

Inspection of Newton Westpark Primary School

Tennyson Avenue, Leigh, Lancashire WN7 5JY

Inspection dates: 14 and 15 February 2023

Overall effectiveness **Good**

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 feel happy and safe in school. They share warm and caring relationships with staff. Pupils enjoy spending time with their friends. They are kind and caring towards each other. They are considerate of their peers with special educational needs and/or disabilities (SEND) and the additional help that these pupils might need.

Leaders have high aspirations for pupils' achievements. Pupils live up to these expectations. Pupils work with enthusiasm in their lessons and take pride in their work.

Pupils behave well. Pupils are polite and well mannered. They move around the school in an orderly manner. Leaders deal quickly and effectively with any rare incidents of bullying. Pupils feel safe in school.

Pupils are provided with a range of opportunities beyond the academic curriculum that help to develop their interests and talents. For example, pupils take part in dance and football clubs and sing in the choir.

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

Leaders have devised a curriculum that enables pupils across the school, including those with SEND, to be well prepared for their next steps. Children in the Reception class have the knowledge and skills needed for Year 1. Pupils in Year 6 are ready for the demands of key stage 3.

Teachers devise lesson activities that enable pupils to learn well. They ensure that pupils have opportunities to recall previous learning so that they do not forget important knowledge. Teachers make sure that lessons build on what pupils already know and can do. However, leaders have not finalised their curriculum thinking about the important academic language that pupils should learn in a few subjects. This means that teachers do not know what subject-specific vocabulary they should teach and when this should happen in these subjects. Consequently, a few older pupils do not know the appropriate vocabulary needed to read, write and speak about some topics in the wider curriculum.

Teachers use assessment strategies effectively to check how well pupils have learned and remembered knowledge over time. Teachers use the information from these checks to identify and address any misconceptions or gaps in pupils' learning. This ensures that pupils' knowledge is secure before they move on to new learning.

Senior leaders are developing the expertise of new curriculum leaders. This is enabling these curriculum leaders to further develop and embed their subject curriculums across the school.

Leaders prioritise the teaching of reading across the school. Staff have benefited from ongoing training and support which enables them to deliver the school's new phonics programme well. Children start on this programme at the beginning of the Reception Year. Teachers' checks ensure that they identify those pupils who are struggling to keep up. Leaders put in effective support for these pupils so that they catch up. Pupils learn to read fluently and accurately.

Progress in reading in 2022 for Year 6 pupils was weak. Leaders have made changes to the school's reading curriculum as a result. For example, they have revised the school's key stage 2 curriculum so that older pupils read widely and often, increasing their fluency and comprehension.

Leaders ensure that they identify pupils with SEND quickly. They work well with external specialists to assess and meet the needs of these pupils. Leaders ensure that these pupils are able to access learning alongside their peers.

Leaders have ensured a calm and purposeful environment around school so that pupils can 'work, learn, care and share' with each other. Children in the early years are encouraged to learn and follow the school's rules and routines. Leaders ensure that the few pupils who struggle to manage their own behaviour get the help and support that they need. This enables these pupils to improve their behaviour over time.

While leaders' actions have made a positive difference in improving some pupils' attendance, for some pupils these actions have been less successful. These pupils do not attend school regularly enough.

Leaders provide opportunities which promote pupils' personal development. Pupils learn about the differences between people. They are encouraged to treat everyone with tolerance and respect.

Leaders and governors are knowledgeable about the school. Governors provide effective challenge and support to leaders.

Staff appreciate leaders' consideration of their well-being. Staff feel well supported by leaders to manage their workloads.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a robust culture of safeguarding.

Leaders have ensured that all staff have regular training so that they understand their roles and responsibilities. Staff know the signs that a pupil may be at risk of harm. Staff report and record any safeguarding concerns appropriately. Leaders respond swiftly and appropriately to these concerns. Leaders work well with external

partners to ensure that pupils and their families get the help and support that they need.

Pupils learn how to keep themselves safe in school and in the wider community. For example, pupils know how to keep themselves safe online and how to report any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum leaders have not given sufficient thought to the subject-specific vocabulary that pupils should learn in some curriculum subjects. The gaps in some pupils' vocabulary hamper these pupils' ability to talk, read and write confidently and competently in some of the wider curriculum subjects. Curriculum leaders should finalise their curriculum thinking so that teachers know what subject-specific vocabulary they need to teach pupils and when this should happen across the wider curriculum.
- A small number of pupils are persistently absent from school. These pupils miss out on important learning. Leaders should ensure that they take effective action to improve the attendance of these pupils.

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

Unique reference number	106422
Local authority	Wigan
Inspection number	10256067
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	211
Appropriate authority	The governing body
Chair	Dane Anderton
Headteacher	Carol Whiting
Website	www.newtonwestpark.co.uk
Date of previous inspection	9 January 2018, under section 8 of the Education Act 2005

Information about this school

- A new headteacher has been appointed since the last inspection.
- Leaders place a small number of pupils in one registered and one unregistered alternative provision.
- The governing body runs a breakfast and after-school club.

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. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music and religious education. For each deep dive inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers,

spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors observed pupils read with a familiar adult.

- Inspectors considered the responses to Ofsted Parent View, including the free-text comments.
- The lead inspector met with members of the governing body, including the chair of governors.
- Inspectors observed pupils' behaviour in lessons and around school, including in outdoor play areas.
- Inspectors met with the designated safeguarding leaders and checked how leaders record and respond to safeguarding concerns. Inspectors checked the school's safeguarding policies and leaders' records of checks on the suitability of staff. Inspectors spoke to staff about safeguarding procedures and training.
- There were no responses to the staff online survey. Inspectors spoke to staff about their workload and well-being.
- Inspectors spoke with pupils about different aspects of school life, including behaviour and bullying. There were no responses to the pupil online survey.

Inspection team

Iain Sim, lead inspector

Ofsted Inspector

David Woodhouse

Ofsted Inspector

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