

Westwood Park Community Primary School

Vaughan Street, Winton, Eccles, Manchester M30 8DH

Inspection dates

12–13 June 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching, learning and assessment is inconsistent, particularly in key stage 2. Pupils' achievements in English and mathematics are variable across different year groups.
- Not all teachers provide pupils with enough opportunities to develop their mathematical reasoning skills.
- The most able pupils are not always challenged in activities.
- Too often, pupils' written work in geography, history and science is poorly presented.
- Leaders do not make enough use of the most effective teaching in the school as a model to help staff to improve their work.
- Governors do not have enough understanding of the school to challenge school leaders about the impact of pupil premium spending.
- Leaders' systems to monitor improvements are not linked closely to the school development plan. They do not measure the impact of actions with enough rigour.
- The behaviour of pupils requires improvement. Children in the early years behave less well outdoors than inside.
- Leaders did not respond well to some past issues of poor pupil behaviour and to concerns raised by some parents and carers. Leaders have not ensured that parents understand the recent improvements in the work of the school and in the standard of pupils' behaviour. Some parents and pupils are concerned about behaviour.

The school has the following strengths

- The headteacher and senior leaders are clear on what needs to be done to bring about improvements in the school.
- Leaders ensure that pupils are safe in school. Safeguarding is effective.
- The curriculum is broad and balanced, and is enhanced by trips and visitors to the school.
- Pupils achieve well in the phonics screening check at the end of Year 1. The teaching of phonics is very successful.
- Children get off to a good start in the early years. They settle well into the school and make good progress.

Full report

What does the school need to do to improve further?

- Increase the effectiveness of leaders, including governors, by:
 - sharpening the focus of monitoring activities so that the impact of identified actions is measured carefully against school development priorities
 - providing governors with better support to enable them to ask more challenging questions about the impact of pupil premium spending, so they can review this aspect of the school's work more precisely.
- Improve the consistency and quality of teaching, learning and assessment in order to improve pupil outcomes by:
 - ensuring that planned work in all subject areas challenges the most able pupils so that they achieve high standards
 - providing pupils with more opportunities to develop their reasoning skills and find things out for themselves in mathematics
 - ensuring that the quality of pupils' written work in geography, history and science is as good as that in English
 - increasing the opportunities for teachers to share and learn from good practice in the school.
- Improve the personal, development, behaviour and welfare of pupils by:
 - engaging better with parents to share information about the school's arrangements for managing pupils' behaviour and to explain how standards of pupil behaviour are improving
 - improve the behaviour of pupils so their behaviour at all times of the day is at least good
 - ensuring that staff in the early years help children to behave as well outdoors as they do indoors.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the previous inspection, several members of staff have left the school. This, together with a high number of unavoidable staff absences, has led to some classes being taught by a succession of supply teachers. Leaders have not always managed these changes well. The lack of continuity and consistency in teaching has had a negative effect on the quality of teaching and pupils' outcomes, particularly in key stage 2.
- School leaders have identified accurately the aspects of teaching and learning that need to be improved for the school to move forward. However, they are unclear how to judge the success of their actions.
- Although pupils are achieving well in some classes, in other classes achievement is not as strong. Leaders are not doing enough to ensure that all staff provide sufficient challenge in activities for the most able pupils. Leaders are not making sure that teaching and pupils' achievement in key stage 2 improve quickly enough.
- The quality of pupils' written work in subjects other than English is variable. Work seen in pupils' geography, history and science books provided little challenge for the most able pupils.
- In some classes, pupils told inspectors that their work in English was too easy for them. Leaders have not been rigorous enough in their monitoring to identify such concerns.
- The work of subject leaders is helping the school to improve. Middle leaders have an accurate view of how well pupils do in subjects other than mathematics and English.
- School leaders ensure that the curriculum is broad and full of extra opportunities to deepen pupils' knowledge and skills. Pupils benefit from regular out-of-school visits throughout each school year. For example, recent trips to Chester and Blackpool helped pupils to understand the content of their topic work through first-hand experience. They learn much through activities provided by visiting musicians, sports coaches and a wide range of visits from representatives of the main religions in Britain today.
- Pupils who have special educational needs (SEN) and/or disabilities receive effective help from staff and leaders. While there have been recent changes in the leadership of SEN, clear systems remain in place to help pupils who need SEN support. Leaders review the effectiveness of support for pupils closely. School leaders ensure that staff give skilful assistance to pupils who have social and emotional difficulties.
- Governors and leaders do not measure the impact of the use of pupil premium funding with sufficient rigour. They cannot identify which elements of the spending have the greatest impact on pupils' outcomes.
- Pupils benefit from a wide range of extra-curricular activities. The physical education and sport premium funding is used well to engage pupils in a wide range of additional sporting endeavours. Each lunchtime, pupils in key stage 2 benefit from coaching in a range of sports.

