

Bourne Westfield Primary Academy

Westbourne Park, Bourne, PE10 9QS

Inspection dates 13–14 May 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Pupils now make outstanding progress. From very varied starting points, they reach standards in reading, writing and mathematics by the end of Year 6 which, from above-average levels last year, are on track to be well-above average this year.
- Teaching has improved considerably and is very effective in promoting pupils' achievement. Teachers know their material well. They make sure that all groups of pupils are motivated and inspired by their work, and so work hard.
- Pupils behave exceptionally well. The school is a calm and orderly community. Pupils show great maturity and confidence in lessons. This allows very effective learning to take place.
- The headteacher, other leaders and all staff share high ambitions for the pupils and have brought about major improvements in teaching and achievement since the last inspection. The quality of teaching is checked closely, and weaker areas have been decisively tackled, accelerating the rate of improvement.
- Pupils' spiritual, moral, social and cultural development is promoted exceptionally well. Links with a local school in very different circumstances, and with schools abroad, extend pupils' cultural horizons.
- The school offers a wide range of out-of-school activities. It enjoys notable success in competitive sport and music. Pupils readily take on jobs and responsibilities to serve their school, and perform them very well.
- The governing body is highly effective in promoting pupils' high achievement. Governors know the school exceptionally well and hold it to account for its performance.

Information about this inspection

- The inspectors observed teaching in all classes. They carried out 28 lesson observations, some of them jointly with the headteacher. They made brief visits to other lessons. They closely examined the work in pupils' books and listened to a sample of pupils read.
- The inspectors held discussions with pupils, parents and carers, staff, governors and a representative of the local authority who has worked closely with the school.
- The inspectors looked at a wide range of documents covering safeguarding and child protection, attendance, behaviour, pupils' progress and attainment, the work of the governing body, the school improvement plan, and the monitoring of teaching quality.
- The team consulted the Parent View website, where 151 parents and carers had posted responses to the online questionnaire, and analysed the responses to a questionnaire completed by 54 staff.

Inspection team

Richard Marsden, Lead inspector	Additional Inspector
Marian Driver	Additional Inspector
Jane Johnson	Additional Inspector
Gillian Broughton	Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The large majority of pupils are White British. Very few are from other ethnic groups, and the proportion who speak English as an additional language is very small.
- The proportion of pupils for whom the school receives the pupil premium funding is well below average. This is additional government funding, which in this school applies to pupils known to be eligible for free school meals and pupils in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is well below average.
- The school became an academy on 1 November 2011. It is not part of any wider academy organisation. This inspection is the school's second since it became an academy.
- The headteacher, deputy headteacher and one assistant headteacher were newly in post at the time of the previous inspection. The other assistant headteacher has been appointed since then, and 50% of the teaching staff have also taken up their posts since that time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Make sure that the level of challenge offered to pupils in all lessons is consistently high in all year groups, so that more pupils exceed the expected rates of progress and reach even higher standards in reading, writing and mathematics by the end of Year 6.
- Make sure that the quality of teaching in all classes is as high as it currently is in the best by broadening opportunities for the most experienced and highly skilled teachers to share ideas and expertise with their less-experienced colleagues.

