

Inspection of Bourne Westfield Primary Academy

Westbourne Park, Bourne, Lincolnshire PE10 9QS

Inspection dates:	13 and 14 May 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Kate Atkinson. The school is part of Keystone Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Helen Joyce, and overseen by a board of trustees, chaired by Joe Pignatiello.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since May 2014.

What is it like to attend this school?

Pupils at Bourne Westfield are expected to achieve highly and they do. They understand the school's 'CORE' values of community, opportunity, respect and excellence. They know what these mean for their work and conduct and do their utmost to live up to them.

Provision for pupils' personal development is exemplary. Pupils are prepared very well for life in modern Britain. As one pupil summed up, 'It doesn't matter what you look like or what you are, you can do anything in life as long as you work hard.'

Pupils have a multitude of opportunities to make a positive contribution to their school and wider community. The school's 'cultural promise' sets out the broad set of experiences that pupils, as a minimum, will benefit from before leaving the school. This includes visiting a gallery, working with a professional artist, performing to an audience, and representing the school in sporting activities, to mention but a few. The school makes sure that all pupils, especially those who are disadvantaged, achieve this goal.

Outside, pupils play imaginatively and cooperatively. They are well-mannered and courteous and learn to take and manage risks. Making the most of the vast array of resources that are available to them, they thrive.

What does the school do well and what does it need to do better?

Children get off to the best possible start in the early years. They are happy and looked after well. The curriculum makes clear what they are expected to know and remember at each stage through Nursery and the Reception Year. The activities on offer, both indoor and outdoors, help children to learn, explore and revisit this content over time. Adults skilfully check on children's knowledge and help them to remember their learning. As a result, children develop a broad, detailed and rich knowledge base that prepares them extremely well for the next stage of their education.

Beyond the early years, the school has a well-designed curriculum. Across all subjects, content is taught in a logical order. Pupils' knowledge builds cumulatively over time. In most subjects, including English and mathematics, pupils have an impressive recall of what they have learned. However, in a small number of subjects, there are some inconsistencies in how well staff ensure that pupils know and remember key learning.

Reading is a top priority at the school. Those at the earliest stages of learning to read get off to a strong start. The school's phonics programme makes clear which sounds pupils are expected to know at each stage of their education. Any pupils who begin to fall behind are quickly identified and helped to keep up. Beyond phonics, the reading curriculum enables pupils to learn about a wide range of texts, genres and authors. It helps pupils to read, understand and appreciate increasingly complex texts and vocabulary. Pupils develop very positive attitudes towards reading.

Pupils with special educational needs and/or disabilities (SEND) are well-supported. The school carries out thorough assessments to ensure that these pupils' needs are identified and understood. Detailed plans make clear what help will be provided. Pupils with SEND who learn in the recently established 'willow room' and 'learning base 2' receive well-tailored support. However, these initiatives are at an early stage of implementation. The school has not yet established how it will measure the impact of these on pupils' learning and development over time.

The school has meticulously planned a broad, rich and varied programme to support pupils' personal development. It provides opportunities and experiences that build cumulatively as pupils move through the school. It includes a detailed and cohesive programme of personal, social and health education, work around the school's core values, fundamental British values, the protected characteristics, and curricular and extra-curricular provision.

Pupils behave well. They hold doors open for one another. They understand the 'Westy Way' and describe the importance of each of these rules. The school's behaviour policy is consistently understood. Pupils enjoy earning 'Westy points', being included in the golden book and being selected as a star of the week. They know what happens in the event of poor behaviour but say that 'red reminders' are very rare. Pupils who need extra help to live up to the schools' expectations are well-supported.

The school is well-led and managed. Leaders at all levels, including trust and governance, are highly ambitious for the school. They know what is working well and what needs to be improved. However, in a small number of cases, the school does not use all the information that it has available to evaluate the impact of some recently introduced initiatives. This means that it does not have a fully rounded view of how well these initiatives are working. The school has a dedicated team of staff who are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- There are some minor inconsistencies in how well the school helps pupils to know and remember the key learning that is set out in the curriculum. As a result, in a few areas, pupils do not remember what they have learned as well as they should. The school should ensure that, across all subjects, teaching results in pupils learning and remembering the content of the curriculum well.
- The school does not use all the information that it has available to evaluate the impact of some recently introduced initiatives. This means that the school does not have a

fully rounded view of how well these initiatives are working and whether any changes are needed. The school should ensure that it establishes effective methods to measure and evaluate the impact that new initiatives have, both currently and over time and whether they need further refining.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	137599
Local authority	Lincolnshire
Inspection number	10347516
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	696
Appropriate authority	Board of trustees
Chair of trust	Joe Pignatiello
CEO of the trust	Helen Joyce
Headteacher	Kate Atkinson
Website	www.bournwestfield.lincs.sch.uk
Date of previous inspection	13 and 14 May 2014

Information about this school

- The school is part of the Keystone Academy Trust.
- The school does not use any alternative education provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and

have taken that into account in their evaluation.

- Inspectors held meetings with the headteacher, the deputy headteacher, the assistant headteacher, curriculum leaders, the special educational needs coordinator (SENCo), the early years leaders and groups of staff and pupils.
- Inspectors carried out deep dives in these subjects: reading, mathematics, physical education, religious education, art and design, and science. To do this, they met with curriculum leaders, visited lessons, looked at pupils' work and met with teachers and pupils.
- Inspectors also spoke to leaders, looked at curriculum documentation and pupils' work in some other subjects.
- The lead inspector met with representatives of the local governing body. He met with the CEO of the trust and the chair of the board of trustees.
- Inspectors took account of the responses to the Ofsted Parent View, including the free-text comments. They spoke informally to parents outside the school and considered an email from a parent. Inspectors also considered the responses to Ofsted's staff survey.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed school documents, including those relating to governance, behaviour and attendance. Inspectors scrutinised leaders' plans for improvement and their assessment of the school's effectiveness.
- Inspectors spoke informally to pupils at breaktimes, in the dining hall and in the school grounds. Inspectors visited the school's breakfast club.

Inspection team

Vic Wilkinson, lead inspector	His Majesty's Inspector
Debonair Brown	Ofsted Inspector
Chrissie Barrington	Ofsted Inspector
Ian Toon	Ofsted Inspector

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