

Westbury Park Primary School

Bayswater Avenue, Westbury Park, Bristol, BS6 7NU

Inspection dates 22–23 May 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher is ambitious and has a clear vision for the school. He is well respected by staff, parents and carers, and pupils.
- Pupils' achievement is outstanding. All groups of pupils make good progress from their varying starting points.
- Pupils make outstanding progress in reading, writing and mathematics. Their attainment in reading and mathematics at the end of Key Stage 2 is exceptionally high.
- Staff set work at the right level and provide opportunities for pupils to apply their skills of reading and writing in different subjects.
- The quality of the teaching is at least good and overall outstanding. It engages and inspires, and leads to outstanding progress.
- Teachers and teaching assistants work well together to provide all pupils with the best opportunities to be successful.
- Pupils' behaviour, enthusiastic attitudes to learning and respect for each other are exemplary.
- Pupils feel very safe and enjoy coming to school.
- Parents and carers are very positive about the school, the education their children receive and the progress they make.
- Children in the Reception class make an excellent start to school as the teaching is exciting and motivates the children to want to learn.
- The headteacher inspires all in the school with his vision that all pupils will enjoy their school experience and achieve well. All staff and governors support his high expectations.
- The governors are passionate about the school. They not only support but also challenge the decisions made by the headteacher, holding the school to account. They do this especially in relation to pupils' achievement and the quality of teaching.

Information about this inspection

- Inspectors observed 24 part-lessons taught by 11 teachers, several of which were joint observations with members of the leadership team. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by teaching assistants. Inspectors also observed an assembly and heard pupils from Year 2 and 5 reading. Inspectors held meetings with two groups of pupils including the Rights Respecting School group.
- Inspectors spoke to three governors, including the Chair of the Governing Body, and staff including senior and middle leaders.
- Inspectors looked at a range of documents, including the school’s data on pupils’ current progress, planning and monitoring documents, and records relating to behaviour, attendance and the safeguarding of children. The school’s arrangements for spending the additional sports funding and pupil premium funding were also scrutinised.
- Questionnaires were analysed from 29 members of staff.
- Inspectors took account of the responses of 95 parents and carers to the online Parent View questionnaire. Inspectors also used the start of the day to talk to parents and carers, including those who came into school to look at their children’s work.

Inspection team

Sarah Jones , Lead inspector	Additional Inspector
Matthew Middlemore	Additional Inspector
Jean Whalley	Additional Inspector

Full report

Information about this school

- The school converted to become an academy in August 2012. When its predecessor's school, also called Westbury Park Primary School, was last inspected, it was judged as good. Since becoming an academy, the school has continued to build on the high standards.
- Westbury Park Primary School is larger than the average primary school. The majority of pupils are of White British heritage, with an increasing number from other ethnic heritages.
- The proportions of disabled pupils and those who have special educational needs supported through school action, school action plus or with a statement of special educational needs is below average.
- The proportion of pupils who are known to be eligible for free school meals is below average. These pupils are supported by additional government funding known as pupil premium.
- In 2013, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is working towards becoming a UNICEF Rights Respecting School.
- There is a privately run breakfast club and after-school club for pupils on the school site.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching, by:
 - making sure marking always tells pupils how well they are doing and that each child receives helpful advice on how to improve.

Inspection judgements

The achievement of pupils

is outstanding

- Achievement is outstanding for all groups of pupils, including the most able.
- Pupils' attainment in reading, writing and mathematics is significantly above average at the end of both Key Stage 1 and 2. These standards continue to improve each year. Some pupils take the higher Level 6 in the national assessments at the end of Key Stage 2.
- Pupils achieve extremely well in mathematics as they have the chance to apply a wide range of skills to tasks very effectively. The tasks given to the pupils are challenging; a group of more-able Year 5 pupils were observed working on an open-ended problem-solving activity, based on finding out the surface area of a cuboid. The pupils could talk about the process and their outcomes with confidence. One pupil's explanation of her experience included 'I can justify my pattern with the evidence I have gathered.'
- Pupils' achievement in reading across the school is consistently outstanding, because their reading skills are systematically developed year-on-year. The pupils are able to improve their reading through daily reading sessions as well as in a wide range of lessons, for example, when researching a topic area. Pupils use their knowledge of letters and sounds to read more difficult words with confidence.
- Disabled pupils and those who have particular learning needs are well supported. As a result, they make the same progress as their peers.
- Pupils who are supported by the additional funding are making good progress in line with their peers. The support they receive includes out-of-class work with a focus on English and mathematics. As a result, their attainment at the end of Key Stage 2 is in line with their peers.
- Pupils have the chance to develop their literacy and numeracy skills in other subjects. As a result, they achieve well in a range of different subject areas such as history and geography. This was seen in some high-quality display work, created by Year 6 on the Second World War with links made to their study visit to France.
- From different starting points, children enter Reception and make good, and often outstanding, progress. The Reception area includes stimulating indoor and outdoor activities to promote and encourage effective learning, including the early stages of learning to read, write and understand number work.