Inspection judgements

The achievement of pupils is outstanding

- Children join the Early Years Foundation Stage with knowledge and skills in communication and mathematics which vary greatly, but over time are broadly typical for their ages. They make outstanding progress as they move from year to year. By the end of Year 6, they reach standards in reading, writing and mathematics which are well above average. Pupils' rates of progress and levels of attainment have improved markedly since the last inspection.
- Taken together, standards in reading, writing and mathematics were above average at the end of Year 2 in 2013. Pupils' scores in the 2013 Year 1 national check on phonics (the sounds represented by letters) were also above average. From the very outset, the school fosters a love of books and reading. Pupils recently won a national reading competition, gaining more books for their already well-stocked library.
- The most-able pupils in Years 2 and 6 read fluently and with excellent understanding and expression, showing skills well beyond those expected for their age. Less-able pupils in these years read more hesitantly. They could, however, explain confidently how they cope with unfamiliar words using the 'Fred Talk' method they have been taught.
- Pupils' progress in writing is rapid because they are given opportunities to write at length in a range of subjects, not just in English lessons. They write extended pieces in different styles such as diaries, reports, advertisements. Even in the youngest classes they pay careful attention to correct spelling and grammar, showing above-average standards. The presentation of their work is also of a very high standard.
- Achievement in mathematics is outstanding because teachers clearly link the subject to real life and give pupils opportunities to explore mathematics in practical ways and across different subjects. In a Key Stage 2 class, for example, pupils were outside on the field. Coloured ropes on the ground were laid out in a grid and pupils moved bodily from one point to another. This deepened their understanding of coordinates and motivated them greatly, preparing them to do some complex calculations back in the classroom. In the Early Years Foundation Stage children were absorbed in a number-based game. There were squeals of delight as they discovered numbers hidden inside the teacher's 'mystery bag'.
- In the past, there have been some differences in the progress rates of boys and girls so the inspectors looked closely into this. Current evidence is clear that there are now no significant differences. In this school, boys and girls now achieve as well as each other throughout the school.
- Pupils eligible for support through the pupil premium also achieve as well as others, given their starting points. In 2013, the standards reached at the end of Year 6 by this group were almost two years behind those of other pupils in reading, writing and mathematics. Inspectors therefore looked closely at the standards attained by such pupils in all year groups. They found that the gap between their attainment and that of other pupils is very much smaller for current pupils. It has already closed completely in some year groups.
- The recently introduced primary school sport funding has had a very positive impact on the quality and range of sports enjoyed by pupils.
- Disabled pupils and those who have special educational needs make the same outstanding progress as their classmates. Their needs are swiftly and accurately identified and they are given

carefully targeted support in one-to-one and small-group sessions, either in class or close by. Pupils from minority ethnic groups and the small number who speak English as an additional language also make progress in line with other pupils.

- The level of challenge offered to pupils in all year groups is high but the school has identified the need to make sure that this is consistently the case so that progress accelerates further and pupils attain even higher standards by the time they leave the school.

The quality of teaching is outstanding

- Teachers have very high expectations of pupils and challenge them all to work hard. They make sure lessons move at a good pace. They have excellent knowledge of the subjects they teach. They do not 'talk down' to pupils but they routinely use appropriate technical terms, such as 'authorial techniques' and 'homophone'. Because they explain such terms clearly to pupils, pupils themselves also use them naturally and spontaneously.
- Teachers plan work exceptionally well so that tasks interest and motivate boys and girls. In a Year 6 English lesson, for example, pupils were deeply absorbed as they watched a moving presentation about life in the First World War trenches, in a lesson on war poetry. In a younger class, pupils were equally absorbed in a mathematics lesson where the teacher gave them real-life bus timetables to interpret.
- Teachers explain and demonstrate things with the utmost clarity. They ask questions very skilfully in order to check that all pupils are keeping up and that no misunderstandings are developing. They often ask very probing questions which cause pupils to have to think deeply before they give their responses.
- Teachers' marking is regular and conscientious. They use a colour-coded scheme which makes clear to pupils how well they are doing and what they need to do to improve their work. Teachers give pupils time to read the comments they write and they check that pupils act on the advice given. Pupils say they find this particularly helpful.
- Teaching assistants and other adults work very closely with teachers to give excellent support to disabled pupils and those who have special educational needs. They understand the individual needs of pupils very clearly. They are very well organised when they give one-to-one or small-group support. When the class teacher is addressing the whole class, they do not simply sit and wait but they actively look for ways to make sure that no pupil is falling behind.
- Teaching in the Early Years Foundation Stage promotes all areas of learning very effectively. Teachers and other adults interact constantly with the children. They take every opportunity to develop their language, mathematical and observational skills. There is a good balance of activities indoors and out. These include activities chosen by the children themselves, which help develop their independence and resilience from the outset.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. The school is an exceptionally calm and orderly community. Pupils behave courteously towards each other and towards adults. They show maturity and resilience as learners. Their behaviour in lessons means that teachers can teach and pupils can learn without disruption. Attendance rates are above average.
- The school's work to keep pupils safe and secure is outstanding. Safety has a high profile. Pupils

understand, for example, the different forms that bullying can take, and older pupils understand about internet-based bullying, and how to avoid it. Parents and pupils say either that there is no bullying, or, if any does occur, it is 'nipped in the bud' and dealt with very effectively by staff.

