

Inspection of Westbury Park School

Bayswater Avenue, Westbury Park, Bristol BS6 7NU

Inspection dates:	8 and 9 October 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Outstanding

The headteacher of this school is Richard Bamber. The school is a single academy trust. The trust is run by the chief executive officer, Richard Bamber, who is also the headteacher. The trust is overseen by a board of trustees, chaired by Virginie Mengeaud.

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 22 and 23 May 2014.

What is it like to attend this school?

Pupils love learning at Westbury Park School. The rich curriculum enables them to excel academically and thrive socially and emotionally. Pupils develop very high aspirations to succeed.

Through the expertly designed provision, pupils develop their character very well. They learn the importance of citizenship through helping others as peer mentors and well-being champions. Pupils learn impressive leadership skills through a range of roles and responsibilities which they value deeply. Older pupils, for instance, support younger pupils to develop their reading skills. Pupils develop a strong understanding of the role of democracy and individual liberty in British society, through class discussions and voting for the school council. Children in Reception are very knowledgeable about these concepts. For example, they value diversity and can recognise the impact of discrimination.

Pupils learn to form meaningful friendships. They are kind, helpful and respectful towards each other. In Reception, children learn well to take turns and share. They relish learning to build dens through sharing ideas and planning together. Throughout the school, pupils learn the routines of school very well. As a result, the learning environment is harmonious and calm. From Reception to Year 6, children and pupils are very enthusiastic about learning.

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

The school's vision for pupils to be exceptionally well prepared for the world beyond school is shared by all staff. Through the very well-designed curriculum, pupils build on their prior knowledge in all subject areas. This enables them to learn more complex concepts with success and confidence. Pupils have many opportunities to discuss their ideas in depth. They articulate their thinking with maturity and a breadth of sophisticated vocabulary. This enables and supports them to craft their writing with knowledge and impressive skill. For example, pupils in Year 6 debated opposing views about the role of zoos in conservation work in preparation for writing a balanced argument about a different topic. Children in Reception discuss their imaginative interpretations of the world to help them 'write' their ideas. Through the curriculum, pupils and children in Reception independently apply what they have learned to unfamiliar problems very well. Consequently, pupils at both key stage 1 and key stage 2 consistently achieve highly in reading, writing and mathematics.

Pupils, including children in Reception, with special educational needs and/or disabilities (SEND) receive outstanding support to ensure that they learn without barriers. The school is tenacious in monitoring the support provided to pupils with SEND. As a result, they are fully engaged and achieve very well. Across the curriculum, staff check what pupils know and do not know with precision. So, staff identify pupils' misconceptions swiftly and provide personalised support to ensure that pupils succeed.

Reading is prioritised across the curriculum. The early reading programme is meticulously designed to support all pupils, including those who struggle, to learn to read with fluency and enjoyment. Pupils relish listening to stories. In Reception, children explore a breadth of stories that enable them to think imaginatively about the world around them. Texts underpin pupils' learning in all areas of the curriculum. Through the study of how writers craft texts, pupils develop progressively more sophisticated reading and writing skills as they move through the school.

In Reception, children develop their knowledge of a breadth of subjects exceptionally well. The curriculum stimulates their curiosity about the world around them. Children practise their reading and writing continuously through the range of activities. For example, children were observed 'teaching' others using chalk and a blackboard. The school has prioritised children's language development throughout the curriculum. Through expert teaching, staff ensure that children are well supported in voicing their thoughts about the topics they are studying. Children extend each other's imaginative perceptions of the world around them through shared talk.

Pupils' attendance at school is very strong. Pupils are eager to learn. The many planned trips and visitors further enrich the curriculum. For example, pupils visit Normandy, France. All pupils, including disadvantaged pupils, relish the opportunities to apply their French language and cultural knowledge in the market as well as research specific historical events such as the World War II Normandy landings and the Bayeux Tapestry.

Leadership, including governance, is outstanding. Through a shared vision of excellence, they have ensured and assured a very well-designed curriculum for pupils. The board of trustees knows the school very well. It gathers a range of information with which to hold the headteacher to account. Staff are unanimously proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

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	138531
Local authority	Bristol City of
Inspection number	10344639
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	Board of trustees
Chair of trust	Virginie Mengeaud
CEO of the trust	Richard Bamber
Headteacher	Richard Bamber
Website	www.westburyparkschool.co.uk
Date of previous inspection	22 and 23 May 2014

Information about this school

- The school is a larger-than-average sized primary school.
- The proportion of pupils with special educational needs and/or disabilities (SEND) is below the national average.
- The proportion of pupils in receipt of pupil premium funding is below the national average.
- The school does not use alternative 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 and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors held discussions with the headteacher and members of the leadership team.
- An inspector held discussions with the chief executive officer of the trust and members, including the chair, of the board of trustees.
- Inspectors carried out deep dives in early reading, English, mathematics, science and art and design. In each subject, inspectors met with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at examples of pupils' work.
- Inspectors met with staff to consider their views.
- 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 considered the views of parents and carers who responded to the confidential questionnaire, Ofsted Parent View. They evaluated the views of staff and pupils from the Ofsted online questionnaires.

Inspection team

Susan Aykin, lead inspector

His Majesty's Inspector

Andrew Lovett

Ofsted Inspector

Richard Vaughan

Ofsted Inspector

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