

Westbourne Primary School

Skinner Lane, Bradford, West Yorkshire BD8 7PL

Inspection dates 9–10 February 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Outstanding
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Leaders have been successful in increasing their impact since the last inspection. The capacity for driving further improvement is good.
- Teaching, learning and assessment are good because of the good leadership of teaching.
- Consistently good teaching has resulted in outcomes moving swiftly towards good. Standards in writing and mathematics have risen, and attainment in reading in Key Stage 1 has also improved. The progress of pupils who have fallen behind in their reading in Key Stage 2 is improving quickly.
- Energetic teaching assistants are highly competent in supporting pupils' learning.
- Pupils have a 'can do' attitude because of the good teaching and care they receive. They behave well, and exhibit good manners.
- Leadership in the early years is outstanding, resulting in excellent provision and strong outcomes for children.
- Governors provide solid direction, support and challenge, holding leaders to account for the impact of their actions.

It is not yet an outstanding school because

- Despite accelerated progress in reading in Key Stage 2, a minority of pupils in Years 4, 5 and 6 have yet to catch up with their peers.
- There is scope for more pupils to be working at above age-related levels.
- Leaders have more to do to promote pupils' understanding about moral and ethical issues and some aspects of diversity in modern Britain.
- Attendance is below the national average because a number of parents each year take their children on extended visits abroad.

Full report

What does the school need to do to improve further?

- Raise standards further, by:
 - enabling more pupils to reach above average levels of attainment in all subjects
 - ensuring that pupils in Key Stage 2 achieve at least the expected standard in reading.

- More actively promote fundamental British values, by:
 - providing opportunities for pupils to discuss a range of moral and ethical issues
 - improving pupils' knowledge of current affairs
 - increasing pupils' understanding of the dangers of radicalisation and extremism.

- Further improve attendance so that it reaches the national average.

Inspection judgements

Effectiveness of leadership and management is good

- Leadership has improved since the last inspection. This has led to good teaching and, in turn, good learning and swifter rates of progress.
- Standards have risen because of the good leadership of teaching. Leaders and teachers, with the support of an outstanding partner school, have overhauled their approach to teaching mathematics. A minority of pupils who have fallen behind in their reading due to previously weak teaching are now making strong progress, because leaders have taken a similar approach, in partnership with another outstanding school, to improving reading.
- The headteacher and governors have restructured the leadership team. The school's external partners have assisted the headteacher in coaching and training established and new senior and middle leaders. As a result, all leaders understand their responsibilities, and actively pursue improvement. A system of shadow leaders means that leaders are being trained up for the future. These leaders are making a good contribution to school improvement.
- Teaching has improved despite the relatively high turnover of staff. Governors' and leaders' effective recruitment strategy ensures that good teachers are appointed. Many of the newly qualified teachers started out as teaching assistants in the school, were trained on the job, and were then appointed to full time teaching posts. These new teachers hit the ground running because of the effective induction and training they receive.
- Teachers continuously improve the way that they teach because of the effective training that leaders provide. All teachers and other staff understand the priorities for improvement. The regular checks that leaders make on teaching, and on pupils' learning, means teachers know what they need to do to improve. Leaders hold teachers to account for meeting ambitious targets.
- Appropriate use has been made of the pupil premium funding to support disadvantaged pupils. Governors and leaders can carefully account for the impact of this spending. They know where disparities remain between disadvantaged pupils and others, and they prioritise these pupils when making checks on learning and progress.
- The special needs leader, and shadow leader, ensure there is a clear plan in place for each pupil identified as having special educational needs or disability. The needs of these pupils are well met during lessons, and through additional interventions, which are led by highly effective teaching assistants.
- The curriculum is broad and balanced. Many curriculum topics are centred around good-quality, appealing literature, such as *The BFG* by Roald Dahl and *The mouse family Robinson* by Dick King-Smith. This makes a strong contribution to pupils' growing enjoyment of reading. Teachers creatively ensure that reading is part of almost every lesson to further pupils' progress in learning to read well. Pupils' mathematics and writing skills improve as they are given opportunities to use these skills for a range of purposes in different subjects, for example in science.
- Opportunities for the development of pupils' spiritual, moral, social and cultural education are threaded throughout the curriculum. Regular trips broaden pupils' horizons and contribute to their cultural development, for example, visits to the Alhambra Theatre and the National Media Museum. Pupils learn about religions of the world in their religious education lessons and are taught to respect the beliefs of others. However, pupils have not had many opportunities to discuss the challenging moral questions they are likely to face living in modern Britain.
- The government's physical education (PE) and sports funding for primary schools has enabled leaders to provide experiences for pupils they might not otherwise have. For example, every child has been involved in adventurous outdoor activities and older pupils benefit from a residential visit to Ingleborough Hall. Some pupils have been involved in inter-school sports tournaments. A full-time sports coach provides quality PE lessons in the purpose built sports hall.
- The local authority achievement officer visits the school regularly, providing coaching and training for leaders, checking leaders' judgements are accurate, and offering a good degree of challenge. The local authority has also brokered a helpful partnership with an outstanding school.
- **The governance of the school**
 - The governing body has reconstituted since the last inspection. A wide range of skills and expertise among governors enable them to carry out their duties effectively.

