

Westminster Primary School

Stamford Road, Birmingham, B20 3PN

Inspection dates 17–18 March 2015

| Overall effectiveness | Previous inspection: | Good | 2 |
|--------------------------------|----------------------|-------------|----------|
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Outstanding | 1 |

Summary of key findings for parents and pupils

This is a good school.

- The headteacher and other senior leaders have a very clear vision for the school and are unrelenting in their drive for excellence. Staff and governors share their determination to ensure that the school continues to improve.
- Pupils make good progress in reading, writing and mathematics. They achieve well.
- Pupils work hard and play together happily. They behave well and feel safe and secure in school.
- Children get off to an exceptionally good start in the early years. Leadership and teaching are outstanding in the early years so children make rapid and sustained progress in all areas of their learning.
- Pupils have very good opportunities to engage in, and enjoy a wide range of sporting activities.
- Teaching in Years 1 to 6 is good. Teachers receive effective support to improve their practice. This ensures that they are able to help pupils to achieve well in lessons and over time.
- Staff work well together. There is a strong team feel in the school and all have high expectations of what pupils can achieve.
- The curriculum provides pupils with a rich and motivating range of activities that capture their interest and raise their personal aspirations.
- Pupils' spiritual, moral, social and cultural development is supported very well. British values are promoted strongly in the school and are reflected in the positive and supportive relationships between pupils and adults, and between pupils themselves.

It is not yet an outstanding school because

- Teachers do not consistently provide pupils with clear guidance about how to improve their written and mathematics work. They do not always check that pupils act on the advice they are given.
- The quality of pupils' handwriting is very variable, so the presentation of their work does not always reflect the otherwise good-quality content.
- Occasionally, work set for the most-able pupils is not challenging enough and this hinders their rate of progress.

Information about this inspection

- Inspectors visited 28 lessons, six of which were observed with either the headteacher, deputy headteacher or assistant headteachers.
- Meetings were held with school leaders, the director of sport and governors. A telephone conversation was held with a representative of the local authority.
- Inspectors talked to pupils about their work and their experiences at school. Inspectors also looked at pupils' work and listened to some of them read.
- A range of school documents was scrutinised, including information on pupils' current progress, the school's self-evaluation and plans for improvement. The school's safeguarding procedures and behaviour and attendance logs were also checked.
- Inspectors took account of the 22 responses to the online questionnaire, Parent View, the results of the school's parent questionnaire, the views of parents who spoke to inspectors as they dropped their children at school and parents who spoke to the lead inspector by telephone. The views expressed in the 28 returned staff questionnaires were also considered.
- Inspectors visited the breakfast club to evaluate how it helps pupils at the start of the school day.

Inspection team

| | |
|-------------------------------|----------------------|
| Alison Cogher, Lead inspector | Additional Inspector |
| Sarah Davey | Additional Inspector |
| John Savage | Additional Inspector |

Full report

Information about this school

- Westminster Primary School is a larger than average-sized primary school.
- Provision in the early years takes the form of a Nursery, which children attend part time, and two full-time Reception classes.
- The proportion of pupils from ethnic minority groups is high. Approximately 69% of pupils are of Asian heritage and 12% are of Black African heritage. The remaining pupils represent a number of ethnic backgrounds with small numbers of pupils in each group.
- Nine out of ten pupils speak English as an additional language. This is much higher than the national average.
- The pupil premium provides support for an above-average proportion of disadvantaged pupils. This additional funding is used to help pupils in local authority care and those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have a special educational need is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics at the end of Key Stage 2.
- The school operates a breakfast club during term time.

What does the school need to do to improve further?

- Strengthen the already good teaching in Key Stages 1 and 2, so that more pupils make rapid progress by ensuring that:
 - pupils' writing and mathematics work is marked in line with the school's policy, so that they receive clear guidance about how they can make it better, and teachers check that pupils have responded to the challenges they have been set and the requests for corrections to be made
 - the most-able pupils are always set work that challenges them
 - pupils develop a good quality handwriting style.

