

# Westwood Primary School

Westwood Road, Clayton-le-Woods, Bamber Bridge, Preston, Lancashire PR5 8LS

## Inspection dates

2–3 April 2019

|  |             |
|--|-------------|
| <b>Overall effectiveness</b>                 | <b>Good</b> |
| Effectiveness of leadership and management   | <b>Good</b> |
| Quality of teaching, learning and assessment | <b>Good</b> |
| Personal development, behaviour and welfare  | <b>Good</b> |
| Outcomes for pupils                          | <b>Good</b> |
| Early years provision                        | <b>Good</b> |
| Overall effectiveness at previous inspection | Good        |

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, along with the senior leaders, has ensured that the school provides a good standard of education. Attendance remains higher than other schools nationally.
- Pupils' behaviour is good; they are polite and well mannered. Pupils apply themselves well to their learning. They adhere to their code of conduct, 'The Westwood Way', as they engage in their learning and play.
- Leaders have addressed the reasons for the dip in key stage 2 outcomes in 2017. Outcomes in 2018 were much better. All groups of pupils currently make good progress in reading, writing and mathematics and across the wider curriculum.
- Effective leadership ensures that pupils with special educational needs and/or disabilities (SEND) make good progress across the curriculum. Additional funding is used effectively, ensuring that disadvantaged pupils make good progress across the curriculum.
- The roles of subject leaders are well developed. Leaders monitor frequently the quality of teaching and work in pupils' books.
- The quality of teaching is good overall. However, sometimes teachers do not provide the most able pupils with opportunities to develop their writing and mathematics further.
- Governors are supportive of the school. They ensure that leaders are challenged and held to account.
- Parents and carers speak highly of the school. They are proud of the school and are certain that their children are safe and cared for well.
- The teaching of phonics is good. Pupils develop a love of reading from an early age.
- Teachers celebrate pupils' learning well. Standards of presentation and handwriting are high in most year groups.
- There is a strong culture of safeguarding. Staff are aware of the responsibilities and remain vigilant in their duties.
- Early years provision is good. Children get off to a good start in the Reception Year. However, leaders do not evaluate sharply the effectiveness of the early years. Sometimes, children lack the self-confidence to learn independently.
- Leaders have planned an exciting curriculum which develops pupils' skills and knowledge. Pupils' spiritual, moral, social and cultural development is planned well. Pupils leave school ready for life in modern Britain. They are prepared well for the next stages of their education.

## **Full report**

### **What does the school need to do to improve further?**

- Improve the quality of teaching, learning and assessment, and thereby outcomes, by:
  - providing the most able pupils with more opportunities to develop their writing across the wider curriculum
  - providing the most able mathematicians with more challenging tasks.
- Improve leadership and management by consolidating improvements in outcomes, ensuring that all groups of pupils continue to make at least good progress.
- Improve the effectiveness of the early years by:
  - refining self-evaluation to better consider the strengths and weakness of the provision
  - ensuring that children engage in independent tasks with more confidence.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher and senior leaders have ensured that this school continues to provide a good standard of education for all groups of pupils. Leaders have acted diligently to address areas which were identified for improvement at the previous inspection. They have created detailed plans for improvement and review these regularly. As a result of their actions, they have successfully built upon progress at the end of key stage 2 in 2018. Leaders' plans set out measures to ensure that pupils continue to make good progress as they move through the school.
- Leaders have reflected on the strengths and weaknesses of the school in their self-evaluation. However, their evaluation of the effectiveness of the early years is not as strong as other aspects of the self-evaluation.
- Parents are appreciative of the work of leaders. They said that their children are safe and cared for well. The vast majority of parents stated that they would recommend the school to others.
- The leadership of English is strong. Regular checks ensure strong oversight of the quality of teaching and pupils' work. Professional dialogue while working alongside teachers ensures that there is a consistent approach to the way reading and writing are taught. The leader has ensured that teachers plan interesting topics of work which immerse pupils in reading. As a result, pupils make good progress in reading and writing in all year groups.
- The leadership of mathematics is equally effective. Regular checks are made on the quality of teaching and the work in pupils' books. The leader has worked alongside staff to further develop the new approach to the teaching of mathematics adopted in 2016. As a result of effective leadership, pupils continue to make good progress.
- Leaders for subjects other than English and mathematics are established. Subject leaders receive thorough induction into their roles. They have many opportunities to monitor the quality of pupils' work in their curriculum areas. The leader of computing has introduced computing passports for the pupils. This helps teachers track and monitor the progression of skills as pupils move through the school. All subject leaders create detailed action plans outlining how they will continue to improve the provision within their subject areas. These are regularly shared with governors.
- Leaders have ensured that the pupil premium is used effectively so that disadvantaged pupils make good progress. Pupils with SEND make good progress because the leader of the provision for pupils with SEND ensures that this group of pupils receive precise support which is grounded in accurate identification of specific needs. Detailed plans show that the views of parents and pupils are integral to this work.
- The primary school funding for sport and physical education (PE) is used effectively. Pupils enjoy a wide range of sporting activities. The school regularly participates in competitions with other local schools. Leaders work closely with coaches from a local professional football team to help deliver parts of the physical education curriculum. This helps the teachers to learn coaching skills and encourages better participation among the pupils.