- Governors are well informed. They know where the strengths and weaknesses are because of their visits to the school, and the transparent way in which the headteacher shares information with them. Governors ask challenging questions, giving leaders a run for their money.
- The governing body carries out its statutory responsibilities properly. Governors make appropriate checks on safeguarding arrangements. They compare spending with that of similar schools and keep a close eye on the budget, ensuring that the new leadership structure and good levels of staffing can be sustained into the future.
- Governors work hard to engage parents in their children’s learning. They actively canvass parents for their views.
- The arrangements for safeguarding are effective. Governors and leaders ensure the school premises are safe and sound, that risk assessments are carried out, and fire drills take place. Leaders carry out recruitment checks on staff and volunteers to ensure they are suitable for working with children. Pupils report that bullying incidents are rare and that when they do occur, adults deal with them effectively. Pupils feel safe and the vast majority of parents agree.

Quality of teaching, learning and assessment is good

- Teaching has improved since the last inspection, resulting in pupils making good progress across all year groups.
- Teachers assess pupils accurately using the school’s new assessment frameworks. This enables teachers to see clearly where there are gaps in each pupil’s learning, to plan lessons and set targets to fill these gaps. Consequently, all groups of pupils are challenged well, including the most able and those who need extra help.
- Teachers check pupils’ learning in lessons and give them helpful feedback and support. If the work is too easy or too hard, teachers move pupils to a different activity or adjust the challenge.
- Teachers’ questioning of pupils generates opportunities for all pupils to talk and share their ideas. All pupils actively discuss learning with their talk partners. Most pupils answer in full sentences and teachers ensure all pupils get to contribute answers.
- Teachers deploy the school’s many teaching assistants well. From the moment pupils enter school in the morning, every teaching space is a hive of activity, as teachers and teaching assistants put individuals and groups through their paces, helping pupils to perfect their reading, writing and mathematics targets. Pupils know their targets and have their target cards at the ready at all times as a reminder to apply the targets in their work.
- Good teaching in mathematics has led to stronger progress and higher attainment. Teachers make effective use of practical apparatus and provide pupils with tricky problems to solve. An emphasis on mental arithmetic is improving pupils’ ability to recall number facts such as their times tables.
- An emphasis on teaching grammar and punctuation is helping pupils to write accurately and to vary their sentence structures. Pupils’ workbooks clearly show the progress they are making, though the consistency with which pupils apply their handwriting skills varies.
- Pupils enjoy reading and it is not unusual for some pupils to have a few books on the go at once. Almost all pupils read fluently and with increasing expression. An inviting book corner in every classroom and a literature-rich curriculum are all promoting an increasing love for reading.
- A minority of pupils in Years 4, 5 and 6 have fallen behind in their reading due to previously weaker teaching and despite the rapid progress they are making, have not caught up in the same way as they have in writing. However, leaders and teachers are putting a great deal of energy into improving reading and this is helping pupils to sustain rapid progress. Too few parents and carers read with their children at home. Governors have begun to address this directly with parents.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school’s work to promote pupils’ personal development and welfare is good.
- Pupils are happy at school. They are confident and welcoming to visitors, shaking hands and asking ‘How are you?’ Pupils demonstrate self-control and display good manners, including in the dining hall.

- Most pupils are self-motivated and productive in their lessons. They are switched on to learning and have a 'can do' attitude.
- Teachers keep a behaviour and attitude record for every pupil. Pupils are graded red, amber or green for attendance, punctuality, behaviour in and out of the classroom, effort, home learning and uniform. Pupils are given behaviour and attitude targets. This makes a strong contribution to pupils' personal development, as does the Investors in Pupils programme.
- Pupils know about different religions. Leaders and teachers promote tolerance and respect; pupils show respect for one another and listen to each other's viewpoints. Pupils understand the need for rules. However, they generally know little about government and how laws are made. They show limited understanding about diversity beyond religion and culture, such as disability and gender identity.

Behaviour

- The behaviour of pupils is good. Pupils behave well in the classroom and other areas of the school.
- Pupils have a good understanding of personal safety, particularly e-safety, because of the school's proactive teaching about this.
- A very small number of parents in the Ofsted online questionnaire said that they did not feel the school dealt well with bullying. However, pupils said bullying is rare and that they are confident adults deal with it well when it does happen. Pupils understand the difference between bullying and 'falling out', or getting cross.
- Attendance has improved over the last two years because of the wide range of popular rewards and incentives for pupils, and the work of the highly effective attendance team, who are tenacious in chasing up absences. There have been further gains in the current school year so far, but attendance remains a little below the national average due to the relatively large numbers of pupils who are taken by their parents on extended visits abroad in term time.

