

Inspection of a good school: Westways Primary School

Mona Avenue, Sheffield, South Yorkshire S10 1NE

Inspection dates:

30 April and 1 May 2024

Outcome

Westways Primary School continues to be a good school.

What is it like to attend this school?

Parents, pupils and staff are overwhelmingly positive about Westways Primary School. It is a diverse and inclusive school. The school's motto, 'We enjoy, therefore we achieve,' is at the heart of decisions made by leaders. The school has high expectations of what pupils can achieve. Pupils are happy and safe. They say that staff are fair and listen to any concerns they may have.

Pupils understand the importance of the school's six core values. These include aspiration, respect and resilience. Pupils strive to achieve a 'yes ways' postcard home for bringing any of these values to life. Pupils behave well. Pupils value the rewards and awards they can achieve. Each Friday, they look forward to winning the 'dojo' mascot in assembly. Other rewards include the 'Top Dog' award for attendance and the 'Punctuality Panda'.

The school offers an exceptional range of clubs and activities. These include, for example, cross-country, basketball and double bass. Pupils say, 'There is always something fun to do.' The school encourages pupils to take on responsibilities. Sports leaders run a range of clubs. Team captains promote collaboration between different year groups. Pupils enjoy being a member of a 'River Team'. They work hard as a community to achieve points towards the half-termly trophy.

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

The curriculum is ambitious, broad and engaging. Learning is well sequenced from early years through to the end of Year 6. The school is refining its implementation of the curriculum. The impact of this work means that pupils are building up a broad and deep understanding in most subjects. In a small number of subjects, however, this improvement work is still at an early stage.

The school is quick to identify gaps in what pupils know and can do. Teachers address any misconceptions immediately. Pupils enjoy the 'flashback' opportunities in lessons. Pupils use these to revisit previous learning. The school ensures pupils master essential subject

knowledge before moving on to new learning. For example, in mathematics, some pupils are revisiting previous key concepts. These concepts will help them access their year group's learning.

Children begin to develop their knowledge as soon as they start in the early years. Early years is a calm area where children are as happy indoors as outside. Stories and communication are the bedrock of the provision. Clear routines and expectations begin in Nursery. Relationships between staff and pupils are a strength of the school. There is a real warmth between interactions in all year groups.

Reading is a school priority. Children learn phonics as soon as they start in Reception. Skilled staff expertly deliver the phonics programme. Books match the sounds that pupils know. Many pupils are new to school and new to the country. They get the extra help they need from trained staff. Pupils catch up quickly. The school encourages daily reading. Older pupils love their reading for pleasure time. A diverse range of texts forms part of the reading curriculum. This sparks pupils' interests in new ideas. For example, Year 3 pupils read 'Varjak Paw' and then were keen to read the sequel.

The school is quick to identify the needs of pupils with special educational needs and/or disabilities (SEND). Staff adapt learning to meet pupils' needs effectively. For example, all Year 5 pupils studied the same text extract. Some pupils used coloured overlays to aid their reading and others had a text adapted with words and pictures. Pupils with complex needs receive bespoke support from well-trained staff. Leaders use advice from professionals to support pupils with SEND. Pupils with SEND achieve well.

The school ensures attendance is everyone's responsibility. Attendance has significantly improved. The school has what it calls 'emotional thermometers' around the school. Pupils use these to check how they are feeling. Pupils learn how to understand, and manage, their behaviour well. They enjoy the chance to take on leadership roles in the school. Pupils understand the importance of respect and citizenship. They learn about other faiths and cultures. Pupils know what makes a healthy lifestyle. Visitors work with pupils on how to stay safe both at home and within the community.

Staff value the training opportunities they receive. Teachers say that curriculum support and development save them time. They say leaders support them to manage their workload. Staff are proud to work at Westways. Regular well-being check-ins promote a positive working environment. Governors know their school well. They use a range of information to hold leaders to account. They ensure that pupils achieve well over time.

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 small number of foundation subjects, the school does not identify the key knowledge sharply enough or in sufficient detail. This means that pupils do not have the breadth and depth of knowledge they need to achieve as well as they could. The school needs to continue to refine its planning for, and implementation of, the curriculum in these subjects and ensure that pupils have the breadth and depth of knowledge they need to achieve highly in all subjects across the 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 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 first ungraded inspection since we judged the school to be good in December 2018.

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	107095
Local authority	Sheffield
Inspection number	1097198
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	612
Appropriate authority	The governing body
Chair of governing body	Paul Robinson
Headteacher	Martin Fallon
Website	www.westwaysprimary.co.uk
Dates of previous inspection	6 and 7 December 2018, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, all senior leaders are new to post.
- The school offers a breakfast club and several after-school clubs.
- The school makes use of one unregistered alternative provider.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector held a meeting with four representatives of the governing body, including the chair of governors.
- The inspectors carried out deep dives in the following subjects: early reading, mathematics and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Pupils' behaviour was observed during lesson visits and at breaktimes. Pupils shared their views on behaviour during discussions.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 views of parents were sought face to face, and the inspectors considered the responses to Ofsted Parent View.
- The inspectors considered the views of staff from meeting with them and from their responses to Ofsted's staff questionnaire.
- The inspectors met with the special educational needs coordinator to consider the curriculum for pupils with SEND.

Inspection team

Ian Clennan, lead inspector

Ofsted Inspector

David Horrigan

Ofsted Inspector

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