



Westmoor Primary School



Self Evaluation for Primary Schools 06/06/2019

Unique Reference Number (URN): **108582**

Created on 06/06/2019



S1 School Context

A1.1 *A brief summary of the school's context*

- We are driven by our 3 core values – TRUTH, OPPORTUNITY, & CELEBRATION. We have an unrelenting drive for outstanding practice
- Staffing is stable and the team is proactive in its drive for improvement. We are planning for two teachers to take maternity leave in September 2019. There is a real sense of pride in the school from all stakeholders.
- Westmoor Primary is a larger than average school in the North West of North Tyneside. We currently have 353 on roll, including 27 - 30 hours Nursery and 16 - 15 hours Nursery (340 FTE)
- Pupil Admission Number (PAN) is 45 with high stability levels
- The majority of children come from 4 main wards, Benton, Longbenton, Killingworth and Camperdown
- Attainment on entry is generally in line with the national average.
- We have 53% girls in comparison to national 49% and are in the top quintile. There is an even balance of gender across the school, with the exception of current year 2 children (Boys: 60% Girls:40%) and year 5 children (Boys:35% Girls:65%)
- 5.24% of pupils are eligible for FSM (16 chn.) which is less than the national figures and is a downward trend.
- 3.27% of pupils are from minority ethnic groups (10 chn.)
- 3.27% of pupils' first language is not, or not believed to be English
- 9.1% of pupils have SEN support (code K, 28 chn.)
- 0.65% of pupils have an SEN statement or EHIC plan (2 chn.)
- Westmoor's IMD indicator is 6
- Attendance 16-17 is 96.8%. Attendance has risen from satisfactory to high and this has been maintained over the last 7 years.
- Persistent absenteeism is 5.4%. This is an improving figure.
- Westmoor is an active and dynamic member of ShiNE Teaching School Alliance (TSA) and George Stephenson TSA and a member of North Tyneside Learning Trust (NLT)
- Nursery currently can accommodate 39 morning pupils and 26 in the afternoon. We offer 30 hour and 15 hour provision. School admits rising 3s in January. Nursery is now full
- Reception is organised into 2 classes of 22 and 23. Thereafter, the cohort of 45 is split into pure and mixed age classes. (Year 1,1/2, 2. Year 3/4, 3/4, 3/4. Year 5/6, 5/6, 5/6). Children are set by ability for Maths and English throughout Key Stage 2, which enables more specific teaching. This provides greater opportunity for challenge for children at age related expectations or above, and teaching assistants are targeted during literacy and numeracy to support those with Education Health and Care Plans and to support targeted children. Phonics is delivered in



small mixed age groups which is phase specific and has measurable impact. The curriculum is carefully designed, is topic based and planned over a two year cycle. This ensures breadth, depth and creativity in the curriculum and inspires pupils to learn. Pupils are confident self-assured learners with excellent attitudes to learning

- In general, Maths and English is taught in a morning and foundation subjects in an afternoon
- We are a healthy school and children receive their entitlement to PE.
- School offers a range of after school activities such as cheerleading, Zumba, handicrafts and a range of peripatetic music services.
- Spiritual, Moral, Social and Cultural values and the promotion of fundamental British values, are at the heart of the school's work. These are shared in assemblies and RE, collective worship, SEAL, PHSCE, circle time, school council, eco warriors, Class Rules, extra-curricular activities, visits and work about other countries.
- LA Assisted Review February 2017 key findings judged our school to be GOOD



S2 Leadership and Management

A2.1 Judgement on the effectiveness of leadership and management

Outstanding	Good	Requires Improvement	Inadequate
	✓		

Leadership & Management is GOOD because:

- **CULTURE:** Leaders and Governors have high aspirations for the school. They have embedded a culture with clear vision and direction for the future of the school that is clearly communicated to all staff, providing strategic direction. Core values of “TRUTH, OPPORTUNITY and CELEBRATION” pervade daily practice.

Vision: “Unrelenting passion for improvement of all”.

“All staff are committed to the emotional wellbeing and best outcomes for children. We understand the uniqueness of all and are determined to provide exciting learning opportunities to excite and enthuse children, preparing them for a technological future without limits”.