Outcomes for pupils

require improvement

- Outcomes are moving rapidly and securely towards good because of clear and effective leadership and consistently good teaching. A minority of pupils in Key Stage 2 are behind in their reading. In addition, despite the good level of challenge for most-able pupils, too few have yet progressed beyond the age-related expectation.
- Pupils currently in the school are making good progress in writing and mathematics and this has led to improved attainment in these subjects by the end of Key stage 1 and Key Stage 2 since the last inspection. Most pupils are therefore well prepared in these aspects for the next stage of their education.
- Pupils in Key Stage 1 get off to a good start in their reading – building on strong work in the early years. However, despite strong leadership, and good teaching that is rapidly closing gaps, some pupils have not caught up and are working below the age-related expectation in reading.
- Almost all pupils are making at least expected progress. This includes pupils who speak English as an additional language, who make up the very large majority of pupils in the school, and pupils who have special educational needs or disability. Attainment gaps between disadvantaged and other pupils have closed in some year groups and subjects over the last year. By the end of Key Stage 1, the attainment gap had nearly closed in 2015, and despite a relatively wide gap for the 2015 Year 6 pupils, the gap is closing for other Key Stage 2 year groups.

Early years provision

is outstanding

- Leaders in the early years have the highest expectations and relentlessly drive improvement. A strong, imaginative and creative team provides consistently high-quality teaching and care.
- Children enter the Nursery with skills, knowledge and understanding below and well below average, particularly in their language development. By the time they leave Reception, the proportion reaching a good level of development is near the national average, with most children having made more than typical progress to reach this level. An increasing number of pupils are exceeding the early learning goals. Outcomes in personal, social and emotional development as well as language development are particularly strong. This means children are well prepared for Key Stage 1.

- The indoor and outdoor environment is exciting, vibrant and purposeful. Both the Nursery and Reception areas are exceptionally well resourced. Activities are varied and appealing so children are drawn in and sustain concentration. Adults pay great care and attention to detail in setting out resources so they encourage independence. For example, those who wish to do junk modelling can independently access all they need.
- A broad, motivating curriculum that provides real-life experiences, and is enhanced by visits locally, successfully develops children's knowledge and understanding of the world. A strong focus on language development, and highly effective teaching of letters and the sounds they make, develops children's speaking, listening, reading and writing.
- Adults assess children accurately, noting the next steps in their learning. Because of this, adults know children well and take every opportunity to capitalise on learning through interactions with children as they play and explore. Teachers take into account the children's interests when planning, to sustain interest and enthusiasm.
- Children enjoy coming to school because relationships are strong, they know what is expected of them and they find learning fun. There is a huge focus on good manners, courtesy, and social interaction. Consequently, behaviour is exceptional and all children do 'smart sitting', listen well, and take turns. Children showed that they understand hygiene is important as they made pancakes on 'Pancake Tuesday'.
- Partnership with parents is a strength. Parents appreciate the opportunity to attend workshops and are encouraged to contribute to their children's assessment.
- The site is safe and secure and every effort is made to ensure that resources are well maintained.

School details

Unique reference number	107300
Local authority	Bradford
Inspection number	10002166

This inspection 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	473
Appropriate authority	The governing body
Chair	Ros Garside
Headteacher/Principal/Teacher in charge	Belinda Wardle
Telephone number	01274 483138
Website	www.westbourne.bradford.sch.uk
Email address	office@westbourne.bradford.sch.uk
Date of previous inspection	20–21 November 2013

Information about this school

- Westbourne Primary is a larger than average-sized primary school.
- The vast majority of pupils are of a Pakistani background. All the pupils are from minority ethnic groups. The vast majority speak English as an additional language.
- The proportion of pupils supported by the pupil premium is higher than that found nationally. The pupil premium is additional government funding for disadvantaged pupils known to be eligible for free school meals and for children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is broadly in line with the national average.
- Several teachers are newly qualified and there are three trainee teachers in post.
- The school meets the current floor standards. These are the minimum expectations of pupils' achievement set by the government.

Information about this inspection

- Inspectors visited all classes at least once to observe teaching. Some of these visits took place with school leaders.
- Pupils were asked about their learning and what it is like to be a pupil at Westbourne Primary School. Pupils' workbooks were scrutinised and inspectors heard 14 pupils read. Pupils' behaviour was observed around the school.
- Discussions took place with the headteacher, senior and middle leaders, teachers, members of the governing body and a representative of the local authority.
- Inspectors took account of 17 responses to the online questionnaire (Parent View) and held brief discussions with parents at the beginning of the school day.
- Thirty-four responses to the staff questionnaire and 37 responses to the pupils' questionnaire were received and analysed.
- Documents were analysed, including the school's self-evaluation statement, school development plans, governing body minutes and information about pupils' achievement.
- Records relating to behaviour, attendance and safeguarding were scrutinised.

Inspection team

Philip Riozzi, lead inspector	Her Majesty's Inspector
Mark Nugent	Ofsted Inspector
Susan Twaits	Ofsted Inspector

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