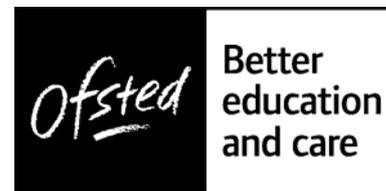


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20 May 2005

Mrs P Pendlebury
Headteacher
Westbourne Primary School
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BD8 7PL

Dear Mrs Pendlebury

Implementation of Westbourne Primary School's Action Plan

Following the visit of Mr J S Hardwick HMI and Mr D Simpson HMI to your school on 3 and 4 May 2005, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings which are recorded in the attached note.

The visit was the third monitoring inspection since the school became subject to special measures. The focus of the inspection was to assess: the pupils' standards of attainment and their progress; the quality of education provided; the leadership and management of the school; the pupils' attitudes and behaviour; and the progress that has been made in implementing the action plan.

The school has made good progress since the last monitoring inspection and good progress overall since being subject to special measures.

I am copying this letter and the note of the inspection findings to the Secretary of State, the chair of governors, the Director of Education and Schools for Bradford and the Education Director for Education Bradford. This letter will be posted on the Ofsted website.

Yours sincerely

Andrew Reid
Head of Institutional Inspections and Frameworks Division

IMPLEMENTATION OF WESTBOURNE PRIMARY SCHOOL'S ACTION PLAN

Findings of the third monitoring inspection since the school became subject to special measures

During the visit 23 parts of lessons and an assembly were inspected, and the pupils' conduct was observed around the school. Discussions were held with the headteacher, the literacy co-ordinator, the manager for teaching and learning in the youngest classes and a representative from Education Bradford. A range of documentation was scrutinised. Using this evidence, HMI made the following observations to the headteacher, the deputy headteacher, the managers for teaching and learning and representatives of the governing body and Education Bradford.

The school's own assessments suggest that the results in the forthcoming national tests at Key Stage 2 should be above those of the previous year but below the targets. Much effort has been devoted to raising the performance of those on the borderline of Levels 3 and 4, especially in mathematics.

Standards in lessons, though remaining below national expectations on balance, sustained the upward trend noted in January. There were also more instances where the pupils made good progress, and only one lesson where their gains were unsatisfactory. The objectives for almost all the lessons were thus fulfilled: they were straightforward, underpinned the work and were revisited at times to keep the pupils on track. There was also greater insistence over the pupils utilising their basic skills in writing, whatever the subject being taught.

The better progress in lessons stemmed from an overall improvement in the quality of teaching. This was good in 11 lessons, satisfactory in 11, and unsatisfactory in one. The lessons benefited from the positive attributes noted in the previous two monitoring inspections, such as careful planning, preparation and organisation. Additionally, concluding plenary sessions were well used to check the level of understanding and clinch the learning. Weaknesses relating to the quality of tasks and explanations, and the teachers' subject knowledge have been overcome, though there were still occasions when additional adults were underused. Attention might now be paid to the activities that were set to extend the learning of those pupils who finished work quickly, since these usually provided more of the same and thereby kept the pupils busy rather than offering a challenge.

Restructuring in the older Foundation Stage class has resulted in work that is better matched to the needs of each group of pupils, providing a better platform for what is expected at Year 1. However, one session in the younger class was unsatisfactory in that pupils were allowed to flit from one activity to another and therefore failed to capitalise on the initial direction and teaching from an adult.

The pupils' attitudes and behaviour have again improved: they were at least satisfactory in all the lessons, and more commonly good or very good. A few of the

youngest boys have yet to learn to play socially but in other respects the pupils readily follow the well-established routines that have become a feature across the school. They are interested in work, keen to contribute and they apply themselves to the tasks. Lunch and break times were also orderly social occasions. Overall attendance dipped slightly to 93.3 per cent last term, when compared with the autumn, but recent figures have been higher.

The headteacher has continued to provide good leadership and management. The senior posts are now all filled by permanent staff, who have a clear understanding of their roles in taking the school forward. The newly appointed leader for the Foundation Stage and Key Stage 1 has already made a positive impact on practice. There is a good spread of management expertise that is being strengthened by further training. Tasks under the action plan are being completed, priorities for the future have been well judged and morale appears high.

Education Bradford has complemented the school's efforts well through the support of its consultants and officers.

Action taken to make the improvements needed

1: raise pupils' achievement and attainment by improving the quality of teaching across the school

There has been further extensive work on this area for improvement. Information on the pupils' attainment has been updated and analysed; resulting action has included a particular focus on reading, and restructuring classes for literacy and numeracy. The support for teaching has been maintained but with suitable emphasis given to tackling individual weaknesses, for example, through the work of consultants, the use of individual action plans and the opportunity to observe practice elsewhere. Standards and the quality of teaching are discussed above: there has been good progress on improving teaching and reasonable progress on raising standards.

2: significantly develop the rigour of the self-evaluation process

The school's programme for checking its performance is comprehensive and becoming well established. The information is being used to steer immediate developments and contribute towards a longer-term strategic plan. Staff are also contributing their own priorities and judgements within the process of devising a full plan for school improvement. The school's evaluation of progress for each monitoring inspection continues to be detailed and thorough. There has been good progress on this area for improvement.

3: significantly develop the role of the governing body

The governing body has been strengthened by the appointment of new members, bringing additional experience and expertise. Governors have been involved, for

example, with the budget, improving the arrangements for additional groups that use the school, and repositioning climbing equipment. Links with co-ordinators have been sustained, and the support for governors continues to prove helpful. There has been reasonable progress on this area for improvement.

4: ensure that pupils in Years 5 and 6 have full access to the physical education curriculum

Actions related to this area for improvement have been completed, though additional support is continuing to build on what has been accomplished.