- Leaders and Governors are committed unwaveringly to setting high expectations for the highest outcomes and conduct of pupils and staff and are currently in pursuit of The Governance Award and The Wellbeing Award.
- **IMPROVING OUTCOMES:** Leaders at all levels are highly ambitious and determined to continue to improve teaching and pupils’ achievement through detailed knowledge of pupil achievement and understanding of the talents of staff. Progress of vulnerable groups is monitored and outcomes for disadvantaged pupils are good. There are clear actions to tackle barriers to learning within the Pupil Premium Strategy and regular progress meetings drive and evidence impact.
- **PUPIL PROGRESS:** Leaders implement a system of monitoring, ensuring a key focus on basic skills. Information from a range of sources is triangulated to provide robust evidence of attainment and progress. Areas for improvement are communicated effectively to staff and impact is monitored with increasing rigour. Regular progress meetings allow for challenging dialogue to address variations in outcomes for pupil groups and targeted interventions are put into place.
- **CHALLENGE:** PE, sport and health: pupils are given a wide breadth of opportunities through curriculum work, after school clubs and enrichment activities. Funding has been directed to improve facilities and targeted CPD to ensure good provision. This has had a positive impact on the health and wellbeing of our pupils.
- A comprehensive Pupil Premium Strategy evidences expenditure and has measurable objectives to monitor future impact.
- **CHALLENGE:** Variations in pupil groups are monitored and addressed through well established progress meetings. School resources are targeted effectively and reviewed to ensure maximum impact and value for money.
- **UNDERSTANDING OF SCHOOL’S EFFECTIVENESS:** Leaders and Governors actively seek the views of all stakeholders, providing feedback and offering solutions. Parents are comfortable to approach staff with any concerns. The School Development Partner knows the school well through challenging, yet supportive conversations. Westmoor is a popular school which is consistently oversubscribed. Governors hold the Head Teacher to account with rigour and have confidence in her ability to hold others to account through well established and well communicated systems.
- **IMPACT OF ACTIONS IN KEY AREAS:** Staff are well supported to produce and implement plans to secure and sustain improvements to teaching learning and assessment. Governors



monitor impact at key points across the academic year.

- **CONTINUED PROFESSIONAL DEVELOPMENT:** (CPD) is planned for all teaching and support staff and is responsive to emerging priorities which focus on teaching and learning. Staff self-evaluate against relevant professional standards and are acutely aware of their strengths and areas for professional development and strive to develop themselves and others. They take responsibility to actively seek CPD from outside providers and through local collaboration.
- **JUDGEMENT ON TEACHING:** A clear performance management structure is in place, maximising opportunities for all staff to lead and manage areas of interest. This is underpinned by challenge and support. Staff access CPD from a range of sources and this has direct impact upon teaching. Subject Managers self-evaluate through observing and providing feedback on lessons and through monitoring of their subject areas. Staff have appropriate skills and knowledge to make accurate judgements.
- **REFLECT AND INNOVATE** Opportunities are provided for peer coaching for teaching and support staff. There is a culture of honest dialogue and practice in school is constantly evolving. Close working partnerships with other schools ensures innovative practice is shared and implemented with impact.
- **BROAD AND BALANCED CURRICULUM:** Staff are proactive thinkers and are continuously seeking to improve the curriculum based upon the needs of the current children. Westmoor's curriculum provides children with the transferable knowledge they need for subsequent learning. The curriculum design is reviewed and evaluated regularly and is a key priority for the school.
- **SMSC & BRITISH VALUES:** School is committed to the development of the child as a whole. British Values are embraced and are evident across the whole school. Core school values are energetically embedded and children are well placed to be respectful and responsible British Citizens.
- **EQUALITY OF OPPORTUNITY:** Leaders, staff and pupils do not tolerate prejudiced behaviour. School evidences that incidents are tackled consistently and fairly.
- **SAFEGUARDING:** There is genuine commitment to policy and procedures with a clear proactive focus. Through a well-planned CPD programme all staff have confidence fulfil their duty of care. School records evidence a commitment to safeguarding, including protecting children from the dangers of abuse, sexual exploitation, radicalisation and extremism.



