

West Town Lane Primary School

Inspection report

Unique Reference Number	132150
Local Authority	Bristol City of
Inspection number	360378
Inspection dates	23–24 September 2010
Reporting inspector	Christine Huard

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	406
Appropriate authority	The governing body
Chair	Julie Splaine
Headteacher	J Hughes
Date of previous school inspection	5 March 2008
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Introduction

This inspection was carried out by four additional inspectors. They observed 20 lessons or parts of lessons and 14 teachers were seen teaching. Meetings were held with teachers, representatives of the governing body and groups of pupils including the Rights Awareness Team. Inspectors observed the school's work and looked at and evaluated a range of the school's documentation, including the school development plan, monitoring and assessment information, the governing body minutes and teachers' planning. In addition, 86 questionnaires returned by parents and carers were analysed as well as those from staff and Key Stage 2 pupils.

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

- The success of strategies to raise the attainment of girls in literacy and mathematics across the whole school.
- How effectively the information from assessments is used to ensure tasks are matched appropriately to the needs of all pupils.
- How the school proposes to deploy the non-class based special needs leader and discrete Early Years Foundation Stage leader in order to improve provision and, consequently, the outcomes for the pupils. How effectively the governing body monitors the work of the school and helps drive improvement.

Information about the school

West Town Lane is a larger than average sized primary school. It is a very popular and oversubscribed school. Most pupils attend from the nearby area but many travel from further afield. The proportion of pupils with special educational needs and/or disabilities is broadly average. Most pupils are of White British heritage. Children in the Early Years Foundation Stage are taught in two Reception classes. The school has the Green Flag Eco-award and is working towards the United Nations Rights Respecting School award. There are breakfast and after-school clubs on site but these are not managed by the governing body and were not part of this inspection.

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?

2

The school's capacity for sustained improvement

2

Main findings

West Town Lane is a good school. Since the last inspection it has significantly improved the quality of the provision it makes, particularly in the way it responds to the needs of more vulnerable pupils and those requiring particular help and support. The curriculum is exciting and stimulating and motivates the pupils so that they are interested in their work and strive hard to do well. The headteacher and the governing body have not shirked from making some difficult decisions and, as a result, the quality of teaching has improved and the senior leadership team has been considerably strengthened. □

Attainment has risen year on year and pupils achieve well.

The great majority of parents and carers wholeheartedly support the school; one wrote, 'a great school offering many learning opportunities and fun'. The headteacher and deputy headteacher work well together with the senior leaders to drive the school forward. □ Staff work well together as a team and members of the governing body are fully involved in setting the strategic direction of the school. As a result, there is a good unity of purpose as well as a determination to continue to improve in order to provide the best possible education for the pupils.

Children in the Reception class get a satisfactory start to their education. They are able to choose from an interesting range of activities but there is some inconsistency in the quality of provision across the two classes, which means that some children do not make as much progress in their learning. In Years 1 to 6, pupils make good progress. The school has done well to reverse the downturn in attainment seen two years ago and since then has moved steadily forward. Over time attainment is average, but results from tests last summer showed pupils' performance to have improved. Progress in mathematics and in writing particularly that of girls, has improved considerably in the last year. This is mainly because the school has used longer term assessments well to identify areas of weakness, such as calculation in mathematics, and introduced strategies to address the issues.

Pupils enjoy their lessons because the tasks set are usually interesting and motivating. Nevertheless, in a few lessons tasks are not always pitched at the right level to effectively challenge or support the needs of some pupils. This is because day-to-day assessments are not used effectively enough when planning work. □

Staff and the governing body know how well the school is doing. The school has set challenging targets for future development but they are achievable. The robust monitoring system ensures that the quality of teaching and learning is evaluated well. Senior leaders and members of the governing body are astute and their self-evaluation is generally accurate, albeit a little cautious in some areas. There is a good capacity for

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further improvement, as illustrated by the year on year improvement in attainment by the end of Year 6 and the significant improvements made in mathematics and writing across the whole school.

What does the school need to do to improve further?

- Ensure that teachers consistently use the information from day-to-day assessments to plan tasks that are more precisely matched to the needs of all pupils.
- Take steps to ensure a consistency of approach across both Reception classes so that all pupils have the opportunities to experience a wide range of exciting and interesting tasks.

