

Inspection of Werneth Primary School

Coppice Street, Oldham, Lancashire OL8 4BL

Inspection dates: 23 and 24 May 2023

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| 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 | Requires improvement |

What is it like to attend this school?

Werneth Primary School is a happy place. Pupils, including those with special educational needs and/or disabilities (SEND), enjoy all that leaders have to offer. Pupils embrace the wealth of cultures that make up their diverse school community. They understand the importance of tolerance and showing respect for those who are different to themselves.

Pupils are kind and friendly towards each other and they enjoy their playtimes together. Pupils, and children in the early years, benefit from the warm, respectful relationships that staff have forged with them. Pupils trust that adults in school will help them when needed. Pupils value the wide range of high-quality pastoral support on offer. For example, pupils engage in meditation activities delivered by staff to support their physical and mental well-being.

Pupils respond well to the high expectations that leaders have set for their behaviour. Their conduct around school is calm and orderly. Any rare incidents of bullying are dealt with quickly and effectively by leaders. This helps pupils to feel safe in school.

Leaders expect pupils, including those with SEND, to achieve their best. To this end, they have designed an ambitious curriculum for pupils. Pupils are eager learners and they focus well on their learning. In the main, pupils achieve well across a broad range of subjects.

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

In recent years, leaders have developed a well considered and aspirational curriculum for all pupils, including children in the early years. Leaders ensure that pupils with SEND are supported well by staff to access the same curriculum as their peers. Likewise, leaders support staff appropriately to ensure that pupils who join the school at different points in the academic year settle in quickly and successfully learn the curriculum. This is particularly the case for those pupils who speak English as an additional language.

In many subjects, leaders have designed learning, so that pupils can acquire a rich body of subject knowledge. In these subjects, leaders are clear about the essential knowledge that pupils should learn and how it builds on what pupils know already. This helps pupils to learn and achieve well. However, in a small number of subjects, leaders are in the process of finalising the knowledge that pupils should learn. This means that, in these subjects, teachers are less clear about what pupils already know and what they will learn next. From time to time, this hinders some teachers in designing subsequent learning for pupils.

For the most part, leaders have ensured that teachers have the expertise to deliver the curriculum with confidence. They use their subject-specific knowledge to provide

sharp explanations for pupils and present new learning with clarity. However, in the early years, some staff do not have sufficient expertise to deliver aspects of the curriculum as leaders intend. On occasion, this hinders some children from learning curriculum content as well as they should.

In the main, teachers use assessment strategies effectively to understand what pupils already know. This supports teachers to identify gaps in knowledge, particularly for those pupils who are new to the school. This helps teachers to ensure that pupils receive extra help and support from staff when needed. Pupils listen attentively to their teachers. There is very little disruption in lessons. As a result, pupils get on with their learning without distraction.

Leaders have made sure that reading is a priority for all staff. Children in the Nursery class are attentive to the stories, rhymes and songs that staff share with them. As soon as children start in the Reception Year, they are prepared well to begin learning phonics. Well-trained staff deliver phonics sessions with confidence and they adhere faithfully to leaders' chosen programme. Staff ensure that the books that pupils read are matched well to the sounds that they have learned. This helps pupils to apply their phonics knowledge and read with fluency. When pupils struggle to keep up with reading, leaders ensure that they receive appropriate additional support. This means that these pupils catch up quickly with their reading.

Older pupils enjoy reading and they talk about the books that they have read with enthusiasm. Leaders choose texts for pupils carefully to ensure that they benefit from a broad range of authors and styles.

Leaders have effective systems in place to identify the needs of pupils with SEND in a timely manner. Leaders have ensured that staff are trained well to provide appropriate support for this group of pupils. Pupils with SEND access the curriculum alongside their peers.

Leaders provide a range of opportunities that support pupils' wider development. Pupils develop a secure understanding of fundamental British values and they are well prepared for life in modern Britain. For example, pupils understand the importance of tolerance and the rule of law, and this is evident in the way that pupils behave towards each other.

Governors work closely with leaders to ensure that they are clear about leaders' priorities to improve the school further. Staff feel appreciated by leaders and recognise the steps that leaders taken to reduce their workload and look after their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their school community well. They make sure that staff know how to identify pupils who may be at risk of harm. Staff report and record any safeguarding concerns promptly.

Leaders use external agencies well to provide early help for pupils and their families, when needed. Leaders put this support in place quickly. This includes carefully designed and appropriate pastoral support.

Pupils have a well-developed understanding of the possible risks that they may encounter, including when they are online. Pupils know what to do if they are concerned about something, including telling a trusted adult in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, teachers are less clear about what pupils already know. This means that some teachers are hindered in designing learning that builds securely on pupils' prior knowledge. Leaders should ensure that they finalise their curriculum thinking in these subjects, so that teachers are equipped well to design learning that builds securely on what pupils know already.
- In the early years, some staff do not deliver aspects of the curriculum as leaders intend. This means that some children do not acquire some of the knowledge that they need to best prepare for them for Year 1. Leaders should ensure that staff have the knowledge, skills and expertise to design intended learning effectively.

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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| Unique reference number | 140597 |
| Local authority | Oldham |
| Inspection number | 10256088 |
| 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 | 429 |
| Appropriate authority | Board of trustees |
| Chair of local governing body | Irene Howard |
| Principal | Jonathan Bell |
| Website | http://www.wernethprimary.org.uk |
| Date of previous inspection | 12 May 2021, under section 8 of the Education Act 2005 |

Information about this school

- Leaders do not use any alternative providers.

Information about this inspection

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

- This was the first routine inspection that 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.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and art and design. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also heard pupils read to a trusted adult.
- Inspectors also spoke with leaders and pupils about the curriculum in other subjects.

- Inspectors spoke with parents and carers at the start of the school day and considered the views of those who responded to the Ofsted Parent View, including the free-text comments.
- Inspectors considered the responses to Ofsted’s staff and pupil surveys.
- Inspectors looked at the documentation provided by leaders, including the school improvement plan and school self-evaluation. They also reviewed minutes from meetings of the governing body, and a range of documentation relating to pupils’ attendance and behaviour.
- Inspectors checked the arrangements for keeping pupils safe. They considered a range of documentation and spoke to leaders and staff. Inspectors also spoke to pupils about whether they feel safe in school.
- Inspectors observed pupils’ behaviour during lessons, at breaktimes and when walking round the school. They discussed behaviour and bullying with pupils, senior leaders and other staff.
- Inspectors also spoke with members of the local governing body and a representative of the multi-academy trust.

Inspection team

| | |
|-----------------------------|------------------|
| Clare Baron, lead inspector | Ofsted Inspector |
| Michelle Joyce | Ofsted Inspector |
| Chris Metcalfe | Ofsted Inspector |

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