



Westbourne Primary School

Inspection Report

Unique Reference Number 107300
LEA Bradford
Inspection number 283008
Inspection dates 14 September 2005 to 15 September 2005
Reporting inspector Mr Stephen Hardwick HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary	School address	Skinner Lane
School category	Community		Bradford
Age range of pupils	3 to 11		West Yorkshire BD8 7PL
Gender of pupils	Mixed	Telephone number	01274 483 138
Number on roll	487	Fax number	01274 773 328
Appropriate authority	The governing body	Chair of governors	Mr M Ayyaz
Date of previous inspection	9 March 1998	Headteacher	Mrs P Pendlebury

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Introduction

When Westbourne Primary School was inspected in February 2004, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of Schools (HMI) subsequently visited the school on three occasions to monitor its progress, and reinspected the school in September 2005.

Description of the school

Westbourne Primary School is much larger than average and serves the densely populated area of Manningham, close to the centre of Bradford. A third of the pupils are entitled to free school meals, which is almost twice the national average and reflects the level of social and economic hardship in the locality. Almost all the pupils speak English as an additional language, and many have little English when they enter the nursery. Most of the pupils have Pakistani backgrounds but there are significant numbers with other heritages, notably Indian and Bangladeshi. Fifteen per cent of pupils have been identified as having special educational needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

In accordance with section 13(4) of the Education Act 2005, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

Since joining the school in summer of 2004, the headteacher has brought a strong sense of purpose to the school, benefiting from the support and expertise of the senior team and the hard work of the staff. The quality of teaching has improved, such that the pupils normally make good progress in lessons. Standards remain below average, particularly in mathematics at Key Stage 2, as a result of weaknesses in past provision, but they are rising, and this is reflected in the school's national test results over the last two years. The pupils have risen to the higher challenge in the school: they are well behaved, keen and readily accept responsibilities.

The inspection of 2004 required the school to address issues concerned with standards and teaching, self-evaluation and the governing body. Overall there has been good progress. The school has also ensured that requirements for the curriculum in physical education are now met.

The school is well placed to continue to improve. There is a strong emphasis on raising standards, based on regular assessments of each pupil's progress. Training and judicious recruitment have raised the level of expertise among the staff, at management level and in the classroom. The school has monitored the key aspects of its performance and acted on the findings. A draft overall plan includes appropriate priorities for future development.

What the school should do to improve further

The school's draft development plan recognises the areas where improvement is needed. However the key priorities are to:

- Continue to raise standards, maintaining the focus on basic skills;
- Continue to improve the quality of teaching;
- Complete and implement the new plan for school improvement.

Achievement and standards

Grade: 3

The pupils make a sound start in the Foundation Stage. Improvements to provision have ensured that the pupils gain the basic skills, such as recognising letters and counting. The pupils' attainment when they enter Key Stage 1 is below average but they are better prepared than previously for learning in a more formal manner.

The progress made by pupils in the Key Stage 1 and Key Stage 2 classes is at least satisfactory and commonly good. The school's results in national tests have been relatively higher at Key Stage 1 than Key Stage 2. When set against the scores for similar schools, the results at Key Stage 1 have been average or above, whereas those

at Key Stage 2 have been below average, especially in mathematics. Similarly, the pupils' progress in English and science during Key Stage 2 has been average, whereas their gains in mathematics have been below what might be expected. Nonetheless, standards are rising and the effects of weak provision in the past are being eroded.

Personal development and well-being

Grade: 2

Overall, the pupils' attitudes and behaviour are good. A few of the youngest boys find difficulty in playing socially but by the end of the Foundation Stage the pupils are well adjusted to school life. In Key Stages 1 and 2, the pupils are keen, attentive and anxious to please adults. This consistent picture is an important improvement over the last year, since there were previously classes where pupils were reluctant to contribute and adopted a careless attitude to work. The pupils have benefited from the routines that have been established and have risen to the challenge of more demanding lessons.

The pupils are also well behaved around the school and at lunchtimes. They readily accept responsibilities and take their duties seriously, for instance in acting as members of the school council and when older pupils help their younger schoolmates to read. Attendance has been just below the norm for primary schools, but it has risen to the average over the last year, partly as a result of the work of learning mentors but also because the pupils are competitive over the awards for classes with the highest attendance.

Provision for the pupils' spiritual, moral, social and cultural development is good. There is a wide range of extracurricular activities, such as clubs for art, homework and computers. Class topics often involve visits, for instance to a farm or museum, and theatre groups perform in school. Assemblies are well-conducted occasions and involve reflection on moral themes and prayer, as well as the celebration of achievement.