- Pupils are extremely proud of their school. 'It's awesome', said one. They willingly take on jobs and responsibilities, and carry them out with great maturity. Older pupils help younger ones with their reading, for example. Pupils serve as school councillors, eco-warriors, and librarians. They are energetic and very successful in raising funds to help people less fortunate than themselves.
- The school gives valuable and sustained support to pupils whose circumstances may make them vulnerable. The inspectors saw telling evidence of how this support has enabled such pupils to play a full part in the life of the school and make progress in line with that of others.
- Pupils have many opportunities for thought and reflection in assemblies and at many other times. The school has links with schools in Finland and Kenya, as well as with a local school whose pupils' backgrounds are very different. These extend pupils' horizons, promoting their cultural development very effectively.

The leadership and management are outstanding

- The headteacher and all staff share high ambitions for pupils. All areas of the school are kept under stringent review. Concerted action is taken when areas for improvement are identified. All the areas noted at the last inspection have all been tackled with great determination, resulting in substantial improvements. In particular, major improvements to teaching have led to greatly accelerated progress from pupils at all levels.
- Senior and middle leaders check the quality of teaching with the utmost rigour. All staff have personal targets for improvement and these relate, in turn, to the school's overall improvement plan. Teachers' pay rises are carefully checked and promotion is only given when the impact on pupils' achievement shows that it is deserved. However, staff also told inspectors of the very high levels of support they receive and of their many opportunities to develop skills and broaden expertise. They are very enthusiastic to improve further.
- Senior and middle leaders collect detailed information about pupils' progress. They use this exceptionally well to identify any pupils who are at risk of underperforming, and take appropriate action. The school uses the expertise of the local authority to help make sure that the standards teachers apply when they assess pupils' work are in line with the standards applied nationally in reading, writing and mathematics.
- Although the academy is independent of the local authority, it has bought in its services. Training, for example, has been highly valued by staff and governors. Staff also work closely with other local schools in order to share ideas and expertise, including sharing videos of lesson extracts. The school recognises, however, that there is a need to widen opportunities for the less experienced staff to benefit from the expertise of the most highly skilled teachers in this school and elsewhere, if the quality of teaching is to continue to improve.
- Pupils learn a rich and varied range of subjects. They benefit from specialist teachers in subjects such as French, music and physical education. Special events such as 'maths hat day', the Roman day, or the re-enactment of the Great Fire of London cause great excitement. Pupils play a variety of musical instruments. The choir is exceptional. It has won local and regional competitions.

- The recently introduced sport funding is being used to extend the range of sports on offer and to develop the expertise of staff in teaching sport. Ongoing reviews, which include taking the views of pupils, show that it is being used effectively. The school enjoys notable success in competitive sports.
 - The school engages exceptionally well with parents and is very highly regarded by them. Some parents, along with other adults from the local community, come into school as 'reading buddies'. Attendance at parents' meetings and other events is always high.
 - Leaders make sure there is no discrimination of any kind, and that all pupils, regardless of background or need, can play a full part in the life of the school and benefit from what it offers. The pupil premium funding is used well to ensure that eligible pupils are included in this way, and are given extra academic help when appropriate, so they make the same outstanding progress as their classmates.
- **The governance of the school:**
- The governing body is well organised and is effective in promoting pupils' outstanding achievement. Governors have a keen insight into all aspects of the school's performance. They understand clearly how this compares with schools nationally, based on a secure knowledge of relevant data. They have an accurate view of the quality of teaching. They understand the basis on which teachers' pay rises are determined and how these relate to pupils' achievement. They understand how the pupil premium is used and the impact this is having.
 - Governors can give good examples of how they have challenged leaders in order to shape the school's direction and secure the very best for pupils. Some governors hold regular talks with staff, holding them to account for pupils' achievement. Governors take opportunities to extend their knowledge and skill through ongoing training.
 - Governors are highly diligent in making sure that all requirements for the safeguarding of pupils are met and that all are kept safe.

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	137599
Local authority	Lincolnshire
Inspection number	441956

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

Type of school	Primary
School category	Non-maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	631
Appropriate authority	The governing body
Chair	Richard Jones
Headteacher	Elaine Radley
Date of previous school inspection	21 November 2012
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