnership with others, including local schools, agencies and the local authority and frequently takes a leading role. Staff have a clear understanding of the school's religious, ethnic and socio-economic context and are particularly effective in developing a strong sense of community and belonging. The school's actions have a markedly beneficial impact on community cohesion within its local diverse learning community. Themed events and support for families whose first language is not English have considerably strengthened the school's cohesive ethos.

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Staff are fully aware of the groups of pupils who may be subject to discrimination. Very effective support and the successful promotion of equality of opportunity ensure that pupils do equally well. Pupils' outcomes are outstanding and staff manage the school's resources exceptionally well. Consequently, the school provides outstanding value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Effective leadership and management are focused on providing interesting and worthwhile experiences, and children's learning and welfare are promoted extremely well. Children start school with skills and attitudes broadly in line with those expected for their age. They achieve very well and make outstanding progress towards the typical national expectations by the time they enter Year 1 in relation to their starting points and capabilities. Teaching is highly effective and the curriculum matches children's needs and interests well. Staff are particularly effective at developing children's personal, social and emotional skills and this has a positive impact on their learning in other areas. Activities are enjoyable and encourage children to work together well by sharing resources and taking turns. Relationships are extremely positive and children keep themselves and others safe through their exemplary behaviour. The classrooms are stimulating and resources are used exceptionally well as children move from one activity to another. The children were heard replying confidently to the register in French. The outstanding outside area provides the same exciting level of challenge and stimulation, especially for the more capable children.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents' and carers' responses in the questionnaires are extremely positive, with the overwhelming majority stating that they are happy with their children's overall experience at school and are particularly pleased with their progress, the teaching and how the school keeps their children safe. A very small number expressed concerns about pupils' behaviour. However, inspectors found that the behaviour and attitudes of almost all pupils to be exemplary and a credit to the school. Inspection findings support the many positive responses and typical comments from parents and carers including, 'Our children are extremely happy and are making excellent progress. The teachers are very dedicated and we are very pleased they attend Westbourne.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westbourne 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 126 completed questionnaires by the end of the on-site inspection. In total, there are 472 pupils registered at the school

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	87	15	12	1	1	0	0
The school keeps my child safe	104	83	21	17	1	1	0	0
The school informs me about my child's progress	86	68	27	29	2	2	0	0
My child is making enough progress at this school	97	77	28	22	0	0	0	0
The teaching is good at this school	103	82	22	18	0	0	0	0
The school helps me to support my child's learning	83	66	40	32	1	1	1	1
The school helps my child to have a healthy lifestyle	74	59	48	38	3	2	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)	85	68	34	27	2	2	1	1
The school meets my child's particular needs	77	61	43	34	4	3	0	0
The school deals effectively with unacceptable behaviour	66	52	46	37	8	6	0	0
The school takes account of my suggestions and concerns	60	48	54	43	4	3	0	0
The school is led and managed effectively	96	76	29	23	1	1	0	0
Overall, I am happy with my child's experience at this school	101	80	23	18	1	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



14 May 2010

Dear Pupils

Inspection of Westbourne Primary School, Sutton, Surrey, SM1 2NT

Thank you for such a warm and caring welcome to your school yesterday and for helping us during the inspection. We found that you are getting an outstanding education. You are clearly very happy and you are very well supported by your teachers and other adults in the school. Here are some of the many strong features we found

- the teachers plan and provide interesting lessons that enable almost all of you to enjoy learning and achieve well-above-average standards.
- Your behaviour and attitudes are excellent and you support one another extremely well
- You clearly enjoy the wide range of clubs, school visits and other activities provided by the school.
- All adults in the school take extremely good care of you
- It is very clear that you know how to be safe and to eat healthily and lead healthy lifestyles.

The school runs very smoothly. We very much enjoyed the colourful displays around the school demonstrating your high levels of skill. You are very lucky to have such a lovely indoor and outdoor environment. The headteacher, his staff and the governors clearly know how well the school is doing and what is needed to make things even better. We have asked them to do the following to make the school even better:

- to give you more opportunities to check and reflect upon your own and your friends' work so that you can understand more about what to do to improve.

You can help make this happen by continuing to care and work hard.

Yours sincerely

Ken Bryan

Lead Inspector

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