The pupils study different faiths, for example some have visited a synagogue, but due recognition is given to the religious and cultural traditions of the predominantly Muslim community. There is a weekly faith assembly, many pupils attend religious classes that are held in the school's community room at the end of the afternoon, and much is undertaken to draw parents into school life and offer ways in which they might help their children.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching was good or better in 17 lessons and satisfactory in seven. This is a significant improvement since the inspection in 2004, when a quarter of lessons were unsatisfactory, and it accounts for the swifter progress being made by pupils.

All the lessons were well prepared, planned and organised. A particular strength was the clarity of the learning objectives, which were shared with pupils and then revisited to keep work on track and to check whether the intended gains had been made. The lessons were suitably structured, based on the teachers' secure subject knowledge and implementation of national strategies. The teachers generally ensured that all the pupils were concentrating, helping to maintain a brisk pace to much of the learning. The considerable number of additional adults made important contributions to the lessons, particularly when leading groups, though they were occasionally underused when the teacher was addressing the class as a whole. The stronger lessons were pitched at varied but demanding levels, whereas there were occasions when those pupils who completed work quickly were not stretched enough.

The quality of learning was good. The pupils concentrated, worked hard and were methodical, for instance in the way they reread their writing to ensure it made sense and to retain the thread of what they were saying. However, they were often reluctant to take the initiative, preferring to wait to be told what to do next.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced, and meets requirements. Due importance is given to literacy and numeracy but there has been concern to utilise particular expertise to extend work in subjects such as art and physical education.

Care, guidance and support

Grade: 2

The school has good procedures for gauging the pupils' attainment and tracking their progress, based on regular tests in the core subjects. The outcomes have been analysed and the information has been acted on accordingly, for instance to group pupils, to provide booster work and to decide which aspects of work need particular emphasis. Resources and some of the approaches to reading have thus recently been overhauled and greater emphasis is being given to mathematics this year. The pupils for their part have targets so they know where to direct their efforts.

Proper regard is paid to the pupils' safety, health and general well-being. The pupils are closely supervised at lunchtime, when games are also organised to promote play. A climbing frame that posed some risks has been dismantled, and the catering service has talked to parents and pupils about healthy eating. A school nurse leads sessions for the older pupils on sex education and on the dangers associated with smoking and the misuse of drugs. The school has recently received an award for the care it takes over the pupils' welfare and their conduct.

Leadership and management

Grade: 1

The headteacher has provided outstanding leadership and management. She took up the substantive position in September 2004, having been in an acting capacity since June. Through her previous post as an officer linked to the school she had already gained an early insight into the school's strengths and weaknesses. She has brought the experience, determination and strategies to drive the school forward.

Training and careful recruitment have considerably strengthened the expertise available to the school, and the management system has been carefully devised to allow senior staff to carry key responsibilities, tasks which they undertake well. The teachers and supporting adults, for their part, have worked hard to improve their practice and implement the policies and procedures that have brought coherence to the school's work. The school has improved quickly, morale is high and there is a shared vision for the way ahead.

The governors, whose work formed one of the areas for improvement in 2004, have supported the headteacher well and increased their role in the school's affairs appropriately.

The systems for evaluation were also criticised in 2004: these are now strong. There is thorough and regular monitoring of each major aspect of the school's performance and a measured view is taken of what has been achieved before new initiatives are begun.

The school's action plan has been fulfilled on schedule, with regular reviews of progress. It has now run its course and a draft plan for the future includes appropriate further priorities.

Education Bradford, the contractor that provides services on behalf of the local education authority, has supported the school well, recognising the lead the headteacher has given and supporting her efforts. The school has benefited from the work of its link officer, consultants, additional staff and training for the staff and governors.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

N/A

Congratulations to you and all the people who work to help you; Westbourne School no longer requires special measures.

A great deal has been done to improve your school over the last two years, especially by Mrs Pendlebury. She has received much support from all the staff and governors, but particularly from your teachers. Thanks to their efforts, and your hard work and good behaviour, you now learn much more in lessons.

Your school has come a long way in a short time but the standard of your work is not yet as high as it should be. I think you can do even better, and I have asked the school to carry on improving your lessons, particularly to help you with reading, writing and mathematics.

I have enjoyed my visits to Westbourne School. You have always been friendly and keen to tell me about what you were doing. Best wishes for the future.