Inspection judgements

The leadership and management are good

- The headteacher, deputy headteacher and two assistant headteachers provide aspirational leadership. They are relentless in their drive for excellence and have high expectations for the school, its pupils and the community it serves. They communicate this very clearly and, together with staff and governors, are committed to the school's vision 'Nurturing Minds...Inspiring Excellence'.
- Leaders, including subject leaders and the director of sport, contribute to school improvement and help to ensure that the school's expectations are implemented so pupils achieve well in all that they do.
- All staff are provided with the support they need to contribute effectively to improving pupils' achievement. They receive professional development training and are helped to learn from each other. Consequently, teaching has improved and is effective overall.
- Pupils' spiritual, moral, social and cultural development is nurtured very well. In this ethnically diverse school, pupils talk about how they value and appreciate their differences and form strong and supportive friendships. Tolerance and respect are encouraged in lessons and during all other school activities. Relationships are very strong and pupils are well prepared for life in modern Britain.
- Very good use is made of the additional sport funding. Working with a sports coach and play leaders, the director of sport has implemented a comprehensive programme of sporting activities, including before and after school, and lunchtime clubs. Competitive sport has increased substantially and some pupils have achieved nationally recognised awards. Pupils' health and well-being are supported very well.
- The curriculum is broad and enriched through trips, the use of visitors and some specialist teaching in, for example, public speaking. Topics make meaningful links between subjects so pupils understand the relevance of their learning. Diversity and equality of opportunity are reflected in the wide range of pupils' work, including art and music. Discrimination of any kind is not tolerated.
- Procedures introduced during the last year are beginning to have a positive impact on pupils' personal development. Changes to the way pupils' behaviour is managed have resulted in a reduction in the number of pupils giving cause for concern. The improved behaviour of some pupils has led to better progress in their learning.
- The governing body ensures that the school's safeguarding procedures meet requirements. They are rigorously implemented and effective in ensuring pupils' safety and welfare. Pupils attending the school's breakfast club are well looked after and benefit from a calm and purposeful start to their day at school.
- The pupil premium funding is used effectively; for example, to provide additional teaching and classroom support. This has helped to reduce, but not fully close, the gap in attainment between disadvantaged and other pupils.
- The local authority conducts regular checks on the school's performance and has confidence in the headteacher to continue to move the school forward.
- **The governance of the school:**
 - Governors are effective in their role. They are well informed and have a clear understanding of the school's strengths and areas needing improvement. They hold the headteacher and other leaders to account for the school's performance, including the quality of teaching, and challenge them to secure ongoing improvement through activities such as looking at pupils' work and analysing progress and attainment data. They understand how teachers' performance is managed, how underperformance is tackled and they ensure that teachers' pay is linked to pupils' progress. Governors are fully involved in decisions on the school's budget and check that funds are spent effectively. They know how the funding for disadvantaged pupils and the additional sport funding has been allocated, and the difference it has

made to pupils' learning and personal development. Governors fulfil their statutory duties well.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are friendly, courteous and polite. They say that they enjoy school because 'It is fun.'
- Pupils move around the school in a calm and orderly manner, requiring only minimal supervision from adults. They make full use of all the activities and equipment available to them at lunch and playtimes, which supports their health and well-being and the development of their social skills very well.
- Pupils are proud to talk about their school, the work that they do in lessons and the activities they engage in at other times.
- Pupils have a clear understanding of the difference between right and wrong. They are keen to take on responsibilities such as being a member of the pupil parliament. Pupils respond well to the school's promotion of respect, tolerance and democracy, and they develop a good understanding of British values.
- Pupils play together harmoniously at playtimes and enjoy each other's company. They recognise that behaviour has improved at the school following the introduction of new procedures. Pupils understand that some find it difficult to behave well all the time, but are confident that the support provided by adults helps these pupils to 'switch their behaviour around'.
- The vast majority of pupils demonstrate positive attitudes to learning in lessons and behave well. Low-level disruption occurs occasionally, usually because pupils lose focus when they are not clear how to proceed, or the task they have been set presents them with little challenge. Teachers generally manage these situations well so the impact on pupils' learning is minimised.

Safety

- The school's work to keep pupils safe and secure is good. All staff are well trained and understand their responsibilities for keeping pupils safe. Risk assessments and safeguarding procedures are completed meticulously.
- Pupils are confident that the school site is very secure and that they are looked after well by adults. There is a good level of supervision at playtimes and any pupil requiring first aid is cared for swiftly. Parents are overwhelmingly positive about the quality of care provided by the school.
- Pupils say that bullying or name calling is rare but, when it happens, it is dealt with quickly and this helps them to feel safe in school. They are confident that, if they have a worry, there is an adult they can talk to, and that they will be helped to resolve any issues.
- Pupils have a good understanding of everyday risks and know what they can do to keep themselves safe in a range of situations. They understand the possible dangers of using the internet and how to use technology safely. They know what to do if they come across something that concerns them.
- The school works diligently to improve pupils' attendance. Attendance has improved since the last inspection and is now average.

The quality of teaching is good

- Teaching is outstanding in early years and typically good in Years 1 to 6. Teachers constantly seek to improve the quality of their work so that they can help pupils to learn as well as they are able.
- Teachers have good subject knowledge and modify activities in lessons to move pupils' learning on quickly

or to help them grasp a particular concept they are struggling to understand. The vast majority of teachers give precise instructions, model tasks well and provide clear demonstrations so pupils know what is expected of them. Resources are used well to support pupils' knowledge and understanding.