		O	G	R	I
BSQ-A2.1-1	What is the effectiveness of safeguarding in protecting pupils and promoting their welfare, including all aspects of equality and diversity? How would you evidence this?	✓			
BSQ-A2.1-2	How would you judge the school's delivery of the new Prevent Duty in terms of addressing radicalisation and extremism? How effectively do staff and pupils articulate the school's approach to these areas and also their adherence to fundamental British Values?	✓			
BSQ-A2.1-3	How effectively does the school evidence that leaders, including governors, fully understand the school's strengths and weaknesses and have the capacity to drive ongoing improvement? Can this be evidenced in minutes of meetings? And in performance management targets?		✓		
BSQ-A2.1-4	How would you judge, and how effectively could the school evidence, the positive impact of governance across every key aspect of provision? How would you evidence their involvement in policy development?		✓		
BSQ-A2.1-5	How effective is the school's vision? Do leaders maintain the status quo or is there evidence of aspiration and challenge?	✓			
BSQ-A2.1-6	What is the strength of evidence that the school has built, or is developing, a culture that is calm, orderly, respectful and aspirational, alongside management systems that support the smooth-running of the school?	✓			
BSQ-A2.1-7	How effectively does the school ensure all learners, particularly the disadvantaged, and the most able, make strong progress from their different starting points, including in English and Mathematics? How accurate is the tracking of these groups? What actions have been taken when targets have not been met?	✓			
BSQ-A2.1-8	What is the judgement on the school's provision of a broad, balanced and relevant curriculum and how effective has the process been to ensure the curriculum matches local needs?	✓			
BSQ-A2.1-9	What is the school's own assessment of the quality of teaching, the robustness of this judgement and the effectiveness of actions to improve teaching? How effectively are Personal Development Plans and the capability processes used?		✓		
BSQ-A2.1-10	What is the confidence that all leaders across the school have a good grasp of key improvement priorities, both whole school and within specific teams, and how effectively are these areas being addressed by leaders, and personally owned by staff?	✓			
BSQ-A2.1-11	What is the evidence that robust performance management and continuing professional development improve staff performance, including how well the school supports non-subject specialists to ensure equality of opportunity for learners?	✓			
BSQ-A2.1-12	How effective is the school's engagement with stakeholders and action upon their views? How can the positive impact of this be evidenced?		✓		
BSQ-A2.1-13	How robust is the evidence that the promotion of pupils' spiritual, moral, social and cultural development is effective?	✓			
BSQ-A2.1-14	How effectively do governors hold senior leadership to account? What evidence supports this?		✓		
BSQ-A2.1-15	To what extent is the school confident that it effectively addresses the needs of those with single or multiple deprivation indicators?	✓			
BSQ-A2.1-16	Is the school fully compliant with the latest Keeping Children Safe in Education report, Sept 2016? Can leaders evidence changes to policies and practices as a result?	✓			
BSQ-A2.1-17	How familiar are leaders with the requirements of the Equalities Act, 2010? How could they evidence compliance in policy and practice?		✓		
BSQ-A2.1-18	How confidently can governors discuss the value for money from Pupil Premium and catch-up monies?		✓		



S3 Teaching, Learning and Assessment

A3.1 Judgement on the quality of teaching, learning and assessment

Outstanding	Good	Requires Improvement	Inadequate
	✓		

- The quality of teaching learning and assessment is at least good. Procedures exist, so that on the rare occasion that this is not so, then immediate support is implemented. As a result almost all pupils on school roll are making rapid and sustained progress.
- Teaching shows a high level of expectation and appropriate levels of challenge for all abilities.
- Teaching from the leadership and management team is consistently outstanding.
- The curriculum is designed and delivered through a topic approach with full coverage of key skills. Teachers have strong subject knowledge and plan effectively for SMSC and British Values. There is an energised, positive climate for learning.
- Quality feedback marking ensures that pupils are acutely aware of their next steps to improve. A range of AFL strategies ensure active participation and high levels of engagement from all pupils in lessons.
- Teachers evaluate pupil progress exceptionally well, including that of intervention packages. Teachers now have two progress meetings each half term; one with the Head Teacher and one with the Inclusion Manager. Teachers plan for vulnerable groups and track progress carefully. Increased opportunities for moderation has raised teacher confidence to make secure judgements. Targeted support is reviewed regularly to ensure maximum benefit.
- Support staff are highly skilled and committed to their professional development. Peer coaching is becoming effective in sharing best practice. This has been developed by a teacher's action research project.
- Teaching assistants play a valuable role in helping pupils to learn. They have a very detailed knowledge of what individual pupils need in order to learn. They use this information extremely well and intervene exceptionally well to help pupils overcome any difficulties which might slow their learning.
- A range of monitoring and evaluation, from both senior and middle leaders, evidences that reading, writing and mathematics are well taught.
- Parental questionnaires and pupil voice evidences that our pupils enjoy school.
- It is clearly evident that Westmoor staff care deeply for the pupils in their care, having a shared knowledge and understanding of any challenges they may be facing.

Special features of the school:

- Highly positive parent, pupil and staff questionnaires, which are completed annually in Spring term.
- For several years the Head Teacher has delivered "Seeing is Believing" sessions, affording parents the opportunity to have in-depth conversations with the Head Teacher with regards to all aspects of school life. Parents complete evaluations, which are overwhelming positive.



