

Inspection of Westwood Academy

Middleton Road, Oldham, Greater Manchester OL9 6BH

Inspection dates: 14 and 15 May 2024

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Good

The principal of this school is Sarah Wimperis. This school is part of The Harmony Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Antony Hughes, and overseen by a board of trustees, chaired by Andrew McCully.

What is it like to attend this school?

Pupils relish a plethora of opportunities that help them to learn and shine at Westwood. Pupils embody their school motto to 'believe, achieve and succeed'. The school has exceptionally high expectations of what pupils can and should achieve. Pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, consistently live up to these expectations. They achieve highly.

Staff know pupils extremely well. This helps pupils to flourish. The school celebrates each pupil's individuality. Pupils are immensely proud of their diverse school community. They are excited to come to school and warmly greet their friends and staff each morning. Pupils are very happy in school.

Pupils' behaviour is exemplary both in lessons and around the school. From the early years to Year 6, there is a peaceful yet purposeful atmosphere that enables pupils to focus on their learning.

The school provides a vast array of activities for pupils to learn beyond the academic curriculum. Trips and visits bring learning to life. For example, pupils benefit from science workshops and visits to museums and art galleries. Each year, pupils join with other schools in the trust to perform a Shakespeare play together.

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

The school has created a highly ambitious, well-ordered curriculum that begins in the early years and builds purposefully to Year 6. The school has ensured that the curriculum makes clear the knowledge that pupils will learn in each subject.

Staff regularly check that pupils have secured the knowledge that they need for their subsequent learning. Staff provide excellent support to pupils who have gaps in their knowledge. This helps these pupils to address any gaps or misconceptions in their learning effectively.

Pupils take pride in their learning. This is reflected in the exceptional quality of work that they produce. The school provides staff with a wealth of high-quality professional development opportunities so that the curriculum is delivered expertly. Pupils, including those who are disadvantaged, develop a deep body of knowledge in a range of subjects. They are extremely well prepared for the next stage of their education.

Many pupils speak English as an additional language. Staff in the early years use every opportunity to develop children's communication and language skills excellently. This prepares children very well for the demands of key stage 1.

Pupils throughout the school demonstrate a love of reading. The school makes sure that children get off to a superb start with their reading knowledge. For example,

children in the Nursery Year learn to hear rhyming patterns in words. On entry to the Reception Year, children immediately begin to learn the school's phonics programme. Any pupils who are not keeping up with the phonics programme are identified swiftly by skilled staff who support them expertly. By the end of Year 2, most pupils read with confidence and fluency.

Staff quickly identify the additional needs that pupils may have. Pupils with SEND receive expert support from staff. Staff make necessary adaptations to their delivery of the curriculum. As a result, pupils with SEND receive the same broad curriculum offer as their peers.

Pupils value their time in school and understand the importance of attending regularly. The school works closely with families and provides effective support when pupils' rates of attendance need to improve.

The way that the school develops pupils' character is strong. Pupils carry out their roles and responsibilities with pride. The school council plays an active role in making positive changes in school. For example, the school council has written to a local councillor to request improvements to the local park. Pupils learn about and celebrate diversity. They have a mature understanding of people's differences.

Staff consider pupils' views about the extra-curricular clubs they would like to experience. As a result, pupils are keen to choose from the wide range on offer. For example, they attend baking, drawing and athletics clubs.

Trustees and trust leaders are extremely knowledgeable and committed to the school. They understand and fulfil their statutory duties exceptionally well. They hold the school to account for the quality of education that it provides.

Staff are overwhelmingly positive about how the school considers their workload and well-being carefully. For example, staff value working with colleagues across the trust to improve their subject knowledge and leadership skills.

Safeguarding

The arrangements for safeguarding are effective.

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	141401
Local authority	Oldham
Inspection number	10321443
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	227
Appropriate authority	Board of trustees
Chair of trust	Andrew McCully
CEO of the trust	Antony Hughes
Principal	Sarah Wimperis
Website	www.westwood.theharmonytrust.org
Dates of previous inspection	7 and 8 March 2023, under section 8 of the Education Act 2005

Information about this school

- This school is part of The Harmony Trust.
- The school does not use any alternative provision.
- The school runs an on-site breakfast club and after school club.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior leaders and staff. They also met with members of the trust, including the chair of trustees.

- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also considered the curriculum in some other subjects.
- The lead inspector observed some pupils reading to a trusted adult.
- 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.
- Inspectors observed pupils' behaviour during lessons and breaktimes. They also spoke with pupils about their experiences of school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to Ofsted's surveys for staff and for pupils.

Inspection team

Ruth Moran, lead inspector	His Majesty's Inspector
Paul Edmondson	Ofsted Inspector
Elaine Jackson	Ofsted Inspector

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