- Leaders have created a positive learning environment in classrooms and study areas. Staff celebrate the work of pupils by displaying examples of this on walls throughout the school.

Governance of the school

- Governors are accurate in their assessment that the school has some way to go before it achieves their high expectations. They are challenging leaders about the need for better management of staffing changes so that pupils have more consistent teaching, particularly in key stage 2. However, governors' reviews of the school do not focus clearly enough on the school's improvement priorities.
- Minutes of meetings show that the governors provide the headteacher with challenge. However, a lack of understanding about pupils' progress inhibits them from holding leaders to account more stringently about the impact on pupils of the pupil premium spending.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have a comprehensive understanding of the main risks to pupils' safety and well-being. They are clear what actions the school is taking in response. Leaders link fully with other agencies to protect and care for pupils and their families whenever necessary.
- The school provides pupils with a secure and caring environment. The school is calm. Leaders and staff communicate well with one another about any concerns.
- Leaders review carefully the effectiveness of the school's safeguarding arrangements. For example, leaders recently used a local authority review document to identify that a job description for the role of designated leader for safeguarding at the school is important. Leaders addressed this matter promptly.
- Leaders ensure that all staff receive regular training about important aspects of safeguarding pupils. Staff are vigilant. They understand their responsibilities and know how to record and report safeguarding concerns to leaders and other professionals.
- Pupils who spoke with inspectors during the inspection were able to articulate clearly how to keep themselves safe, both in school and beyond. Pupils know how to stay safe online. They recognise the dangers of speaking to strangers and of sharing their personal information. Pupils have benefited from visits to school from the police and fire service to make them aware of the dangers they may face outside of school.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching, learning and assessment is inconsistent across the school. Poor teaching is most evident in key stage 2. The high number of staff changes and staff absences have had a negative impact on the progress that pupils make as they move through the school. As a result, some pupils leave the school with gaps in their learning.
- Not all teachers use assessment effectively to plan work that is matched to the ability

of pupils. Consequently, some of the work set for pupils is too easy. Some teachers do not have high enough expectations of what pupils can achieve.

- The standard of pupils' written work varies between classes and subjects. The quality of pupils' writing is much better in English than in geography, history and science.
- From looking at pupils' books, talking to pupils and observing learning in mathematics and other subjects, it was evident that the most able children are not sufficiently challenged to achieve their full potential.
- Across key stage 2, pupils are not applying their mathematical skills to deepen their thinking and apply their reasoning skills well enough. Staff plan too few opportunities to extend pupils' mathematical thinking.
- The teaching of phonics in key stage 1 is a strength of the school. Leaders and staff have implemented well-considered arrangements to plan, teach and review pupils' phonics skills. Pupils' phonics skills have improved quickly and are now consistently strong in key stage 1.
- Pupils who read to inspectors were fluent, and they applied taught strategies to tackle unfamiliar words well. The promotion of reading is high on the school's agenda. Leaders have prioritised the recent investment in fiction and non-fiction books so that pupils have regular access to high-quality and challenging texts.
- In some classes, teachers are very skilled in questioning pupils to help them to learn well. In other classes, teachers' questioning is less skilful and leaves pupils with insufficient opportunities to think and to expand on answers.
- In most classes, pupils behave well during lessons. Where teaching is less engaging, pupils are more easily distracted from their learning.
- The skills of teaching assistants are used effectively to support teaching and learning. Relationships between adults and pupils are good. Pupils benefit greatly from stable relationships with adults, who provide timely and supportive interventions where needed.
- The work that pupils complete across the curriculum is interesting and engaging. For example, pupils benefit from expert teaching in music. During the inspection, pupils in key stage 2 worked skilfully alongside members of the BBC Philharmonic Orchestra to participate in a large-scale performance.
- Pupils use the interesting information displayed on walls around the school to help their learning.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and happy. They enjoy playtimes, especially the organised games. They are keen to discuss their work with visitors and talk about what they have been learning about in class. Pupils sing with enthusiasm and enjoy the many opportunities to play musical instruments.

