

# Westbourne Primary School

## Inspection report

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|--------------------------------|-------------------|
| <b>Unique Reference Number</b> | 107300            |
| <b>Local Authority</b>         | Bradford          |
| <b>Inspection number</b>       | 356132            |
| <b>Inspection dates</b>        | 8–9 February 2011 |
| <b>Reporting inspector</b>     | Andree Keddle     |

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>                 | 3–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 465  |
| <b>Appropriate authority</b>               | The governing body                                 |
| <b>Chair</b>                               | Mr John Huddleston                                 |
| <b>Headteacher</b>                         | Mrs Belinda Wardle                                 |
| <b>Date of previous school inspection</b>  | 15 November 2007                                   |
| <b>School address</b>                      | Skinner Lane<br>Bradford<br>West Yorkshire BD8 7PL |
| <b>Telephone number</b>                    | 01274 483138                                       |
| <b>Fax number</b>                          | 01274 773328                                       |
| <b>Email address</b>                       | office@westbourne.bradford.sch.uk                  |

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 23 lessons, observed 20 teachers and held meetings with groups of pupils, governors, staff and the school improvement partner. They observed the school's work, and looked at documentation including safeguarding records, school policies, the school improvement plan, reports from the school improvement partner, assessment data, pupils' work, teachers' planning and the 130 parental questionnaires returned.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of all groups of pupils, to determine whether teaching and the curriculum are ensuring that they make satisfactory or better progress, especially the higher-attaining pupils.
- The accuracy and robustness of the school's assessment and tracking of pupils' learning and progress.
- The rigour and effectiveness of the leaders' systems, including governance, to drive improvement, lead teaching and learning and raise standards.
- The effectiveness of the Early Years Foundation Stage in meeting children's learning needs.

## Information about the school

This is a larger than average primary school. Almost all pupils are from minority ethnic groups, with a very large majority being of Pakistani heritage. An overwhelming majority of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average, as is the percentage of pupils with special educational needs and/or disabilities.

Since the last inspection there have been many staff changes, with nine new teachers joining in this school year. The school has achieved the Healthy School status, Investors in Pupils award and Activemark.

**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

This is a good school. Pupils, staff and the governing body are right to be proud of its success and the improvements that are underway. Children make an excellent start to their education as the result of outstanding provision and leadership in the Early Years Foundation Stage. From starting points that are well below those typical for children of their age, pupils make good progress as a result of good teaching and achieve broadly average standards in English and mathematics by the time they leave the school. The percentages of pupils achieving the higher levels of attainment at the end of Key Stage 1 and Key Stage 2 are below average, but improving. The good curriculum ensures that lessons are interesting and pupils are well motivated to learn. Pupils are enthusiastic in lessons, but do not always take enough care with the presentation of their work in books. Relationships between teachers and pupils and between pupils are good. Very effective care, guidance and support coupled with outstanding partnerships with parents and carers ensure that pupils are very well cared for and, as a result, pupils feel happy and safe in school.

Pupils behave very well in lessons and around school and their above-average attendance reflects their enjoyment of school. Pupils make an outstanding contribution to the school and wider community because they are keen to take on responsibilities, such as becoming members of the school council or eco-warriors who have to care for the school environment. The school's media team report on special events and their work has been published in the local newspaper. Pupils listen well and reflect on what they have learnt about other cultures. For example, in an assembly about the Chinese New Year, pupils demonstrated a high level of understanding and appreciation of others. Pupils' spiritual, moral, social and cultural development is impressive and results from the very good opportunities provided for them.

Inspirational and very effective leadership is ensuring good improvement. School leaders set very ambitious targets and closely monitor pupils' progress towards these. Thorough monitoring and evaluation procedures are in place and school leaders and governors evaluate the school's performance well. Issues identified through assessment data are focussed upon and clear strategies put into place, which are successful in bringing about improvement. Staff development and training are extensive at all levels and the school's capacity to improve is good.

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

- Raise standards further in English and mathematics, especially for higher-attaining pupils by:

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- ensuring that sharply-focussed and challenging steps in learning are identified and communicated to pupils so that they know exactly what quality of work is expected of them
  - regularly involving pupils in assessing their own and each other's work against clear success criteria
  - giving pupils more opportunities to apply their skills and knowledge.
- Improve the quality of presentation and handwriting in pupils' work.

