

# Inspection of a school judged good for overall effectiveness before September 2024: Westlands Community Primary School

Beeches Close, Chelmsford, Essex CM1 2SB

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Inspection dates:

26 and 27 November 2024

## **Outcome**

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

## **What is it like to attend this school?**

Pupils thoroughly enjoy attending Westlands. They feel safe and are well cared for. Pupils have positive, respectful and trusting relationships with each other. They model these consistently in everything they do. For example, older pupils support younger pupils in the playground through the play leader programme.

The school has very high expectations for all pupils. Pupils live up to these expectations. They work hard and are fully engaged in their learning. They contribute ideas and challenge each other using their well-developed oracy skills. They learn a broad and ambitious curriculum, and all pupils consistently achieve highly. This enables pupils to be fully prepared for the next stage of their learning.

Pupils model positive attitudes and a commitment to learning in all their lessons. They understand and model the three rules of 'be kind, be safe, be responsible'. Pupils use these to help them learn and play well together.

The school consistently promotes the extensive personal development of pupils. There are a range of purposefully planned activities that develop pupils exceptionally well. Pupils understand the diverse world they live in. They recognise why discrimination is unacceptable. They model high levels of respect and tolerance. Pupils understand how to maintain a healthy lifestyle. They have access to a wide range of activities and spaces, such as the large 3G pitch, that support this.

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

There is a coherently planned and ambitious curriculum which is embedded securely and consistently. In all subjects, the school has identified the precise knowledge that pupils need to learn from early years to Year 6.

The school has prioritised early English and mathematics so that all pupils get off to a very strong start. Consistent, high-quality phonics teaching means pupils learn to read quickly. The school regularly checks what pupils know and remember. Interventions are used so that pupils who fall behind quickly catch up.

Teachers' subject knowledge is secure. They present precise information in an active and engaging way. Teachers routinely check what pupils know and remember. They use this to adapt their teaching so that all pupils, including those with special educational needs and/or disabilities, access the learning.

The school's work on oracy is an area of strength. This means that pupils have well-developed speaking and listening skills that enable them to debate, challenge and ask questions about their learning. Pupils' engagement in lessons is impressively high. They are attentive and listen well. They have developed a real love of learning.

Attendance is a priority for the school. It is everybody's business. An external adviser is used to enhance this work. Attendance has rapidly improved. There are robust systems in place to track attendance and support families where attendance is a concern. The school is relentless in its pursuit for every pupil to attend school every day.

Personal development permeates everything the school does. Pupils are able to develop their interests and talents through the wide range of trips, visitors and clubs. These enhance the curriculum and provide pupils with a variety of experiences. For example, many enjoyed performing a play at the local theatre.

Pupils demonstrate a good understanding of life in modern Britain. They take on a range of responsibilities, such as becoming eco-councillors, pupil councillors and play leaders. They do this with pride and independence. For example, the eco-council created a weekly stall for parents to refill liquids to reduce the use of plastic. Pupils develop their character by taking part in projects such as the 'super kind' initiative that encourages pupils to look after their community.

The school is highly reflective and regularly evaluates its work. Governors are an integral part of this process. They frequently visit the school to monitor the improvements being made. They support leaders and hold them to account. The impact of this can be seen across all areas of the school's work. Governors fulfil their statutory duties effectively.

Staff in the school are happy. They are positive about the school's work to reduce their workload. They feel very supported with their well-being. Staff have relevant ongoing training and support. This enables them to continue to develop their teaching expertise.

## Safeguarding

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in October 2019.

## 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

<b>Unique reference number</b>	115027
<b>Local authority</b>	Essex
<b>Inspection number</b>	10345144
<b>Type of school</b>	Primary
<b>School category</b>	Community maintained
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	574
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stephanie Gillingham
<b>Headteacher</b>	Melanie Gaskin
<b>Website</b>	<a href="http://www.westlands.essex.sch.uk">www.westlands.essex.sch.uk</a>
<b>Dates of previous inspection</b>	9 and 10 October 2019, under section 5 of the Education Act 2005

## Information about this school

- The school has access to a before-school club.
- The school uses two alternative providers.

## Information about this inspection

- Inspections are a point-in-time evaluation 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.
- Inspectors met with the headteacher, the deputy headteacher, other senior leaders, teachers and support staff, the chair of governors and other governors, and the school's external support provider.
- The inspectors visited a sample of lessons, spoke to pupils about their learning and looked at samples of pupils' work.

- 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 inspectors observed pupils' behaviour in lessons and around the school site. Additionally, they spoke to pupils to discuss their views about the school.
- The inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text comments. They also took into consideration Ofsted's online staff and pupil surveys.

### **Inspection team**

Nina Kemp, lead inspector	Ofsted Inspector
Nicola Shadbolt	Ofsted Inspector

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