- Leaders have made it very clear to parents that there is an expectation that pupils are in school, on time, each day. Attendance remains above average. Rates of persistent absence are low.
- Leaders have carefully considered the curriculum on offer at Westwood. They have created a two-year rolling programme which carefully considers the skills and knowledge they want pupils to acquire. They ensure that pupils have opportunities to study the curriculum in depth.
- The curriculum develops well pupils' spiritual, moral, social and cultural skills and understanding. Pupils learn about other faiths and cultures. Many exciting trips and visitors to school enrich the curriculum. For example, pupils have visited a local mosque; they also hosted a visit in school from a member of the Jewish community. By the time pupils leave Year 6, they have a good understanding of what it means to be British. They are prepared well for the next stages of their education.

### **Governance of the school**

- Governors are supportive of the school. They know where the school's strengths are and where further improvements are needed. Governors ask challenging questions of leaders and hold them to account. Governors visit the school regularly and engage in monitoring activities alongside subject leaders. They share the findings of the visits with other governors.
- Governors ensure that additional funding supports the progress of disadvantaged pupils and those with SEND. They ensure that the sports and PE funding increases experiences and opportunities for pupils. For example, pupils engage in dance, multi-sports, football, netball and orienteering.
- Governors have ensured that they meet their statutory responsibilities.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- Leaders have created a strong culture for safeguarding in the school. The school site is safe, procedures for entering the school building are secure.
- All checks on the suitability of adults who work in the school are thorough. Staff, including those recently appointed, have received up-to-date basic awareness of safeguarding training. Staff have received training in the 'Prevent' duty to help them spot potential signs of radicalisation.
- Staff are aware of their responsibilities and remain vigilant. Clear processes ensure that staff know how to record and deal with concerns that arise.
- Leaders keep detailed electronic records of their work to safeguard pupils. Records of work with partner agencies are thorough. Leaders carefully monitor each pupil, watching for trends in behaviour and absence which may indicate safeguarding concerns.
- Leaders work effectively with parents and several external agencies to ensure that pupils are safe while in their care.

