

Inspection of a good school: Westbrook Primary School

Westbrook Road, Heston, Hounslow TW5 0NB

Inspection dates:

17–18 September 2019

Outcome

Westbrook Primary School continues to be a good school.

What is it like to attend this school?

Pupils are proud to attend this school. They are enthusiastic about their learning, all the activities they do and their friends. Pupils take pride in their achievements both in and out of the classroom. They experience a wide range of clubs, trips and visits. In addition to a carefully planned curriculum, these experiences prepare pupils well for the challenges of secondary school.

Pupils feel well supported; they work hard and enjoy their lessons. Mathematics is the favourite subject for many pupils. This is because pupils feel that, in mathematics, teachers encourage them to achieve the highest standards.

Pupils are happy and safe. They say that bullying is rare and that someone is always ready to listen to their concerns. Pupils are confident that staff will put things right quickly, including when bullying happens.

Pupils are determined to meet the high expectations of behaviour set by staff. Older pupils told us how much they enjoy helping the younger children settle into the school. Pupils are polite, listen well and respect each other's point of view.

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

The curriculum in mathematics is a particular strength. Pupils' learning in mathematics is well planned from the start of Nursery. Pupils build good mathematical knowledge, year on year. Pupils use mathematical language such as 'inverse' and 'commutative' to explain how their Year 2 number and graph work helps them to understand the more complex concepts of Year 3. Plans for all subjects, including science, history, geography and physical education (PE), are well structured and sequenced. In science, pupils are particularly enjoying using investigative skills and developing their scientific vocabulary. Elsewhere in the curriculum, while curriculum plans are in place, teaching is not of the same high standard as it is in mathematics. This is shown by the less consistent quality of work in pupils' books compared with that in mathematics.

Pupils enjoy many opportunities to read in school. Younger pupils quickly learn to read simple texts accurately and confidently. Daily checks are made on pupils' progress in reading. Teachers are swift to intervene to ensure that no pupil is left behind.

These early reading skills are developed as pupils move up through the school and more challenging class texts are introduced. Year 6 pupils were able to relate their class text, 'Goodnight Mister Tom', to work on the Second World War in history lessons. However, older pupils' reading is too often confined to the text they read in class. They do not read as widely as they could. As a result, their vocabulary and understanding of more complex texts are not as well developed as they could be.

Pupils develop into considerate, thoughtful and determined young people through a range of activities. For example, through the 'Meaningful Work Programme', older pupils assist with younger pupils, lead sports activities and run reading clubs at lunchtime. They also benefit from residential trips to the Isle of Wight and visits to places such as the Victoria and Albert Museum and the Natural History Museum.

Pupils with special educational needs and/or disabilities (SEND) are well supported. Teachers and teaching assistants are well trained to understand and meet the needs of pupils with SEND. They know what each pupil needs to learn next in order to achieve well. All pupils and staff in the school are taught the basics of Braille. This not only helps support the pupils with visual impairment, but also demonstrates the true inclusivity of the school.

Governors and leaders are mindful of staff workload. Before introducing new policies or procedures, the impact on staff well-being is considered.

Safeguarding

The arrangements for safeguarding are effective.

Established systems support staff well in noticing and responding to any emerging concerns. Relevant, up-to-date training ensures that staff are knowledgeable and vigilant in their safeguarding roles. Staff know pupils and their families exceptionally well. They seek prompt support for them from beyond the school when necessary. Pupils are taught how to stay safe effectively. Leaders ensure that pupils understand the dangers of relevant, potential risks, such as road safety when walking and cycling. Staff relay these messages in memorable ways that develop pupils' understanding well.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Mathematics is planned and delivered particularly effectively. Work over the past year has ensured that the content and sequencing of other subjects in the school have been well thought through. Leaders should ensure that all subject plans are taught across the curriculum to the same high standard as mathematics.

- The reading programme in key stage 2 should be more ambitious so that older pupils read widely across different subjects. In particular, they should have access to more challenging texts across the curriculum, in order to develop their vocabulary and comprehension skills.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Westbrook Primary School to be good.

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 Ofsted Parent View information 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	139889
Local authority	Hounslow
Inspection number	10110423
Type of school	Primary
School category	Academy
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	651
Appropriate authority	Board of trustees
Chair of governing body	Marie Coffey
Headteacher	Melvyn Tatters
Website	www.westbrookprimary.com
Date of previous inspection	1 March 2016

Information about this school

- Westbrook Primary School is larger than the average-sized primary school.
- The school has a higher than average proportion of pupils who speak English as an additional language.
- The school has a higher than average proportion of pupils with SEND.
- The school has a specially resourced provision for pupils with a visual impairment.
- The school does not use alternative provision.
- There is a daily breakfast and after-school club that is led and managed by the school.

Information about this inspection

- We visited lessons, alongside senior leaders. These visits included a range of subjects and all key stages. We spoke to pupils and reviewed work in their books.
- Mathematics, reading and science were considered in depth during this inspection. This involved visiting lessons, looking at pupils' books and talking to teachers in these subjects.
- We met groups of pupils to hear their views about the school and to talk about their

work. We also observed and spoke to pupils at break- and lunchtime, and heard pupils read.

- We held meetings with leaders, staff and members of the governing body. We also took the views of parents and carers into account.
- We scrutinised a wide range of the school's information, including documents relating to the curriculum, school improvement, behaviour and safeguarding.
- We reviewed safeguarding procedures, including recruitment checks and other records.

Inspection team

Carolyn Dickinson, lead inspector

Her Majesty's Inspector

Angela Corbett

Ofsted Inspector

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