

Westcott Primary School

Westcott Street, Hull HU8 8NB

Inspection dates

18–19 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher has a clear understanding of the school's strengths and areas for further development. Following disappointing key stage 2 results in 2018, she took assertive and timely action to develop middle leadership and improve the quality of teaching throughout the school. These actions are paying dividends.
- Governors skilfully challenge and support senior leaders. Members of the local governing body, together with the trust's chief executive officer (CEO) and the chair of the trust's board, have a deep knowledge of the school and its community.
- Expert leadership of English and mathematics is having a significant impact on pupils' learning. Current assessments show that all pupils are making improved progress.
- Pupils model the school's values to a high standard. Everyone is included and valued. A range of effective strategies enhances pupils' spiritual, moral, social and cultural development to ensure that they are well prepared for life in modern Britain.
- Outcomes for all pupils are improving. The proportion of pupils achieving expected or higher standards at key stage 2 are improving. Disadvantaged pupils are now making stronger progress. So too are those pupils with special educational needs and/or disabilities (SEND).
- The progress of the most able pupils is improving. However, at times, they are not moved on to challenging work quickly enough.
- The provision for pupils with SEND is improving. Consequently, these pupils' diverse needs are increasingly well met. However, the special educational needs coordinator (SENCo) is not yet fully involved in the monitoring of special needs teaching across the school.
- The curriculum is broad and balanced. Pupils enjoy a wide range of activities and experiences. However, these are not always sequenced effectively to build on pupils' skills and knowledge in all curriculum areas.
- The early years setting is good. Children make good progress from their starting points and are ready to achieve well when they start Year 1.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching and so raise pupils' attainment, by ensuring that the most able pupils move on to deeper learning more quickly.
- Further improve leadership and management, by:
 - continuing to build on the successes in curriculum design by embedding well-thought-out sequences of learning across all curriculum areas
 - developing the role of the SENCo to ensure they are fully involved in monitoring the impact of teaching and learning on pupils with SEND
- Reduce the number of disadvantaged pupils who miss school on too many occasions.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher's commitment, passion and determination have ensured that the school's systems have been used well to improve teaching and outcomes for pupils, particularly in reading and mathematics. Staff morale is high, and there is excitement about the future.
- Detailed plans for school improvement are in place. Reviews of these plans are timely and well informed, and leaders use them effectively to continue to drive the school forward. Meticulous planning for the use of additional funding, such as the pupil premium grant and physical education (PE) and sport funding, ensures that these funds are used well and make a difference for pupils.
- The leaders for English and mathematics have successfully raised the quality of teaching and pupils' achievement in their subject areas across the school. Along with senior leaders, they monitor pupils' progress regularly and carefully to ensure that new approaches have a positive impact for pupils and are consistently delivered.
- The mathematics leader has not wasted time in bringing about rapid improvement across the school. Evidence in books and improved outcomes show that pupils who were previously disengaged from mathematics have made rapid progress over the course of the year and are now successfully accessing exceedingly challenging work.
- In addition, the mathematics leader has designed a curriculum bespoke to the needs and challenges of this school. This includes planning, assessment and appropriate training to ensure that all teachers are confident to meet pupils' needs.
- Although the roles and responsibilities of middle leaders are at an early stage of development, leaders have already identified strengths and areas for improvement and have established plans that have made an immediate impact on the quality of learning. Through leaders' strong understanding of their subjects, they have redesigned their subject curriculum to fit pupils' needs.
- Funding for pupils with SEND is used effectively to provide daily support in lessons. Teachers deploy support staff well to teach and support small groups of pupils and to provide one-to-one support for pupils who need more help so that they make good progress. The trust supports pupils with SEND very effectively. An outreach service to support pupils with SEND has been created across the trust. Leaders say this support is invaluable.
- However, the SENCo identified that to further develop, she would like to become more involved in the strategic monitoring of the teaching of SEND across the school, through carrying out formal learning walks, work scrutinies and lesson observations.
- Good use of additional funding has raised the profile of PE and sport in school. PE lessons are taught by well-trained staff. Pupils enthuse about the after-school clubs and competitive sporting opportunities provided for them.
- Leaders' work in developing pupils' spiritual, moral, social and cultural understanding is strong. Pupils are very respectful and tolerant. They demonstrate a keenness to be kind and considerate to each other. Pupils show a deep understanding of different

faiths, beliefs and cultures. One pupil commented: 'there are different religions and children with no faith in this school, and each one of us is respected.'

