

# Inspection of West View Primary School

Davison Drive, Hartlepool TS24 9BP

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Inspection dates: 8 and 9 March 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils like school. School sweatshirts are worn with pride. Displays around school remind pupils to believe in themselves with positive statements like 'I can be anything I want to be'. Pupils know who to talk to if they have concerns. They know that they will be listened to. This helps them to feel safe. Pupils appreciate the many clubs on offer. The 'Glee' club, dodgeball and robotics are favourites.

Adults have high expectations of pupils. Pupils understand and live up to these. Pupils try hard in lessons. Breaktimes are energetic, sociable events where toast and fruit is available. Pupils understand the simple rules of 'ready, respectful, safe'. Staff sort out any behaviour incidents swiftly and calmly. Teachers deal with occasional bullying immediately.

Older pupils enjoy reading with younger children in Reception or accompanying Nursery children on their 'welly walk'. Leaders have ensured that pupils are provided with effective pastoral support. Staff are available to talk at any time, to deal with pupils' anxieties and oversee practical support for pupils and their families. Some pupils describe the school environment as having a 'homely and natural vibe'.

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

Following the pandemic restrictions, many pupils returned to school with significant gaps in their knowledge, especially in reading and writing. This was despite leaders' efforts to ensure that pupils received education when not at school. Leaders and staff have adapted the curriculum for phonics and writing to ensure that teachers identify and address these gaps.

Leaders have a sharp focus on making sure that all pupils quickly become confident and fluent readers. A new approach to teaching phonics is now in place. All staff are trained and have regular reminders and refreshers to keep their knowledge of how to teach reading up to date. Teachers check in lessons to spot if any pupil needs extra help in learning to read. These pupils receive this in regular catch-up sessions. Reading has a high profile across the school. Everywhere you look, there are inviting, cosy spaces to read and old suitcases full of books, encouraging pupils to sit and enjoy a book.

Leaders have created a curriculum that enriches pupils' wider experiences. In some subjects, such as art and design and mathematics, leaders ensure that pupils connect learning through key ideas that thread through the knowledge they need to learn. Pupils build knowledge step by step based on what they already know. In most subjects, leaders have identified the precise knowledge that pupils need to remember and that teachers must check to make sure that pupils have learned this. In a few subjects, such as science and geography, leaders are still developing this curriculum structure. Key knowledge in these subjects is sometimes not precisely

identified. Occasionally, teachers do not provide enough opportunities for pupils to apply new knowledge so that it becomes fixed in their long-term memory.

The environment in the early years supports children to become independent learners. It is engaging, provoking children's inquisitiveness. Children explore and test out ideas, developing their resilience. Adults are skilled in questioning and understanding individual children's needs. However, in some areas, leaders have not identified carefully enough what knowledge children need to learn to be ready for key stage 1.

All pupils access the full curriculum, and all the school has to offer. This includes pupils identified as having special educational needs and/or disabilities (SEND). Pupils' additional needs are quickly identified. Plans of support for pupils with SEND are clear and focused. Leaders fully involve parents in creating these. If needed, staff make adjustments to help pupils with SEND access the curriculum. For example, teachers provide extra subject-specific vocabulary or adapt the way that work is recorded.

Pupils behave well and are keen to succeed. Pupils learn about equality, diversity and respect. They explain that people of different races or cultures should be treated equally. Pupils learn about healthy relationships and different families. Pupils aspire to be part of the school council. The eco council works to improve the school environment by saving energy or collecting litter. Visits out of school develop pupils' appreciation of local places of natural beauty or historical importance. Pupils make visits to different places of worship, learning about Christianity and other faiths.

The local academy committee continues to challenge and support leaders in school improvement, working closely with trustees and school improvement leaders from the trust. West View is a happy school. Staff morale is high. Teachers appreciate the time that leaders give them to complete their work.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding sits at the centre of the school's work. Leaders make sure that all adults receive regular training about keeping pupils safe. Staff know how to identify pupils who may need help. Leaders are vigilant in recording and following up all concerns about pupils' safety. Leaders put in place appropriate support and help for any vulnerable pupils or families.

Pupils learn how to manage some of the risks they might face in and out of school. They learn about stranger danger, road safety, being safe online and the importance of mental and physical health.

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

### (Information for the school and appropriate authority)

- In some parts of the curriculum, such as geography and science, the essential knowledge that leaders want pupils to know is not identified clearly enough. This also applies to the early years. This means that some pupils struggle to connect their learning and build on what they already know. Leaders should review the curriculum to ensure there is absolute clarity for teachers about what pupils should know and remember at each stage of learning in all subjects.
- In some subjects, teachers do not provide enough opportunities for pupils to practise and apply their knowledge. This means that pupils can struggle to remember some important aspects of the curriculum. Leaders should ensure that teachers build in sufficient time for pupils to use and apply their knowledge to help embed learning into their long-term memory.

## 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](#)' 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

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| <b>Unique reference number</b>             | 141627   |
| <b>Local authority</b>                     | Hartlepool Borough   |
| <b>Inspection number</b>                   | 10241632   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 3 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 468  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Chris Simmons  |
| <b>Headteacher</b>                         | Lauren Furness   |
| <b>Website</b>                             | <a href="http://westview.adastraschools.org">westview.adastraschools.org</a> |
| <b>Date of previous inspection</b>         | 12 September 2017, under section 8 of the Education Act 2005                 |

## Information about this school

- The headteacher took up her role as substantive headteacher in September 2022.
- The school joined the Ad Astra Academy Trust in January 2015.
- The school uses one registered alternative provider.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Meetings were held with the headteacher, acting deputy headteacher, senior leaders, the special educational needs coordinator, curriculum leaders, and other school staff.

- An inspector met the chair of the local academy committee and the chief executive officer of the trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography, physical education and science. For each deep dive, the inspectors discussed the curriculum with leaders, looked at curriculum plans, visited a sample of lessons where available, spoke to teachers and teaching assistants, spoke to pupils and looked at samples of pupils' work.
- An inspector listened to a range of pupils read from different year groups.
- Inspectors looked at curriculum plans and spoke to leaders about a range of curriculum subjects.
- Inspectors observed pupils' behaviour during lesson visits, at breakfast club, at breaktime and at lunchtime. They spoke to pupils about their views of behaviour. A group of pupils gave an inspector a tour of the school.
- Inspectors looked at the single central record of recruitment and vetting checks. They looked at documents and records relating to safeguarding. They spoke to leaders, teachers, the chair of the local academy committee and pupils about safeguarding.
- The views of parents who responded to Ofsted Parent View were considered, including all written comments.
- Inspectors met with staff to discuss their well-being and workload. The inspectors considered the responses and comments from Ofsted's staff survey.

### **Inspection team**

|                            |                  |
|----------------------------|------------------|
| Phil Scott, lead inspector | Ofsted Inspector |
| Chris Baines               | Ofsted Inspector |
| Dawn Foster                | Ofsted Inspector |

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