- Pupils are aware of different types of behaviour and the consequences of bullying. Pupils know where to seek help from adults when needed. Pupils have a good understanding of how to stay safe, both at school and online.
- Parents who responded to the Ofsted surveys and those who spoke to inspectors had mixed opinions in relation to the welfare and behaviour of pupils at the school.

Behaviour

- The behaviour of pupils requires improvement.
- Pupils' overall behaviour is improving, but is not consistently good in key stage 2. For example, when learning is not very engaging, pupils easily become distracted. Pupils move around the school sensibly.
- Several pupils who spoke to inspectors said that other pupils' behaviour in classes was good but that behaviour on the playground could be better.
- Recently, leaders have made concerted efforts to improve pupils' behaviour and ensure that systems are consistent across the school. A number of parents who shared their views of the school with inspectors felt that the systems in place in key stage 2 are not effective. Inspection evidence indicates that behaviour is better than some parents indicated.
- Inspectors checked the quality of the school's arrangements in detail. Pupils who need extra help to manage their feelings and behaviour are supported sensitively by dedicated staff. Behavioural incidents requiring physical intervention from specially trained staff have fallen to their lowest-ever level because of the introduction of effective techniques for all staff to use in de-escalating issues.
- Inspectors identified that, in the past, leaders did not always respond successfully to issues that arose about pupils' behaviour. Leaders and staff now act to address issues with much more urgency and thoroughness. The headteacher has not communicated with parents well enough to explain how the new behaviour policy has been applied throughout the school and its positive impact in key stage 2.
- Parents of children in the early years and key stage 1 are positive about the behaviour of pupils and of leaders' responses to any concerns. In key stage 1, pupils' behaviour is good. Pupils respect school rules, one another and adults.
- Leaders and staff promote their expectations of pupils' attendance extensively. Although rates of attendance remain below the national average, leaders have been successful in rapidly reducing the previously high rates of persistent absence. Well-organised strategies, including the employment of an education welfare officer for half a day each week, are proving highly effective in helping pupils to attend school regularly and punctually.

Outcomes for pupils

Requires improvement

- Pupils' outcomes in key stage 2 have been low since the previous inspection. For example, in 2016 the proportion of Year 6 pupils achieving the expected standard in reading and mathematics was below the national average. In 2017, this was also the case in reading, writing and mathematics. Evidence gathered during the inspection

indicates that there are improvements this year in reading, writing and mathematics.

- Governors and senior leaders acknowledge that outcomes for pupils in key stage 2 need to improve further. Pupils' progress, particularly in mathematics and writing, varies between different classes.
- In Years 3, 4 and 5, pupils' writing is developing at a slower rate than their reading and mathematics. Pupils have many opportunities to develop their writing in geography, history and science. However, staff do not give pupils enough opportunities to extend their writing. Tasks do not always provide enough challenge for the most able.
- Results from the Year 1 phonics screening check have been above the national average for the past two years. This reflects the much-improved teaching and leadership of phonics in the school.
- Outcomes for pupils in key stage 1 improved in 2017. The proportion of Year 2 pupils working at the expected standard for their age in reading, writing and mathematics was broadly in line with the national average. The proportion of pupils working at greater depth in writing and mathematics was above the national average.
- In most classes, pupils' attainment in mathematics is improving quickly. Staff ensure that pupils cover a wide range of interesting mathematical topics and themes in their work. In some classes, teachers do not capitalise on opportunities to enable pupils to extend their mathematical thinking and reasoning skills so that they can find solutions to mathematical problems for themselves.
- Pupils who have SEN and/or disabilities and those supported by the pupil premium make good progress in English and mathematics.
- From looking at evidence in pupils' geography, history and science books, inspectors found that in some classes the work set by teachers is not challenging enough. Pupils do cover these subjects in depth, but the most able pupils have too few opportunities to find things out for themselves. Middle leaders need to do more to ensure that pupils achieve better outcomes in these subjects, for example by ensuring that the work set for the most able pupils deepens and extends their existing knowledge and skills.