- The firm emphasis leaders place on promoting the school's values, alongside the rich opportunities for pupils to learn about themselves and others, ensures that pupils develop positive attitudes. As a result, they are well prepared for life in modern Britain.
- Parents and carers are supportive of the school. Many of those who spoke to inspectors or responded to the online survey, Parent View, had noticed recent improvements and raised standards. Staff are highly positive about the school. They say that they are proud to work at the school and that leaders think carefully about managing teacher workload. One member of staff said, 'The marking and feedback policy ensures that all assessment is purposeful and aimed at moving children to the next step, motivating them and identifying gaps in learning without being a burden on teachers.'
- Hull Collaborative Academy Trust has provided effective support for leaders, which they have used well to help to strengthen the school's systems and develop the wider leadership of the school.

Governance of the school

- The highly skilled local governing body is overseen by the board of trustees. Together, they have ensured that relationships with the school are very strong. Governors provide effective support and challenge to the headteacher. Governors and trustees have a thorough understanding of the school's strengths and areas for development.
- Governors have a good awareness of the strengths of the school and its developmental needs. They use a wide range of information to check that improvement plans are effective. Governors supplement their understanding through regular visits aligned appropriately to school priorities.
- Governors ensure that additional funding is spent effectively to support pupils and staff. They have worked with school leaders to improve attendance through the employment of a school well-being officer. Governors fulfil their legal responsibilities well.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have created a strong safeguarding culture that permeates all levels of school life. When new staff are recruited, all appropriate background checks are made. This information is logged accurately on the school's single central record. Staff are inducted thoroughly and well trained in the signs to look out for to ensure that pupils are kept safe. Systems and procedures are well known, regularly updated and compliant with up-to-date guidance.
- Leaders work with a range of agencies to ensure that families get the support they need to help keep pupils safe. Reviews are regular and referrals are timely. Associated information, such as on pupils' attendance, is carefully monitored and regularly reviewed.
- Pupils' health and safety on the school site are a priority. The school has effective

procedures and systems in place to ensure their safety as they move around the building. Pupils are also aware of this. During the inspection, older pupils saw a parent who was at an external door, but instead of opening it, they went and got a member of staff. In addition, children in Reception could discuss with an inspector why the inspectors had to wear the school's identity badge.

Quality of teaching, learning and assessment

Good

- Teaching, learning and assessment are good throughout the school, with some being exceptionally strong. Teachers have developed good subject knowledge, particularly in mathematics and English, following high-quality training. They use this knowledge well to plan lessons that meet pupils' needs. As a result, current pupils are making good progress from their starting points.
- Since September 2018, changes have been made to bolster teaching and raise achievement. New teachers have taken over responsibility for teaching pupils in key stage 1 and upper key stage 2 classes. They have quickly established themselves in their new roles, and have ensured stability and consistency.
- Pupils display positive attitudes towards learning. Those who lose concentration in lessons are given a gentle reminder, which promptly brings them back on task.
- Teachers are skilled in asking questions that delve deeply into pupils' thinking. They quickly identify when pupils are confused, and they restructure learning steps carefully to support pupils' developing understanding. This is particularly the case in upper key stage 2. As a result, pupils are not fazed by the prospect of making mistakes, as they know this is part of effective learning.
- A culture of high expectations is being established across the school. Teachers work hard to ensure that all pupils receive the support they need to make rapid gains in their learning. However, at times, some most-able pupils are not moved on to challenging work as quickly as they could be, meaning they do not always get the opportunity to apply their skills.
- The teaching of mathematics has improved significantly this year. Teaching provides pupils with a wide range of opportunities to develop their numerical skills. Teaching also ensures that pupils have regular opportunities to apply these in practical contexts and through problem solving.
- Vocabulary is being developed across the school. Pupils are very confident in using technical terms across the school, for example 'syllables' in Reception and 'direct and split speech' in Year 3. Because they know the correct terms, they are not afraid to apply these in their learning. One child in Reception, when working independently, started counting the syllables in different words, as he had just learned the term.
- Teaching is adapted well for pupils with SEND. Careful planning and regular reviews ensure that pupils receive learning support that is appropriate to their needs. Leaders, teachers and other adults work together effectively to ensure that pupils with SEND develop the skills, knowledge and understanding they need to make good progress from their starting points.
- High-quality support is provided by teaching assistants. Teaching assistants have strong subject knowledge and are trained well to support pupils to make rapid

progress. Skilfully, the one-to-one support they provide is balanced appropriately, with a focus on including pupils in class activity wherever possible. Consequently, the pupils they support thrive alongside their classmates.

