

Inspection of Westmoor Primary School

Southgate, Killingworth, Newcastle-upon-Tyne, Tyne and Wear NE12 6SA

Inspection dates: 8 and 9 November 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils experience a variable quality of education. In some subjects, pupils do not learn as well as they do in others. This is because leaders have not thought carefully enough about how to organise the curriculum and check what pupils have learned. Leaders know that there is work to do to improve the curriculum.

Staff build an environment where pupils are kind, respectful and considerate of others. Pupils get on well with each other and enjoy school. In lessons, pupils learn without disruption from others. On the playground, younger and older pupils play happily together.

Pupils are safe and well looked after. There are strong relationships between adults and pupils. If pupils have a worry or concern, they will happily talk to an adult who they know will help them.

Most pupils understand what different types of bullying look like. They say that bullying is very rare and are confident adults would help if it did occur. Older pupils have a good sense of responsibility and understand how their actions can affect others. Pupils respect the differences between people, such as the different beliefs people hold. One pupil commented, 'You are you and you should be who you are. You are perfect in every way because you are made to be you.' Such respect for others is typical of many pupils.

Pupils know the school values. 'Truth, opportunity and celebration' are recognised as important aspects of life at school. Pupils celebrate the success of others' achievements in and out of school.

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

Leaders are ambitious for pupils. They have identified next steps for improvement but actions have not taken place quickly enough. They want pupils to be successful, resilient individuals who are prepared for the next stage of their education. Subjects such as geography and reading are strengths of the curriculum. This is because leaders have effectively developed the order in which knowledge is taught. Pupils achieve well in these subjects. However, in some subjects, the design of the curriculum is not good enough. Leaders have not clearly identified what knowledge should be taught or when it should be taught in these subjects. This makes it difficult for teachers to check what pupils know. At times, teachers rely on what they think pupils might need to learn rather than what the curriculum maps out. Teachers do not consistently deliver content in an order that helps pupils to fully understand or to remember what they are learning. In addition, some pupils in mixed-age classes are taught different content than their peers who are taught in single-age classes. This can lead to some variance in pupils' experience of the curriculum.

Leaders organise an effective reading curriculum. They help pupils to become fluent, confident readers. In early years, staff immerse children in rhyme, song, poetry and stories. Adults use an 'over and over' method so that children experience the same story many times. This helps children to become familiar with a story, understand patterns in language and learn key vocabulary. Pupils learn letter sounds in a precise order. They are given lots of opportunities to apply and practise the sounds they learn through the consistent delivery of structured reading sessions. Reading is a priority in school, with adults using games and quick-fire reading activities to reinforce what pupils have studied. Teachers generally match books well to pupils' reading knowledge. When pupils are identified as falling behind in reading, appropriate support is put in place. In key stage 2, pupils take part in 'learning to read' sessions. These sessions give small groups of pupils extra support to help them to catch up in phonics or to develop reading fluency and comprehension. Pupils in these sessions do well.

Leaders provide pupils with opportunities to contribute to the life of the school. Roles such as eco-warriors, well-being champions and community ambassadors give pupils the chance to develop leadership skills and have a voice in school. The personal, social and health education (PSHE) curriculum is delivered effectively. Pupils remember what they have studied. They use information about relationships, how to manage their own emotions and the beliefs of others, to develop tolerance and respect towards others.

The curriculum and provision in early years is strong. Leaders have planned carefully what and how children will learn. The environment enables children to access a range of interesting areas, including construction, writing, role-play areas and an investigation station in nursery. Adults interact well with children. Children are given clear messages about healthy eating by using texts such as Handa's Surprise and Oliver's Sandwich.

Leaders have put in place reward and sanction systems that encourage pupils to behave well. Adults ensure that pupils are treated fairly and consistently. Staff at breakfast club warmly welcome pupils into school and provide a 'busy' and a 'quiet' room. The pupils enjoy their time here and get off to a good start to the day.

Pupils with special educational needs and/or disabilities achieve well. Teachers liaise with the inclusion manager so that the right support is given to pupils. This support includes changes to the curriculum, additional adult support and carefully chosen resources to support pupils' access to learning.

Governors know the strengths and areas for development in the school. They hold leaders to account with the information they are given. However, over time, leaders, including governors, have not taken sufficient action to address weaknesses in provision. New leaders are beginning to take the right steps to address the need to improve the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Leaders in charge of safeguarding make sure that staff are fully aware of their responsibilities for keeping pupils safe. The weekly updates provided by the deputy designated safeguarding lead help staff to remain vigilant in their ability to spot signs of concern. Reporting systems are understood by staff. The safeguarding team meticulously track and monitor any concerns raised by staff. As a result, appropriate action is taken when required. Safeguarding leaders have good working relationships with external agencies. They seek advice to ensure that the right support is given to pupils and their families.

The PSHE curriculum ensures that pupils learn how to keep themselves safe, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The structure and organisation of the curriculum in a number of subjects is not coherently planned. Pupils learn less effectively in some subjects and classes than in others. Leaders should ensure that teachers are clear about the precise knowledge that pupils should learn in all subjects and classes, particularly in mixed-age classes, so that pupils experience a consistently effective curriculum.
- Leaders have not developed a consistent approach to checking what pupils have learned over time. Consequently, leaders and teachers do not have a clear picture of where gaps in pupils' knowledge exist. Leaders should work with teachers to help them check what pupils know and to address any gaps in their learning.
- Leaders, including governors, have not taken swift enough action to ensure that pupils receive a high-quality curriculum in all areas. This has contributed to some variance in pupils' experience of the curriculum. Senior leaders should work with subject leaders to make the necessary improvements to the curriculum.

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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	108582
Local authority	North Tyneside
Inspection number	10229037
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	346
Appropriate authority	The governing body
Chair of governing body	Paul Costigan
Headteacher	Sharon Trundle
Website	www.westmoor.primary.co.uk
Date of previous inspection	26 June 2008, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The governing body has recently undergone significant personnel changes.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art, computing, science and history. Inspectors spoke to leaders about the curriculum and met with teachers from the lessons visited. Inspectors looked at pupils' work and spoke to pupils about the curriculum, behaviour and what it is like to attend this school.
- Inspectors listened to a range of pupils read from different year groups.

- Inspectors met with the inclusion manager, members of the governing body and a representative from the local authority.
- Inspectors looked at the single central record and spoke to leaders, teachers, governors and pupils about safeguarding.
- Inspectors spoke to parents and observed pupils at breaktime and lunchtime.
- Inspectors considered the responses made by parents to Ofsted Parent View, Ofsted's online questionnaire, including any free-text responses. Inspectors also considered the responses to Ofsted's online staff questionnaire.

Inspection team

David Milligan, lead inspector	His Majesty's Inspector
Lynn George	Ofsted Inspector
Paul Martindale	Ofsted Inspector
Mark Wilson	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022