Outcomes for individuals and groups of pupils

2

Children in the Reception classes get a sound start to their education and this prepares them appropriately for learning as they move through the school. Pupils learn effectively in Years 1 to 6 because teachers ensure that they are well motivated and excited by the tasks set. They make good progress because they are given opportunities to use the skills they have accumulated to solve practical problems. Pupils in Year 5 made outstanding progress when tasks in a project session successfully extended their mathematical and literacy skills as well as geographical and historical knowledge. The lesson was set in Roman times and each group of pupils selected their site for a settlement and were then confronted with a series of often adverse events which enabled them to discover whether they had chosen well. Pupils tackled the tasks maturely, and worked together extremely well. Pupils with special educational needs and/or disabilities achieve well because they receive good support both within class and through the many intervention groups the school sets up to help them. Pupils achieve well because they generally receive the support or challenge that they need. In addition they are very well motivated and keen to do well. Their good behaviour and enthusiasm are in response to the good teaching they receive which enables them to often attain above average levels.

Pupils have a good knowledge of what living a healthy lifestyle entails and how to keep themselves safe. They are thoughtful and reflective, as illustrated by the 'bring and buy' sale they held for flood victims in Pakistan during the inspection. Their spiritual, moral, social and cultural development is good. The school council works very effectively and pupils make a good contribution to the life of the school. The eco-warriors are proud of their Green Flag award and the Rights Awareness Team demonstrate a good understanding of the importance of the fact that having rights goes hand in hand with also having responsibilities. Behaviour in and around the school is good and all the play spaces are happy and harmonious places. Attendance is broadly average but is steadily improving as the school is now actively discouraging holidays in term-time. Pupils' good punctuality and social skills, as well as ever improving literacy, numeracy and information and communication technology skills ensure they are getting a good grounding for the future.

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These are the grades for pupils' outcomes

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

How effective is the provision?

Teachers ensure that pupils know what they are going to learn and use resources, such as interactive whiteboards, skilfully. Pupils have lots of opportunities to discuss and compare their thinking with partners. Tasks are carefully devised to excite and inspire and mostly meet the learning needs of all pupils. Occasionally, teachers do not challenge or support pupils enough because they have not used assessment information precisely enough when planning. This means that although the teaching 'performance' may be very good, pupils do not always make as much progress as they could. Marking is good in the majority of classes and target setting is highly individualised so that pupils know what they have to do to improve.

The school has developed an exciting and creative curriculum. It is regularly reviewed and pupils consulted to ensure it matches their needs and interests. The themed approach means that effective links are made across a range of subjects. This has a particularly good impact on the progress of most pupils because they have many opportunities to practise their skills. However, this is not yet fully consistent across the school. The use of information and communication technology is fully integrated into all

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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topics and the use of the internet means that pupils have a wide range of opportunities to further extend their learning. A good range of visits and visitors as well as many exciting out-of-school activities provide pupils with lots of opportunities to enhance their learning.

The school works closely with parents and carers and a wide range of outside agencies to enable them to make the best possible provision for more vulnerable pupils and those with special educational needs and/or disabilities. The redeployment of the special needs leader means that she now has more time to ensure that provision made for these pupils is really well matched to their needs. Transition arrangements into and out of the school are effective. Pupils receive very good support for their personal development and are very well cared for.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher swiftly reversed a downturn in attainment by tackling weaknesses resolutely. Staff at all levels share the vision and ambition to further improve attainment and accelerate pupils' progress, but because of a lack of consistency in the use of assessment there is still room for improvement in the attainment of some pupils. There is good commitment from all staff to achieve the best for all the pupils. Members of the governing body regularly visit the school. They are instrumental in driving the school forward. They led the decision to redeploy the special needs leader to be non-class based in order that provision for pupils with special educational needs and/or difficulties could be further improved. Equality of opportunity for all pupils is promoted effectively. The school ensures that pupils, whatever their ethnic or cultural background, or their ability, are valued and free from discrimination. Links with parents and carers are particularly strong. The school website is excellent and parents and carers receive good information through this about events as well as videos of the teachers demonstrating how they teach elements of some subjects □ such as 'chunking' in mathematics. This enables parents and carers to help their children with their work at home. The governing body and leaders promote community cohesion well. The school has a wide range of links within the local community which promote pupils' learning and understanding highly effectively. The school has an exciting link with a school in a very different area and pupils and staff both benefit from this. At the time of the inspection, The governing body has ensured that all safeguarding procedures are robust and fully

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meet requirements.