- The wider curriculum provides exciting opportunities for pupils to learn in a range of subjects. Leaders have made strides to think carefully about sequences of learning and how they systematically build on skills or provide opportunities to develop pupils' understanding. However, this is not yet embedded across all subject areas.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to this school. They are proud of their school and would recommend it to others. They can see the changes that have taken place to improve their learning further.
- Pupils say they know how to keep safe. They have visitors such as fire fighters, and learn about e-safety, health and well-being and sexual health. One child said, 'we learn how to keep safe and are warned about things, so we are prepared and know how to keep safe.'
- Pupils have a secure understanding of British values and life in modern-day Britain. Pupils show a deep understanding of different faiths, beliefs and cultures. Pupils say that all are respected here, and name-calling has reduced as pupils now have a deeper understanding of it and the impact it has on others.
- Pupils understand the importance and value of diversity in society and that everyone is equal and equally valued. One Year 6 pupil said, 'Our school has lots of White British, but here everyone is welcome, everyone is equal whatever their beliefs or characteristics.'
- Although the frequency of school council meetings has declined, the pupil voice has expanded due to the increased range of clubs or groups that pupils can be part of. This gives them a greater say in what happens in and out of school. Pupils spoke enthusiastically about different jobs in school such as the school council, the Tree Defence Force and the Compost Crew, which was created by a child who wanted to ensure the allotment was tidy. When asked about other jobs, one child said, 'we used to have cloakroom monitors, but we don't need them now as we have trust in the school so we know everyone takes care of the cloakroom.'

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour is very positive around the school. Pupils say, when there are 'fallings out', issues are always sorted out. Older pupils say that they play nicely with each other. They swap football cards with each other fairly and happily, without any 'fallings out'.

- One pupil said about the management of behaviour, 'Teachers make us behave better. It's their attitudes – they don't shout at us: they listen, understand and respect us.'
- Attitudes to learning are extremely positive around the school and in lessons. As a result, teachers are able to teach with very little disruption. Where some pupils have some challenges in managing their own behaviour, staff are able to support them effectively to avoid disruption to the class.
- Where there is bullying, adults deal with it effectively. Pupils have a very secure understanding of bullying and say, 'we know bullies don't do it to be mean, they often do it for attention, but they don't mean it. So I choose to ignore it. We know it's not the pupil's fault.'
- Pupils enjoy school and the vast majority attend school regularly. However, the proportion of disadvantaged pupils who are regularly absent is nearly double the national average for this pupil group. Too many pupils miss school too often.

Outcomes for pupils

Good

- Effective leadership and teaching have led to a rise in the outcomes pupils achieve. Current pupils are attaining well in a range of subjects, including reading, writing and mathematics.
- In 2017, outcomes achieved by pupils were strong across the school. However, changes in staffing had a detrimental effect on pupils' learning, and results at the end of Year 6 dipped in 2018. Pupils did not make enough progress in mathematics. Progress in writing remained strong, but in reading, it slowed.
- Leaders have acted swiftly to resolve this. New teachers in upper key stage 2 have stabilised teaching. Improvement plans for mathematics and reading have been implemented. This is leading to significantly better teaching and improved progress made by pupils. Pupils recognise the improvements. They feel they are doing well in all subjects. Pupils are especially positive about their learning in mathematics.
- Current assessment information shows that the large majority of pupils in key stage 2 are meeting the expectations of them in reading, writing and mathematics. Expert teaching of mathematics and English in Year 3 is accelerating pupils' progress to ensure that previous staffing changes do not have any negative impact on their progress over time.
- When pupils are identified as not making enough progress, or need additional intervention to achieve the expected or higher standards, detailed individual action plans are written to identify support. These are then used to check pupils' progress and hold staff to account. Staff are very positive about these and say they focus on removing barriers to learning to ensure that all pupils achieve well.
- Different tasks provided for different groups of pupils in all lessons ensure that the most able are usually well challenged. Current evidence shows that the proportion of pupils achieving the higher standard in reading and mathematics and greater depth in writing at the end of both key stages 1 and 2 is set to rise significantly. However, at times, most-able pupils are not moved on to more challenging work as quickly as they could be.

