

Inspection of a good school: Westminster Primary School

Stamford Road, Handsworth, Birmingham, West Midlands B20 3PN

Inspection dates:

21–22 January 2020

Outcome

Westminster Primary School continues to be a good school.

What is it like to attend this school?

Westminster Primary is the caring heart of the community. Pupils and staff work together to achieve the best possible outcomes. Leaders and staff have high expectations of all pupils. They want the very best for them. Pupils work really hard to meet these goals.

Pupils behave extremely well in class, around school and at playtimes. Positive and caring relationships have created an environment where pupils feel safe and are safe. Pupils, parents and carers, and staff agree that behaviour is strong across the school.

‘Nurturing minds... inspiring excellence’ is the school’s motto. Exciting lessons and opportunities inspire pupils and broaden their view of the world. From supporting charities such as Islamic Relief UK and Children in Need, to visiting the theatre, different experiences enrich pupils’ learning. As a result, they leave the school as active citizens with a passion for learning.

Bullying is rare. Pupils have a deep understanding of what bullying is and the impact it can have on other pupils. As a result, they care for each other and make sure no one is left out. Leaders investigate any incidents of bullying and act when needed.

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

Children get off to a great start in the early years. Positive relationships and well-planned learning mean children gain the skills they need to be successful learners. A colourful and exciting environment provides opportunities for children to explore, investigate and play. Children feel safe, and are safe, because staff provide high-quality care.

In key stages 1 and 2, leaders have ensured that all pupils study a range of different subjects and have a range of valuable experiences. Recent developments in lots of subjects mean that pupils are learning well across the curriculum, more broadly and in more depth than they have done in the past.

Pupils quickly learn to read in the early years. Pupils learn phonics well by the end of Year 1. A wide range of books further improve their reading, comprehension and fluency. Teachers read to pupils daily. This enthuses the pupils and encourages a love of reading. When pupils fall behind, teachers act to make sure they get the right support to catch up. In some cases, though, in key stage 1 books chosen by the teacher are not challenging enough for the most able pupils.

Mathematics is a strength. Recent changes to lessons make sure that pupils have frequent opportunities to develop their arithmetic, problem solving and reasoning skills. Pupils are encouraged to try new ways to solve problems and learn from times when they are not successful. One pupil said, 'It is ok to make mistakes – it is all part of the learning process.' While all pupils make progress, some younger pupils are not moved on quickly enough to more challenging learning.

Art, like many other subjects, has improved over the last few years. Pupils are able to talk about what skills they have learned about in the past, and how these help them now. They are confident sharing their views on the work of famous artists such as William Morris and Adonna Khare.

The school has developed the subjects it teaches well over the last few years, but teachers' subject knowledge still has a way to go to catch up. While some teachers have strong subject knowledge in different subjects, others have some gaps.

Pupils with special educational needs and/or disabilities make strong progress. This is because leaders make sure they get the right support. Learning is then closely matched to the particular needs of the pupils. Strong links with a range of agencies mean that this support is constantly reviewed, and staff have the right skills to teach the pupils.

The focus on well-being and mental health is a strength. This is a place where it is safe to talk when you feel worried or sad. Staff and pupils listen when others need help. Pupils champion well-being, making sure no pupil is left alone. Strong links with mental health services mean pupils, staff and parents get support if they need it.

Pupils are well prepared for life in modern Britain. Exciting and thought-provoking assemblies encourage the pupils to consider different cultures and political issues. All learn to play a musical instrument and have opportunities to develop their public speaking and debating skills. Regular trips to places such as the Peak District or Stratford help broaden pupils' outlook on life. An impressive range of clubs develop the pupils' sporting, artistic and academic ability.

Staff are overwhelmingly positive about the school. They feel supported, trusted and valued. They are proud to be members of staff. They all feel training is used to support, encourage and challenge them. They feel, quite rightly, that the school is well led and managed.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that staff have had the training they need to keep pupils safe. When staff are worried about a pupil's welfare they act quickly to raise concerns. Leaders investigate these concerns swiftly to make sure the pupil is safe. When needed, leaders work with services such as the local authority to make sure pupils get the support they need.

Assemblies and carefully planned lessons develop pupils' understanding of keeping themselves safe from the dangers of the world around them.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils at Westminster Primary make strong progress from low starting points. In some cases, some of the most able pupils in key stage 1 are not always given the work and teaching they need to enable them to really deepen their knowledge and achieve what they are capable of. Leaders need to ensure that the work given to the most able pupils is suitably ambitious.
- The curriculum at Westminster has been enhanced over the last few years. Pupils study a broad range of subjects that include a wide variety of exciting opportunities. In some cases, due to the new nature of some of the subjects, teachers do not always have the correct subject knowledge to make sure all pupils have access to lessons that challenge and deepen their understanding. Leaders need to make sure that all teachers have the correct subject and pedagogical knowledge to implement this ambitious curriculum.

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 first section 8 inspection since we judged Westminster Primary School to be good on 18 March 2015.

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 the school and 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	143943
Local authority	Birmingham
Inspection number	10122529
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	479
Appropriate authority	Board of trustees
Chair of trust	Roy Fackrell
Headteacher	Maneer Samad
Website	www.westmnst.bham.sch.uk
Date of previous inspection	17–18 March 2015

Information about this school

- There have been no significant changes in the school since the last inspection.

Information about this inspection

- During the inspection, I focused on the following subjects: reading, mathematics and art. In these subjects, I visited lessons, looked at pupils' work, examined teachers' plans and talked with pupils and staff about the way these subjects were taught.
- I examined external performance data about the school and looked at school documents. These included information about behaviour, attendance, the school curriculum and improvement planning. The school website was also checked.
- I asked pupils, staff, leaders and trustees about safeguarding arrangements. I examined the record of employment checks on school staff and looked at other school records. I also found out about safety procedures and routines.
- I observed informal times of the day, to evaluate safeguarding and pupils' behaviour.
- During the inspection, I had formal meetings with the headteacher, senior leaders, subject teachers, governors, teachers and pupils. I also talked informally with parents, pupils and staff to gather general information about school life. I also spoke to the school improvement partner.

Inspection team

Chris Pollitt, lead inspector

Her Majesty's Inspector

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