The quality of teaching

is outstanding

- Teaching over time is outstanding. The impact of this can be seen in the pupils' rapid progress throughout the school and their high attainment in national tests in Year 6.
- Teachers plan lessons carefully and use their subject knowledge well. They ensure that the tasks set are consistently at the right level for pupils of different abilities.
- Teachers and teaching assistants have high expectations of the pupils. They work well together to challenge all pupils. Pupils enjoy their learning and respond very well to the challenges presented to them.
- Pupils enjoy and are motivated to learn, which enables them to develop their knowledge and understanding in a range of different subjects exceptionally well. For example, Year 3 pupils enjoyed creating their own poems as a result of studying Michael Rosen's poem 'Going on a Bear Hunt'. This provided an opportunity for pupils to use their literacy skills when creating their ideas.
- Pupils benefit from effective and challenging questioning. Pupils were observed using new technology to complete research on Indian culture and diet. Pupils worked effectively together and challenged each other about the information required.
- Relationships throughout the school are excellent. Pupils and staff work together well and pupils are not afraid to ask for help with their work.

- In Reception, teachers provide activities which capture children's interest. For example, during the inspection, the children received a letter from 'The Gruffalo', indicating that he would be staying in Reception over the weekend, and in the letter children were given a task to create him a den, which they enjoyed doing.
- Teachers provide both verbal and written feedback for pupils to improve their work and learning. On a few occasions, pupils would benefit from further details and time to improve their work from the suggestions made.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupils enjoy their lessons and want to do well.
- Pupils' attitudes to learning are exemplary. They are highly motivated and want to learn, and in turn, be successful. These positive attitudes are evident both in and outside of the classroom.
- This is a very caring school. Pupils support and have respect for each other. Pupils are extremely polite and courteous to each other, staff and visitors.
- Pupils are very proud of their school. Pupils enjoy taking on responsibility such as members of the school council and Rights Respecting School group. At lunchtime, Year 5 and 6 playground buddies provide activities for the younger pupils to engage with.
- The school's work to keep pupils safe and secure is outstanding. All pupils say they feel very safe at the school.
- Pupils are aware of the different types of bullying such as physical and cyber-bullying. Pupils were emphatic that there is no bullying in the school and, should it occur, they know who to go to, to make sure it no longer takes place.
- Parents and carers who completed the online survey Parent View are in agreement with inspectors that pupils are well behaved at school.
- Attendance is consistently above the national average.

The leadership and management are outstanding

- The headteacher leads by example in his leadership. He is well supported by both senior and middle leaders to bring about improvements. The senior leaders have a clear focus on providing the best opportunities for all pupils who attend the school.
- Leaders have a clear grasp of the impact of teaching on the overall achievement of pupils. The headteacher has high expectations of staff and checks the quality of teaching regularly and accurately.
- Pupils' achievement and performance are tracked and teachers are held to account through pupils' progress meetings to ensure all pupils are making outstanding progress. In Reception, the progress children make is evidenced in 'Learning Journey' books, with the progress shared with parents and carers.
- Disabled pupils and those with special educational needs progress as well as others. The pupil premium funding provides well-focused support, resources and additional learning experiences. As a result, these pupils make the same progress as their peers.
- There is a strong emphasis on training for staff. As a result, staff feel very strongly that they have their needs met and are best prepared for the challenges facing them, for example preparation for the new curriculum.
- Staff in their early stages of their professional career described their experience at Westbury Park as supportive and reassuring as there is always someone who can advise or support.
- The school's development plans are both accurate and rigorous. Staff are aware of, and implement, priorities within their planning, for example in preparation for the new curriculum.
- The headteacher manages the setting of targets for teachers well. This is a rigorous process,

and includes giving staff challenging targets to ensure that all pupils achieve the targets set.

- The curriculum provides opportunities for pupils to apply skills in different subject areas. Pupils have the chance to participate in visits. For example, during the inspection, Year 6 were in France on a trip which included a visit to The D-Day beaches as part of their work on the Second World War. These experiences promote their spiritual, social, moral and cultural development well alongside a wide range of experiences, for example all pupils having the chance to learn to play an instrument, and they participate in local and national events such as Black History Week.
- The additional sports funding is used to provide pupils with further experiences of sports outside of school. The school has taken advantage of using the local leisure centre and playing fields, to provide a wider experience, acknowledging the lack of green space within the school. Funds have also been spent on sports coaches, who teach alongside staff, to help build their subject knowledge.
- Governors monitor spending carefully and are aware of how the school is using both the pupil premium and additional sports funding to improve pupils' overall achievement.
- Engagement with parents and carers is excellent. They appreciate staff availability at the start of the school day and report the headteacher is 'always visible'. They say staff are very approachable and they receive good-quality information about their children's work and the progress they are making.
- All arrangements for safeguarding meet the statutory requirements
- The school receives light-touch support from the local authority. The senior and middle leaders work closely with a number of partnerships through local clusters to provide school-to-school support and share good practice.

■ **The governance of the school:**

- The governing body is highly effective, composed of a wide range of people with different skills and experiences, able to hold the school firmly to account. The governors visit the school regularly and have a good understanding of the priorities for the school, which include the importance of the quality of teaching in relation to pupils' performance. Governors have a good understanding of the management of teachers' performance and implementation of the national 'Teachers' Standards' in relation to tackling any underperformance. Governors make sure that statutory responsibilities are met, such as safeguarding requirements, and ensure that they attend relevant training such as analysis of pupils' progress information. They understand how the school performs in relation to the national picture. Governors also have a good overview of the school's finances.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138531
Local authority	Bristol
Inspection number	440165

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Jon Ashby
Headteacher	John Jolliffe
Date of previous school inspection	not previously inspected
Telephone number	0117 3772676
Fax number	0117 3772577
Email address	westbury.park.p@bristol.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

