

Inspection of Webster Primary School

Denmark Road, Greenheys, Manchester M15 6JU

Inspection dates:	4 and 5 March 2025
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

The principal of this school is Sabeen Rauf. The school is part of the Webster Primary School Trust, which means that other people in the trust also have responsibility for running the school. The trust is a single-academy trust overseen by a board of trustees, chaired by Nisadha Bandara.

What is it like to attend this school?

Pupils and staff are proud of their school and its diversity. Pupils regularly join the school at different points during the year. Some are new to the country and others are new to education. All pupils settle very well. They are supported by caring staff who help them to quickly learn the school routines. Pupils say they feel safe and know that they can speak with a trusted adult if they have any worries or concerns.

The school is highly ambitious for pupils' achievement. Pupils, including those with special educational needs and/or disabilities (SEND), live up to these aspirations. They mostly achieve well across a broad range of subjects.

Pupils are polite and well mannered. Classrooms are calm and purposeful. This allows pupils to do their best in lessons. Pupils are inquisitive and display positive attitudes towards their learning.

Pupils have a strong understanding of a range of important issues, including equality and diversity. The school ensures that pupils understand values, such as democracy, respect and tolerance. The school nurtures pupils' talents through a diverse enrichment programme involving a vast array of sporting, creative and enterprise activities. During their time at the school, pupils develop into responsible, mature and well-rounded citizens.

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

The school has designed an ambitious curriculum for pupils from the early years to Year 6. In most subjects, the school has identified the important knowledge that pupils should acquire. This knowledge builds on what they already know in well-ordered steps.

Teachers have been suitably trained to deliver the curriculum. They have developed strong subject knowledge. Consequently, pupils typically progress well through the curriculum and achieve well in most subjects, particularly English and mathematics. However, in a few subjects and in the early years, the essential knowledge that should be taught is not as clearly defined. This makes it harder for teachers to design learning, and then accurately check that pupils are learning and remembering all that they should.

Teachers carefully check how well pupils are learning in most subjects. This helps them to identify and address pupils' misconceptions as they happen. Additional support and guidance are provided by well-trained staff to help those pupils who find learning more difficult to keep up with their peers.

The school has made sure that pupils develop a love of reading from an early age. Teachers in the Nursery class develop children's vocabulary through rhymes and traditional tales. Older pupils read widely and often and speak enthusiastically about authors and the books that they have read and enjoyed.

Teachers skilfully build children's phonics knowledge in the Reception Year. This continues as pupils move into key stage 1. Teachers make sure that pupils read books that are carefully matched to the sounds that they know. They are swift to spot any pupils who are finding reading tricky. Teachers help these pupils to catch up with the reading programme quickly.

Pupils behave exceptionally well. From the start of the early years, children follow clear routines impeccably. This ensures that no time is wasted. Pupils concentrate well in lessons and are keen to participate in their learning. Pupils rarely miss school. The school has developed clear procedures to manage pupils' attendance and punctuality. It works effectively to support a few families where pupils' attendance needs to improve.

The school works smartly to identify the additional needs of pupils with SEND at the earliest possible opportunity. This includes those pupils who attend the specially resourced provision for pupils with SEND (specially resourced provision). Staff work with a range of external services, such as speech and language therapists, to understand pupils' needs and to provide the right support. This allows pupils with SEND, including those who access the specially resourced provision, to participate in all aspects of school life and achieve well.

The programme to support pupils' personal development is exceptional. Pupils revel in their many responsibilities, including acting as learning ambassadors or as buddies to younger pupils. These responsibilities enable pupils to make positive improvements to the experiences of others in school. Pupils benefit from a rich and varied set of experiences that broaden their horizons, such as trips and fundraising events. Pupils develop a sophisticated understanding of healthy lifestyles and online safety. The school has thought carefully about the qualities and values that it wants to instil into pupils. It ensures that pupils develop into respectful, caring and considerate individuals ready for life beyond school.

The governing body has effective systems in place to build a clear picture of the school's strengths and areas for development. They successfully challenge the school to continually improve the quality of education that pupils receive. Staff value the strong relationships and collaboration with their colleagues. They appreciate the training opportunities that the school provides for them. The school considers staff's workload to help them to fulfil their responsibilities. Staff work effectively with parents, carers and the wider community.

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, and in the early years, the school has not clearly defined the important knowledge that it wishes pupils to learn. This hampers the successful delivery of the curriculum in these areas and pupils' knowledge is not as secure as the school intends. The school should sharpen aspects of the curriculum in these subjects and in the early years to draw on pupils' prior knowledge and experiences to help them to know more and remember more over time.

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	139445
Local authority	Manchester
Inspection number	10348284
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	370
Appropriate authority	The board of trustees
Chair of trust	Nisadha Bandara
Principal	Sabeen Rauf
Website	www.webster.manchester.sch.uk
Dates of previous inspection	23 and 24 October 2019 under section 8 of the Education Act 2005

Information about this school

- The school is a single-academy trust.
- The school manages a local authority commissioned specially resourced based provision, which caters for 7 pupils with SEND ranging from Years 1 to 6. Pupils have a range of needs, including autism and speech, language and communication difficulties.
- The school runs its own breakfast club for pupils.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- 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 spoke with the principal and with other leaders and members of staff. The lead inspector spoke with the chair of governors and other members of the governing body.
- The lead inspector also spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, 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 carried out deep dives in early reading, mathematics, science, geography and art and design. They talked with curriculum leaders of these subject areas. Inspectors also visited lessons, looked at examples of pupils' work, held discussions with teachers and spoke with pupils. The lead inspector also observed some pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in some other subjects.
- Inspectors observed pupils' behaviour during lessons and around school. They also observed pupils while they played outside.
- Inspectors spoke with groups of pupils about their experiences at school.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also met with parents and carers before school.
- Inspectors also considered the responses to the pupil and staff online surveys.

Inspection team

Ian Shackleton, lead inspector	Ofsted Inspector
Jeanette Westhead	Ofsted Inspector
Kelly Butler	Ofsted Inspector

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