Early years provision

Good

- Leadership and teaching in the early years are strengths of the school. As a result, the proportion of children achieving a good level of development by the end of the Reception Year is now in line with the national average. Children currently in the early years are learning well. This is because senior leaders ensure that staff in the early years have a clear and accurate understanding of the work of the Nursery and Reception classes.
- Leaders and staff make careful use of the space available in the early years. Staff provide a range of activities for children to do so that they can experience different areas of learning. While the activities interest and stimulate children, the classrooms are calm.
- Leaders acted quickly in response to the differences in boys' and girls' attainment at the end of 2017. As a result, leaders and staff work successfully to engage and challenge boys more effectively in their learning.

- Children in the early years are inquisitive and polite. They sustain their attention well in activities because of the encouragement and supportive guidance from staff. Staff work successfully to build children's self-help skills and their self-confidence. Staff plan learning routines carefully to ensure that little time for learning is lost.
- Staff ensure that children's transition from local nurseries to school is smooth and positive. Staff visit local early years settings to gather pertinent information before the children arrive at Westwood Park.
- Recent staff training has focused on effective modelling of writing for children. Staff make sure that children access many writing opportunities, both inside the classrooms and around the outdoor area. Staff encourage and support children's early writing skills well.
- Children benefit from an exciting and well-resourced outdoor area for learning. Opportunities to climb, balance, create and play are plentiful. Careful planning by teachers ensures that activities have a clear purpose.
- Children's behaviour in the early years is good. In the classrooms, children are calm and cooperative. They act sensibly and thoughtfully. They are considerate towards one another. Inspectors noted that staff supervision outdoors was sometimes not focused well enough. This led to children behaving less well than when they were indoors.
- Staff have created a safe and well-resourced environment. Children are safe and feel safe. Parents who spoke to inspectors were overwhelmingly positive in their views of the early years provision at the school.

School details

Unique reference number	105905
Local authority	Salford
Inspection number	10045811

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

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Paul Ford
Headteacher	Sara Walker
Telephone number	01617892598
Website	www.westwoodpark.org.uk
Email address	westwoodpark.primaryschool@salford.gov.uk
Date of previous inspection	26–27 February 2014

Information about this school

- The school is a larger-than-average-sized primary school.
- The proportion of pupils eligible for support through the government's pupil premium funding is above the national average.
- The large majority of pupils are of White British heritage. The proportion of pupils from minority ethnic groups is well below the national average.
- The proportion of pupils who have SEN and/or disabilities is above average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning across a range of subjects and in all classes in the school.
- Inspectors scrutinised a wide range of school documentation, including the school's self-evaluation, the school development plan and minutes of meetings of the governing body.
- Inspectors scrutinised samples of pupils' work in English, mathematics, science, geography and history.
- Inspectors observed pupils' behaviour and conduct in classrooms, corridors and in the playground throughout the inspection.
- Inspectors reviewed documents relating to pupils' behaviour and safeguarding, including the single central record of checks on the suitability of staff, governors and volunteers to work with pupils.
- Inspectors met with pupils both formally and informally to discuss their recent learning, how safe they felt and their views about the school. Inspectors took account of 22 responses from pupils to an Ofsted survey, as well as a summary of responses to a recent school survey of pupils' views.
- Inspectors held meetings with the headteacher, the senior leadership and members of the teaching staff. Inspectors also met with a representative from the local authority.
- The lead inspector met with five members of the governing body, including the chair of governors, on the first day of the inspection. On the second day, he spoke again with the chair of governors, by telephone.
- Inspectors listened to some pupils in key stage 1 and key stage 2 read.
- Inspectors spoke to parents before and after school during the inspection. Inspectors took account of the 121 responses to Parent View, Ofsted's online questionnaire, including 84 free-text responses. Inspectors considered a summary of 43 responses to a recent school survey of parents.
- Inspectors considered 15 responses from staff to an Ofsted survey.

Inspection team

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