- Pupils achieve well in phonics. From Reception upwards, children demonstrate a strong and growing ability to apply phonics knowledge successfully to sound out new words. As a result, most pupils in Year 1 achieve the expected standard in the phonics screening check.
- Pupils read widely and often. Leaders effectively target those pupils who need further support in their reading by ensuring they are heard reading regularly in school.
- Children make good progress in early years. Many children join the setting with low starting points in reading, writing and number. However, effective teaching ensures that most catch up quickly. The large majority of children, including those who are disadvantaged, reach a good level of development, with an increasing proportion of children exceeding this.
- Although comprising a small number, disadvantaged pupils make good progress in a range of subjects. Throughout the school, they achieve as well as, and sometimes better than, their non-disadvantaged peers.
- Pupils with SEND make strong progress. Provision is improving rapidly. Leaders use an assessment system that measures small steps of academic progress. Comprehensive monitoring of interventions is carried out.
- Some aspects of the wider curriculum, for example science, have been carefully structured to ensure that pupils build well on their skills and knowledge. However, in other subjects, while pupils are provided with exciting and engaging activities, planning is not yet sequenced in a way that builds effectively to establish deep knowledge.

Early years provision

Good

- The early years leader provides effective leadership. She supports staff in making accurate assessments of children's abilities. This information is used to devise activities that engage children and develop children's emerging skills well. For example, leaders identified understanding the world as an area of weakness. They immersed the children in activities and provision that enhanced children's understanding, such as creating a travel agency and aeroplane role play, as well as well-thought-out map-related activities. As a result, children make links in their learning about the world. For example, one child asked the inspector, 'Would you like to come to France on the aeroplane? We have to fly there, as we need to go over the sea. We're an island you know.'
- Staff think carefully about planning learning opportunities that link and make connections with learning across early years. Learning is well sequenced, and provision is well set up to allow children to establish learning links themselves.
- The early years learning environment is vibrant and engaging. The carefully planned outside area ensures that opportunities for learning are maximised. Adults use effective questioning to develop children's language skills and provide them with key vocabulary to extend their knowledge. For example, during the inspection, a group of children had used chairs and logs to make an aeroplane. The adult provided them with tennis rackets and a high-visibility jacket and explained the role of an airport plane attendant. This encouraged detailed discussions about whether it was safe to take off, or if the weather was too bad.

- Work is very well matched to children's needs. Challenge is evident for the most able children. They are given the opportunity to write at length and apply phonics in their writing. Their writing shows an understanding of syllables and they use this to think about the correct spelling of words.
- The school involves parents closely with their children's learning. Staff visit each home before a child starts in early years, and later hold a detailed conversation with parents to discuss the child's progress. Parents contribute evidence of what their child has learned at home to the child's learning journey.
- Children's behaviour demonstrates that they feel safe and happy. They get along well together, taking pleasure in their interactions and friendships. Children are eager learners. They are engaged and excited by the activities and opportunities provided for them. When told that they were going to move to their independent learning activities, there was an audible cheer and discussion about what children want to choose to learn.
- Statutory arrangements for safeguarding and welfare are met. All staff are appropriately trained. Staffing ratios provide high levels of support for children and risk assessments are implemented thoroughly.

School details

Unique reference number	140830
Local authority	Kingston Upon Hull City Council
Inspection number	10087477

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	Board of trustees
Chair	Brian Johnson
Headteacher	Deborah Tague
Telephone number	01482 783576
Website	https://westcottprimary.org.uk
Email address	admin@westcott.hull.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- This school converted to become an academy on 1 July 2016. When its predecessor school was last inspected by Ofsted, it was judged to be good overall.
- This is an averaged-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium funding is below the national average.
- The proportion of pupils with SEND is average.
- Most pupils come from a White British background.
- The proportion of pupils who speak English as an additional language is below the national average.
- The headteacher was appointed as substantive headteacher in September 2017.
- The school runs a breakfast club.

Information about this inspection

- Inspectors observed learning in all classes. Almost all observations were done jointly with senior leaders.
- The lead inspector met with a member of the governing body and spoke to a representative of the board of trustees.
- Inspectors held meetings with senior and middle leaders.
- Inspectors took account of the views of parents by considering the 39 responses to Ofsted's online survey, Parent View. Inspectors also spoke informally with parents at the start of the first day of the inspection.
- Inspectors considered the views of a range of staff.
- Inspectors spoke to pupils informally and met with a group of pupils from Year 2 to Year 6.
- Inspectors listened to pupils read. They looked at work in pupils' books with school leaders, including the leaders of mathematics and English.
- Inspectors scrutinised a range of documentation, including leaders' evaluation of the school's effectiveness and minutes of the governing body's meetings.
- Inspectors examined the school's records of current pupils' progress and attendance. Safeguarding procedures were also reviewed, including the arrangements for keeping pupils safe and recruiting staff.

Inspection team

Eve Morris, lead inspector	Ofsted Inspector
Richard Crane	Ofsted Inspector
Keith Wright	Ofsted Inspector

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