- Teaching assistants work in close partnership with teachers. Supporting individuals or small groups, including disabled pupils and those who have special educational needs, they make a valuable contribution to many pupils' learning.
- The teaching of early reading, writing and mathematics skills is effective. This has led to more pupils achieving at least the expected levels by the end of Year 2. The strong emphasis placed throughout the school on developing pupils' spoken communication skills helps those learning English as an additional language to learn as well as their classmates in all subjects and year groups.
- Too little attention is paid to helping pupils develop clear and legible handwriting. The presentation of pupils' work can be difficult to read and does not always reflect the good quality of its content.
- Homework is used well to reinforce pupils' learning in school. Pupils are happy to complete their homework and recognise that it helps their learning overall.
- Teachers know their pupils well and generally plan activities that, for the vast majority, move their learning on successfully. Planning for the most able does not always provide enough challenge to ensure that these pupils make consistently good progress.
- Teachers mark pupils work frequently, but not always in line with the expectations of the school's policy. As a result, marking does not do as much as it could to move pupils' learning on quickly. Written guidance does not always clearly indicate to pupils what they need to do to make their work better, and, having set pupils challenges or asked them to make corrections, teachers do not routinely check to make sure that pupils have responded.

The achievement of pupils is good

- Few children starting in the early years are competent English speakers. Pupils make good progress and by the end of Year 2 they achieve average standards in reading, writing and mathematics.
- Pupils' attainment by the end of Year 6 is average in reading, writing and mathematics, although it fell in 2014 as compared with the previous year. The attainment of the current Year 6, as shown by pupils' work and school data, is stronger overall than last year, as a result of action taken by leaders to reverse the decline.
- Pupils learning English as an additional language develop good levels of competence in understanding written and spoken English. They achieve as well as other pupils because they benefit from well-targeted support.
- Disabled pupils and those who have special educational needs make good progress in relation to their starting points. Their learning is checked frequently and the support they receive is sharply focused to enable them to achieve as well as other pupils.
- Teachers plan to provide a good level of challenge in lessons for pupils of all abilities, and they are largely successful in this aim. Occasionally, the most able are not challenged enough by the activities they are set so do not always make the progress of which they are capable.
- Pupils' progress in Years 1 to 6 is typically, but not consistently, good. Progress is not as good in writing as it is in reading and mathematics. Compared to other subjects, fewer pupils make better than expected progress in writing. Nonetheless, the proportion of pupils making at least the progress they should and reaching at least the expected standard in reading, writing and mathematics by the time they leave Year 6 compares favourably with national figures.

- Success in improving the attainment of disadvantaged pupils has been uneven. The progress these pupils make has improved but the gap between their attainment and the attainment of other pupils nationally has varied. Having closed significantly in 2013, the gap between disadvantaged pupils and other pupils nationally widened in 2014. Disadvantaged pupils were a term-and-a-half behind pupils nationally in reading, writing and mathematics. Disadvantaged pupils did better than their classmates in 2014 but this was because the attainment of their classmates was much lower than in previous years. Current pupil progress and attainment information indicates that all pupils are on track to do better this year and that all gaps will reduce.

The early years provision

is outstanding

- Leadership and management of the early years are outstanding and have secured exceptionally good provision that ensures children achieve extremely well. Children's safety and well-being are assured and teaching is consistently very effective.
- Expectations are high and routines are very well established. As a result, children behave extremely well and make the most of their time at school. They play very well together and apply themselves fully to learning new skills. Children's confidence and engagement demonstrate how safe they feel.
- Very few children have had any experiences in other pre-school settings prior to starting school and a very large proportion speak no English. They make exceptional and sustained progress in the Nursery and Reception classes, developing good levels of competence in understanding, speaking, reading and writing English. They are well prepared for when they start Year 1.
- Teaching is extremely effective. Adults continually check the success of activities in moving children's learning on and modify planning to best meet children's changing needs. Exceptionally good use is made of the indoor and outdoor areas to support children's learning.
- There is a very strong focus on developing children's language skills. Adults model spoken language extremely well. They are skilled at using questioning to encourage children to increase the vocabulary they use, and to speak and write in correctly constructed sentences.
- Children confidently make choices, sustain their interest and become immersed in their learning. For example, children worked cooperatively to hunt for minibeasts in the outdoor area. Their excitement at finding a worm was infectious, and they eagerly used magnifying glasses to observe its features.
- Adult-led activities ensure that children learn and use their knowledge of phonics (letters and the sounds they make) to read and write simple words very well. They confidently practise these skills in their play. Practical activities help children to explore the properties of shape, understand a range of measures, count accurately and complete simple calculations.
- Children's 'Learning Journey' folders map children's experiences and their learning over time. They are shared with parents, who are encouraged to contribute to them, and they provide an extremely comprehensive record of each child's progress and achievement.

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

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| Unique reference number | 130944 |
| Local authority | Birmingham |
| Inspection number | 453267 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 459 |
| Appropriate authority | The governing body |
| Chair | Roy Fackrell |
| Headteacher | Maneer Samad |
| Date of previous school inspection | 7 December 2010 |
| Telephone number | 0121 464 2369 |
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