## Quality of teaching, learning and assessment

Good

- Good teaching, learning and assessment is securing good progress for all groups of pupils across the curriculum. As a result of effective relationships, pupils behave well in lessons and produce work of a high standard.
- Teachers encourage pupils to produce their best work. Standards of handwriting and presentation are high across a range of subjects in most year groups.
- Adults know the pupils well. They plan interesting activities, enabling pupils to make good progress across the curriculum.
- Teaching assistants make a strong contribution to pupils' learning, especially that of disadvantaged pupils and pupils with SEND, both in lessons and when supporting pupils individually and in small groups.
- The teaching of mathematics is effective. Teachers ensure that lessons build upon prior learning. The teaching of mathematical concepts is extended across other subjects. Constant revision of basic number facts helps pupils to make good progress. Sometimes, the most able pupils do not have work that challenges them sufficiently.
- The teaching of phonics ensures that pupils make good progress. Teachers' strong subject knowledge ensures that pupils pronounce sounds correctly. Pupils apply well their phonics skills to their reading. Teachers encourage pupils to read often and widely. Interesting texts ensure that a culture of reading is fostered and nurtured. Pupils make good progress in phonics and reading.
- The teaching of writing is good. Teachers plan interesting work for pupils. Pupils have opportunities to develop their writing across many genres in a wide range of subjects. Effective teaching ensures that pupils' skills in applying grammar, punctuation and spelling are developed systematically each year. However, too often the most able pupils complete writing tasks similar to other pupils. Teachers do not regularly provide them with sufficient challenge to make their writing even better.
- Teachers use effective strategies to engage pupils. For example, through questioning, teachers encourage pupils to explain and expand upon their answers. This is evident not just in English and mathematics but across the wider curriculum. For example, in design and technology and in science, pupils are encouraged to consider how to break a circuit and discuss what they know about insulators. In an assembly, linked closely to work in religious education, pupils were challenged to think about the link between the Easter story and the sharing of Easter eggs.

## Personal development, behaviour and welfare

Good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy attending school. They are positive and enthusiastic about their learning. Pupils who spoke with the inspectors were keen to discuss their work and some of their responsibilities. They talked about the many trips they have had, for example trips to a zoo, a theatre and a residential experience in Year 6.

- Pupils are respectful of one other. They listen in lessons and value the views of others. Pupils appreciate that teachers celebrate their work in high-quality displays around the school. Pupils are proud when their work is displayed.
- Pupils have a good awareness of the different faiths and cultures in their community and in the wider locality. They know that it is important to be respectful and show tolerance towards everyone.
- Pupils are aware of how to stay safe both online and while away from school. They know about the dangers of being close to roads and railway lines. They know not to talk to strangers. They are aware of types of bullying and behaviour. They know the school's behaviour policy well and say that their teachers are fair to them. They are proud to uphold the values outlined in 'The Westwood Way'.

## Behaviour

- The behaviour of pupils is good.
- They behave sensibly in lessons and while moving around school. Pupils are polite and well mannered. Most pupils take great pride in their work.
- Pupils told inspectors that the behaviour of other pupils is good. They said that staff are very good in helping them to overcome challenges. Pupils enjoy earning rewards for good work and behaviour.
- Pupils listen with care and engage in lessons. As a result, they make good progress.
- Rates of attendance have remained much higher than the national average for several years. The rate of persistent absence is low. No groups of pupils are disadvantaged by poor attendance.

## Outcomes for pupils

**Good**

- In 2017, progress in mathematics by the end of key stage 2 was low. Leaders have worked diligently to bring about strong improvements in 2018.
- Pupils' progress through key stage 2 improved in reading and writing between 2017 and 2018. Progress in reading has improved consistently over a three-year period.
- Assessment information and work in pupils' books indicate that current pupils are making good progress in reading, writing and mathematics. Pupils continue to make better progress in reading, with greater proportions of pupils making accelerated progress.
- The proportion of pupils who achieve the required standard in the Year 1 national phonics screening check has remained in line with the national average for several years. As a result, pupils apply their skills well, which leads to strong outcomes in reading.
- Disadvantaged pupils and those with SEND make good progress. Assessment information and work in pupils' books indicate that these pupils are supported effectively with their learning.
- Pupil's progress in writing is good. Pupils develop their writing across many genres in a wide range of curriculum subjects. Interesting topics and themes engage them

creatively. Although the most able pupils make good progress in writing, they do not regularly make the progress of which they are capable. Too often they complete writing tasks that do not sufficiently challenge them.