## Outcomes for individuals and groups of pupils

2

Pupils enter the school with a level of skills and knowledge that is well below that typical for their age and make good progress as the result of good teaching. By the time pupils leave in Year 6, their attainment is broadly average in English and mathematics. Pupils with special educational needs and/or disabilities make good, and occasionally outstanding, progress as the result of highly-effective support from teachers and teaching assistants both in class and in small groups or one-to-one support.

The numbers of pupils reaching the higher levels of attainment at the end of Key Stages 1 and 2 is lower than average, but improving. In some of the lessons observed by inspectors, there was a high level of challenge for more-able pupils, which was well matched to their learning needs. For example, in an outstanding literacy lesson in upper Key Stage two, the teacher clearly communicated which writing features had to be included in a newspaper report. All pupils, and particularly the higher-attaining pupils, responded well and produced high-quality work. This is not consistently the case in all classes.

Pupils behave well and show high levels of co-operation in lessons. Adults use praise very well and speak in an extremely caring way to pupils. Pupils respond by trying their best and showing very good manners and respect for adults and each other. Pupils develop their confidence and interpersonal skills well through opportunities to visit local businesses. They have been successful in securing sponsorship for learning at home by acquiring funds for Internet access to an interactive education service. Combined with their above-average attendance and average and improving basic skills, this helps pupils develop strong confidence and skills for their future lives.

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

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 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        |
| <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>1</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>2</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>1</b> |

<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

## How effective is the provision?

Good teaching overall ensures that all groups of pupils make good progress. In some parts of the school, such as upper Key Stage 2, pupils make accelerated progress as the result of good and outstanding teaching. In the best lessons, pupils make rapid progress as the result of a very brisk pace in learning coupled with clear expectations from the teacher about the quality and quantity of work expected.

In some lessons, a good feature is the opportunity for pupils to assess their own work and each other's, but this is not consistent throughout the school. Assessment information is accurate and generally used well, but sometimes learning tasks lack specific success criteria which are closely matched to pupils' current level of knowledge and skills. Teachers mark pupils' work regularly and give them good guidance as to what they need to do to improve. Pupils respond well to this guidance. However, teachers are not always rigorous enough in ensuring that pupils present their work neatly.

The good and varied curriculum ensures that many lessons are based around real-life situations which pupils find interesting and motivating. For example, one class was observed writing a balanced argument in a letter to the developers of a local area of land. Practical activities enrich the curriculum well, such as the regeneration work undertaken by pupils to turn an unused piece of land next to the school into a garden. Pupils also enjoy visits out of school, such as the visit to a synagogue.

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Very effective systems are in place to give pupils the support that they need. Vulnerable pupils are well cared for and there are effective transition arrangements to support pupils when they join and leave the school. Pupils at an early stage of learning English are given good support in small groups or one-to-one with a member of staff.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <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 head teacher has a very clear vision for the school and this is very well understood and shared by all members of the school community. Senior leaders work very well as a team and all contribute effectively to monitoring and evaluating the progress that pupils make. Despite many changes in staff since the last inspection, the quality of teaching and learning is good and pupils' progress is improving. Senior leaders ensure that high-quality training and induction is a strong feature of the school for both teachers and teaching assistants.

The governing body has a good understanding of the key improvement priorities and offers good levels of challenge to the school through effective committees. Governors are supportive and regularly spend time in school. Procedures to safeguard children are in line with government requirements. The school makes a good contribution to community cohesion through effective local partnerships and offers extensive adult education opportunities to members of the local community. The school's work in ensuring that pupils of all abilities and backgrounds have good opportunities for development, and in tackling discrimination, is good. Monitoring systems have been established to check on the progress made by different groups of pupils, and a wide range of interventions is under way which give effective support for pupils who do not make expected progress. The effectiveness of the school's engagement with parents and carers is outstanding. The school responds well to suggestions made by parents.