These are the grades for leadership and management

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

Early Years Foundation Stage

The comprehensive induction procedures ensure that children are settling in well and enjoying school. At this early stage of the term the focus is on developing their social and emotional skills so that they are really ready to learn. The activities planned excite and appeal to the children. Children thoroughly enjoyed making up and drawing their own 'train track' stories. They are learning to play well together. More structured activities, such as learning letter sounds, enable them to improve their speaking and early reading skills. There is a lively outside area where a broad range of equipment provides experiences across all areas. Nevertheless, there is a lack of consistency in the quality of provision across the two classes, which means that learning does not always match the learning needs of the children sufficiently closely. The school has recently appointed an Early Years Foundation Stage leader who has already recognised where improvements need to be made and has introduced several changes in practice to ensure that parents and carers are more involved in their children's learning. The introduction of 'stay and play' mornings, as well as 'wow' sheets so that parents and carers can share children's achievements at home with those at school, are all designed to make learning a partnership between home and school.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are confident that their children enjoy school, are safe and well cared for. They also express confidence in the leaders and managers of the school. The great majority are happy overall with the experiences their children are receiving. There are very few reservations. A very small minority have concerns over whether the school listens to their suggestions and whether the school deals with unacceptable behaviour appropriately. Inspectors are confident that the school listens to parents and carers and takes their views on board but does not always keep parents informed of the results of such things as the questionnaires they send out. The school recognises this and has already made plans to rectify the situation. There are a very few pupils in school with behavioural difficulties. Inspectors are confident that the school deals with these well, involving the assistance and advice of outside agencies where appropriate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Town Lane 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 86 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	56	33	38	3	3	1	1
The school keeps my child safe	42	49	40	47	1	1	0	0
The school informs me about my child's progress	17	20	51	59	8	9	0	0
My child is making enough progress at this school	23	27	41	55	8	9	1	1
The teaching is good at this school	23	27	49	57	4	5	0	0
The school helps me to support my child's learning	22	26	50	58	5	6	0	0
The school helps my child to have a healthy lifestyle	25	29	48	56	9	10	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)	16	19	51	59	2	2	5	6
The school meets my child's particular needs	24	28	51	59	3	3	1	1
The school deals effectively with unacceptable behaviour	18	21	41	48	6	7	7	8
The school takes account of my suggestions and concerns	23	27	32	37	13	15	1	1
The school is led and managed effectively	28	33	35	41	6	7	4	5
Overall, I am happy with my child's experience at this school	30	35	45	52	3	3	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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.



27 September 2010

Dear Pupils

Inspection of West Town Lane Primary School, Bristol BS4 5DT

Thank you for making us so welcome when we visited your school. We really enjoyed seeing you work so hard in lessons and play so happily outside. You showed us how much you enjoy your school and how pleased you are with how well you are doing. You are right to be pleased, because it is a good school!

Here are some of the highlights.

- You really enjoy school and make good progress in English, mathematics and science.
- You behave well, both in class and out in the playground.
- You are reflective and are very proud of your school. You take very good care of each other.
- You have an interesting and exciting curriculum.
- You understand well how to stay safe and live healthy lives.
- The headteacher and the governing body are good at running the school and understand well how they can make it even better.
- Your teachers are doing a good job. They work hard to plan interesting lessons and involve you as much as possible. I really enjoyed the Year 5 lesson about settlements and it was obvious they did too!
- All staff take very good care of you and keep you safe.

There are some things the school could do better and we have asked the headteacher to make sure that:

- all teachers use the information from day-to-day assessments to ensure that the tasks you are set are really well matched to your abilities
- the provision in the Reception classes is equally good in both classes so that all children have similar opportunities to learn effectively. □

You can help by responding to your teachers' marking and ensuring that they know when you do not understand anything.

Yours sincerely

Christine Huard

Lead inspector

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