

Inspection of a good school: West Twyford Primary School

Twyford Abbey Road, Park Royal, London NW10 7DN

Inspection dates:

12 and 13 September 2023

Outcome

West Twyford Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy learning and look forward to coming to school. Relationships between staff and pupils are very positive. Staff are kind and caring, and pupils are safe here. There is a calm atmosphere around the school and pupils behave well.

Leaders are ambitious for all pupils' learning and have developed a well-structured curriculum. Pupils achieve well at this school, including those with special educational needs and/or disabilities (SEND).

There are high-quality opportunities to support pupils' wider development. For example, pupils in all year groups attend regular visits that support their learning. All pupils in Years 3 to 6 learn musical instruments with opportunities to perform. Pupils are encouraged to develop their independence and staff listen to pupils' views and take them seriously.

Many pupils have English as an additional language and diversity is celebrated throughout the school. Pupils learn about faiths and cultures different to their own. Pupils are taught about respect and treating each other equally.

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

Pupils follow an ambitious curriculum that reflects the scope of what is expected nationally. In most subjects, the important knowledge, skills and vocabulary pupils need to embed have been identified and sequenced from the Nursery onwards. This helps teachers to focus on helping pupils to secure the most important knowledge they need. For example, in art, pupils practise different techniques. This helps them to describe these techniques in the work of professional artists from different times and cultures. Similarly, in computing, pupils develop a depth of knowledge about how to stay safe when online. They use this knowledge when discussing the most popular apps they use at school and at home.

Leaders have a good understanding of the schools' strengths and what they need to do to improve. There are a few subjects that are at an earlier stage of design. In these instances, recent changes are not fully embedded. Leaders are aware of this and have appropriate plans in place to ensure the curriculum in these subjects is consistently ambitious.

Reading is a priority. Children begin to learn phonics at the start of their Reception year. Staff are appropriately trained and receive the support they need to implement the agreed programme well. Pupils' reading is regularly checked. Where pupils are not keeping up, they are swiftly identified and given additional support. Pupils, including those with SEND and who have English as an additional language, learn to read with increasing accuracy, fluency and confidence. As a result, pupils achieve highly in reading.

Pupils with SEND are well supported. Staff are experienced and receive specialist training. As a result, staff make appropriate adaptations to tasks and activities that help pupils with a range of needs access the same curriculum as their peers wherever this is possible.

Assessment is used well to check what pupils have learned. Errors or misconceptions are typically identified and addressed swiftly so that they do not persist. Pupils are provided with sufficient opportunity to practise new ideas until they are confident. For example, in mathematics, children in Reception repeatedly explain their mathematical thinking. This strong foundation helps older pupils to tackle more complex problems.

Pupils' behaviour in lessons is excellent. This is because they understand the three school rules and learning behaviours. Typically, behaviour does not disrupt learning and pupils are engaged in their learning. However, behaviour in the playground is not always as consistent. Leaders have plans in place to address this.

The school has a well-designed curriculum for personal, social, health and economic education. Pupils learn how to look after their bodies and how to stay healthy. Pupils celebrate cultural and religious festivals throughout the year and have regular visits to sites of interest in the local area and around London. Pupils learn about democracy and have opportunities to contribute to decision making.

Staff are proud to work at the school and say there is a strong culture of collaboration. They are supported to take on additional roles of responsibility and say that their well-being is taken into account.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, curriculum thinking is at an earlier stage. In these areas, some of the recent adjustments are not yet fully embedded. The school should continue its work to ensure the curriculum consistently reflects leaders' ambition in each subject.
- The behaviour of a small number of pupils outside at lunchtime is not as good as it could be. This impacts on some pupils' enjoyment of the playground. The school should ensure the agreed expectations for pupils' behaviour are consistently reinforced.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 2013.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101875
Local authority	Ealing
Inspection number	10289821
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	454
Appropriate authority	The governing body
Chair of governing body	Jonathan Bayliss
Headteacher	Matthew Shapland
Website	www.west-twyford.ealing.sch.uk
Dates of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- The current headteacher has been in post since January 2020.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other members of the senior team. The inspector also met with members of the governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. Other subjects were considered as part of this inspection.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector considered the responses to Ofsted's pupil survey and staff survey, and to the online survey for parents, Parent View.

Inspection team

Polly Haste, lead inspector

His Majesty's Inspector

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