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*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:<br>The leadership and management of teaching and learning   | 2        |
| <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>1</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>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Early Years Foundation Stage

The provision in the Early Years Foundation Stage is outstanding and, as a result, children make good progress and achieve good and improving outcomes. The learning environment is highly stimulating and captures the children's imagination and they participate in activities with sustained interest and concentration. Outstanding leadership ensures a consistent approach and children are happy, settled and behave well. All staff are extremely caring in the way they speak to children and offer them praise and encouragement which helps to develop their confidence. Children with special educational needs and/or disabilities are given good support and early intervention is put into place to ensure that they make good progress.

Information about children's learning is analysed very well and the Early Years Foundation Stage leader uses this to plan future learning and improve any areas where children have not performed quite as well as expected. Quite rightly, the development of children's language skills is given a high priority, as almost all children have English as an additional language. In an outstanding lesson observed in the Reception class, children were able to match groups of two and three letters to the sounds they make and then blend these together to make words. The higher-attaining children were further challenged to spell the words on their whiteboards correctly, which they did successfully.

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

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

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>1</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| 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 are very positive about the work of the school. Their responses show that they are pleased that their children are happy, safe and enjoy coming to this school. Parents say that the teaching is good and the school is led and managed effectively. Inspectors agree with these views. A few parents feel that unacceptable behaviour is not dealt with well and that their views are not taken enough into account. The inspection found no evidence to support these opinions.

## 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 130 completed questionnaires by the end of the on-site inspection. In total, there are 465 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 82             | 63 | 47    | 36 | 0        | 0  | 1                 | 1 |
| The school keeps my child safe  | 66             | 51 | 61    | 47 | 3        | 2  | 0                 | 0 |
| My school informs me about my child's progress  | 47             | 36 | 74    | 57 | 3        | 2  | 0                 | 0 |
| My child is making enough progress at this school   | 52             | 40 | 73    | 56 | 4        | 3  | 1                 | 1 |
| The teaching is good at this school   | 55             | 42 | 72    | 55 | 1        | 1  | 0                 | 0 |
| The school helps me to support my child's learning  | 53             | 41 | 77    | 59 | 0        | 0  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 50             | 38 | 74    | 57 | 3        | 2  | 2                 | 2 |
| 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) | 45             | 35 | 75    | 58 | 2        | 2  | 1                 | 1 |
| The school meets my child's particular needs  | 40             | 31 | 78    | 60 | 6        | 5  | 2                 | 2 |
| The school deals effectively with unacceptable behaviour  | 41             | 32 | 78    | 60 | 9        | 7  | 2                 | 2 |
| The school takes account of my suggestions and concerns   | 41             | 32 | 71    | 55 | 14       | 11 | 4                 | 3 |
| The school is led and managed effectively   | 45             | 35 | 77    | 59 | 5        | 4  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 59             | 45 | 66    | 51 | 2        | 2  | 3                 | 2 |

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 all 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      | 59  | 35   | 3            | 3          |
| Primary schools      | 9   | 44   | 39           | 7          |
| Secondary schools    | 13  | 36   | 41           | 11         |
| Sixth forms          | 15  | 39   | 43           | 3          |
| Special schools      | 35  | 43   | 17           | 5          |
| Pupil referral units | 21  | 42   | 29           | 9          |
| All schools          | 13  | 43   | 37           | 8          |

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



10 February 2011

Dear Pupils,

**Inspection of Westbourne Primary School, Bradford, BD8 7PL**

Thank you very much for the very warm welcome you gave the inspectors when we inspected your school. Thank you for talking to us freely and giving your opinions in the questionnaires; you are clearly very proud of your school. We were impressed with your good behaviour and how happy you feel in school. You take on responsibilities extremely well, such as becoming members of the school council or eco-warriors. You get on well with each other and show an excellent understanding of people who may have a different religion or cultural background from your own. You make healthy choices and participate well in sport. Your attendance is above average and shows how much you enjoy coming to school. Adults in your school care for you very well and your headteacher and senior leaders work well together to ensure that you receive a good education. You make good progress in your learning as a result of good teaching and a good and interesting curriculum. Overall, we judged that yours is a good school.

To help your school become even better, we have said that senior leaders should:

- help you to achieve even higher standards in English and mathematics by giving you more challenging tasks with opportunities for you to assess your work and to apply your skills and knowledge
- help you to improve your handwriting and presentation of your work.

You can help by continuing to attend school regularly and by working hard to meet your targets.

Yours sincerely

Ms Andrée Kedde

Lead inspector

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