

# Inspection of a school judged good for overall effectiveness before September 2024: Westbourne Primary School

Skinner Lane, Manningham, Bradford, West Yorkshire BD8 7PL

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Inspection dates:

23 and 24 April 2025

## Outcome

Westbourne Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Joanne Marwood. This school is part of The Priestley Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Mathew Atkinson, and overseen by a board of trustees, chaired by Peter Lambert. There is also a director of school improvement, Tom Fay, who is responsible for this school and five others.

## What is it like to attend this school?

'Wonderful' is a word used by one pupil, representing the views of many, to describe this school. Pupils feel safe and happy, and enjoy their time here. The school welcomes pupils from many different backgrounds, faiths and cultures. Everyone is made to feel part of a family. Pupils form strong relationships with their peers and with adults.

The school has high expectations for all pupils. Pupils make increasingly strong progress through the curriculum.

The school has a tranquil atmosphere. Pupils are polite and respectful. They are attentive in lessons and show positive attitudes to learning. They develop strong morals and know the difference between right and wrong.

Pupils receive a wide range of personal development opportunities. They experience taking part in debates, contributing to school fairs and visits to activity centres. Children in early years learn how to keep themselves stable on balance bicycles and care for newly hatched chicks. These experiences ensure that pupils develop many different skills and interests beyond the curriculum.

Pupils contribute to leadership of the school. They support the school and the wider community. For example, school councillors support local families living in temporary

housing by providing food and presents for children. House captains lead assemblies that teach other pupils how to stay safe online. These opportunities develop pupils' confidence and sense of responsibility.

## **What does the school do well and what does it need to do better?**

The school provides a well-constructed curriculum that is adapted to meet the needs of pupils. Leaders ensure that the large proportion of pupils with language barriers receive comprehensive intervention and support. This helps them to keep up and catch up with their peers. The school ensures that every possible opportunity is taken to broaden pupils' horizons and raise their aspirations. Children in early years make an excellent start to their education. They receive the nurture and support they need to thrive.

Teachers and support staff are highly trained and knowledgeable. They provide lessons that enable pupils to build knowledge and skills over time. For example, in design and technology, where appropriate, pupils conduct taste tests on sandwich fillings before learning how to apply butter to bread and evaluate their own sandwich. Pupils develop reasoning and communication skills through 'turn and talk' activities. For instance, pupils use manipulative tools in mathematics to discuss the equivalence of different fractions. Children in the early years receive a rich array of learning opportunities that develop every aspect of their knowledge and skills.

Pupils' performance in published assessments has varied over time. The school has redeveloped the curriculum to improve these outcomes. These improvements continue to be embedded at the school. Pupils now make effective progress through the curriculum. However, they do not have consistent opportunities to deepen their knowledge and understanding. They do not show the greater depth of knowledge and understanding that they could in some subjects.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified. They receive a comprehensive range of adaptations and interventions. For example, some pupils are provided with visual diagrams and learn Makaton signing to help them communicate. Pupils with more complex needs are provided with a bespoke curriculum in the school's internal provision. This helps them to build their skills before they return to mainstream classes.

The school prioritises reading from the outset. Children in early years develop a love of reading and stories, including through group reading and imaginative role play. They regularly practice their ability to write letters and swiftly improve their handwriting. Pupils talk enthusiastically about their favourite novels. Those who are weaker at reading benefit from expert intervention by specialist teachers. They receive the precise support they need to improve.

Pupils exemplify the high behavioural standards of the school. They are inquisitive and keen to learn. Most pupils attend school regularly, although a small number miss too many lessons. However, the school is tenacious in addressing this and attendance continues to improve.

The school provides an extensive programme of personal development. Pupils learn how to keep themselves safe and healthy and about body changes at puberty. They know the importance of fundamental British values and how these link to the school's four houses. They can explain the importance of equality and compare different cultures and faiths. Most pupils participate in the school's range of clubs, such as choir, coding and rugby.

Leaders at all levels have a strong understanding of the school's strengths and areas that still need to develop. Staff are very proud and loyal to the school. They appreciate the investment that the school makes in their training and career development. The school ensures that staff morale is high, and that workload is manageable. Those responsible for governance provide the support and challenge needed for the school to continue improving.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- The school's strategies to develop pupils' deeper knowledge and understanding are not fully embedded. This means that some pupils do not develop the depth of knowledge and understanding that they could. The school should ensure that pupils consistently receive the opportunities and support needed to secure and deepen their learning.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Westbourne Primary School, to be good for overall effectiveness in February 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	143566
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10346650
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Lambert
<b>CEO of the trust</b>	Mathew Atkinson
<b>Headteacher</b>	Joanne Marwood
<b>Website</b>	<a href="http://www.westbourne.bradford.sch.uk">www.westbourne.bradford.sch.uk</a>
<b>Dates of previous inspection</b>	13 and 14 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The headteacher was appointed in January 2024.
- The school is part of The Priestley Academy Trust.
- The school does not currently make use of alternative provision for pupils.
- There is a daily breakfast club for pupils run by the school.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, other leaders, staff and pupils. They met with members of the governing body and trustees.

- The inspector carried out activities to understand the quality of education in various subjects. The inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils at various times of the school day.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; considered the views of parents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector evaluated responses from parents to Ofsted Parent View. He spoke with parents. He also evaluated the responses that staff made to Ofsted's online survey.

### **Inspection team**

Chris Carr, lead inspector

His Majesty's Inspector

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