- Pupils make good progress in mathematics. From looking at evidence in pupils' books, inspectors noted that the curriculum is well planned to provide a systemic approach to mathematical learning. Pupils have a good understanding of the rules of number and how to apply these to solve problems. However, in some classes, the most able pupils are not challenged well enough to make stronger progress.
- The curriculum provides pupils with many opportunities to develop skills and knowledge. They develop the skills of enquiry and questioning well in history and geography. Many interesting topics provide pupils with first-hand learning experiences. For example, pupils in Years 3 and 4 have had the opportunity to handle artefacts. They make careful observations of Stone Age arrow heads and other artefacts and they put themselves in the position of an archaeologist or a geographer. Application of mathematical skills is evident across the wider curriculum. Pupils apply their skills to create detailed tables and graphs to display their findings from science investigations.

## Early years provision

**Good**

- Children enter the early years with skills typical for their age. Children make good progress, and many achieve a good level of development by the end of the Reception Year. As a result, children are prepared for Year 1.
- Leaders make regular checks on the quality of teaching and progress in the early years. However, they do not consider the strengths and weaknesses that they have identified. Their evaluation of the effectiveness of the early years provision lacks the detail and rigour of other areas of the school's evaluation.
- Learning activities are rich in challenge. Children have many opportunities to develop their writing and mathematical understanding. Activities are well planned to encourage the development of social skills through role play and construction. Sometimes, children lack the confidence to independently take on challenges and complete tasks.
- Leaders have ensured that the early years is an organised learning environment. The classroom and the outdoor environment encourage curiosity and learning.
- Relationships between adults and children are strong. Disadvantaged children and those with SEND make good progress in the early years. Adults know the children well, which helps them to meet the children's individual needs.
- Good teaching secures strong outcomes for children. A love of reading is fostered from an early age. Children enjoy reading and listening to stories. Good phonics teaching ensures that children apply their skills well to spell difficult and unfamiliar words.
- Children's behaviour is good in the early years. Structured routines encourage them to take turns and share resources. Children get on well together. They listen to adults' instructions and try hard to produce their best work.
- Leaders ensure that children are safe in the early years. Adults complete daily risk assessments. Leaders make sure that safeguarding and welfare requirements are met.

- Children have a developing understanding of how to stay safe. For example, they know that they should not click on a button when using a computer if they are unsure of its function.
- Leaders engage with parents to encourage them to be active in their children's learning. Interesting initiatives, such as a 'Bedtime rhyme night', provide parents with information on how they can read to their children and better help them with their learning at home. Parents are invited to make regular contributions to children's learning journals.



## School details

|                         |            |
|-------------------------|------------|
| Unique reference number | 119338     |
| Local authority         | Lancashire |
| Inspection number       | 10053072   |

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                 | 4 to 11  |
| Gender of pupils                    | Mixed  |
| Number of pupils on the school roll | 189  |
| Appropriate authority               | The governing body   |
| Chair                               | Emma Barrow  |
| Headteacher                         | Julie Martin   |
| Telephone number                    | 01772 628051   |
| Website                             | <a href="http://westwoodprimaryschool.net">westwoodprimaryschool.net</a>   |
| Email address                       | <a href="mailto:head@westwood.lancs.sch.uk">head@westwood.lancs.sch.uk</a> |
| Date of previous inspection         | 11 January 2018  |

## Information about this school

- The school is smaller than most other primary schools.
- Three teachers are new to post since the previous inspection.
- The majority of pupils are White British.
- The proportion of pupils with SEND is above the national average.
- The proportion of disadvantaged pupils is lower than that for other schools nationally.

## Information about this inspection

- Inspectors observed teaching and learning in every class, some jointly with the headteacher and deputy headteacher. Inspectors examined samples of pupils' work and spoke with pupils about their learning.
- Inspectors viewed examples of pupils' work from across the curriculum.
- The lead inspector met with three members of the governing body and with a representative of the local authority.
- Inspectors scrutinised a wide range of school documentation, including the single central safeguarding record and records related to safer recruitment and training.
- Inspectors examined records of self-evaluation and school development planning.
- Inspectors met with pupils from all year groups. They also listened to pupils read.
- Inspectors considered the 49 responses to Parent View, Ofsted's online questionnaire. They considered the 43 responses to the pupils' survey and the 14 responses to the staff survey. They took the 26 free-text responses into account.

## Inspection team

John Donald, lead inspector

Her Majesty's Inspector

Nick Capron

Ofsted Inspector

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