- We introduced an Out of School Club (OOSC) in September 2017 which operates from 7.30am to the start of school, and end of school until 6pm, term time only.
- Westmoor offers 30 hours Nursery provision, which along with OOSC has had a positive impact on previously declining Nursery numbers.
- Successful applications over time to “Big Lottery Funding” resulted in the development of a) The Woodland Garden, b) Foundation Stage Outdoor Teaching and Learning Area and c) Outdoor Amphitheatre for Performing arts. These are having a positive impact on the school curriculum.
- The school has a community room which is multi-functional. It is used for PTA (Friends of Westmoor) meetings, peripatetic music tuition and various meetings. We also have two pods for interventions.
- We have a high level of parental participation for special events organised by the school. For example: Christmas Fair, Summer Fair, Sports Days, Reading Morning, Maths Mornings, Literacy Surgeries and Christmas Concerts.

		O	G	R	I
BSQ-A3.1-1	How effective is teachers' understanding of the key stages they teach, their subject knowledge, and is this leading to strong progress and consistently high expectations of what pupils should achieve?		✓		
BSQ-A3.1-2	How effectively does assessment, homework and feedback improve learning?		✓		
BSQ-A3.1-3	What is the school's judgement on the information given to parents/carers, stakeholders and employers (where applicable) about learning programmes, assessment and outcomes?	✓			
BSQ-A3.1-4	How effectively are equality of opportunity and the promotion of diversity monitored across the taught and wider curriculum?		✓		
BSQ-A3.1-5	How strongly are maths and English skills embedded and reinforced across the whole-school curriculum? How effective is this aspect of provision?		✓		
BSQ-A3.1-6	How effectively are teaching, learning and assessment adapted at transition points between schools or key stages? How could impact be evidenced for groups such as disadvantaged most-able pupils.		✓		
BSQ-A3.1-7	How sharp is the focus upon deep learning/mastery and is there clear consolidation before progression across the curriculum?		✓		
BSQ-A3.1-8	How effective is the school in developing pupils knowledge, understanding and skills in all aspects of the curriculum and across key stages?		✓		
BSQ-A3.1-9	How effectively does teaching develop a learning culture, inspire pupils and prepare them for their next steps?	✓			



S4 Personal Development, Behaviour and Welfare

A4.1 Judgement on personal development, behaviour and welfare

Outstanding	Good	Requires Improvement	Inadequate
✓			

PD&WB is OUTSTANDING because:

- Pupils' behaviour is exemplary, both in school and when on visits. They are very proud of their school and are always extremely polite and welcoming.
- All staff instil core values through daily practice and the expectation for exceptional behaviour.
- School has an exceptionally calm, purposeful learning climate.
- Attitudes to learning are consistently excellent. Pupils are proud to belong to "The Family of Westmoor"
- Adults and pupils have created very positive relationships and the well-established classroom routines mean that lessons proceed without interruption and no time is lost for learning. This has a strong impact on pupil progress in lessons.
- Parents, staff and pupils are unreservedly positive about both behaviour and safety. 100% of parents state that their child is safe in school and 98% state that school deals effectively with behaviour.
- Pupils are known and cared for as individuals throughout the school. Pupils are fully aware of the different forms of bullying.
- Positive role models are praised and good behaviour is reinforced. Any low level behaviour is immediately and effectively addressed through consistent behaviour management.
- Both children and parents have the confidence to talk to staff about any issues causing them concern which ensures that these can be dealt with quickly and effectively (communication records).
- Children report any unacceptable behaviour to staff, whom they know will address it in a just and fair manner (safeguarding records).
- Any behaviour which staff feel should be brought to the Head Teacher's attention, is logged and weekly written records are kept.
- Teachers and support staff are available to support the emotional, social and educational needs of all pupils including the most vulnerable.
- The introduction of house-points and teams has been successful with children working hard for recognition
- Pupils are able to manage risk through road safety awareness and internet safety.
- Safeguarding is regularly communicated to children and parents through newsletters, assemblies and a prominent display in the school entrance.
- School is committed to "Operation Encompass" ensuring children who witness domestic abuse have the confidence to speak to staff and are well supported. (HT records)



- Attendance has risen in the last 8 years to 95.8% currently. Punctuality is excellent, any concerns are addressed promptly.

		O	G	R	I
BSQ-A4.1-1	What judgement would the school give that learners are safe, and feel safe, including from all forms of bullying and the misuse of technology?	✓			
BSQ-A4.1-2	How would you grade the impact that learners' behaviour has on school life and outcomes? Is there a consistent approach from all adults to behaviour?	✓			
BSQ-A4.1-3	How robust is the evidence that priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental-health awareness?	✓			
BSQ-A4.1-4	How successfully could the school demonstrate a focus on pupils' confidence and self-assurance to become successful learners and to take a pride in their achievement?	✓			
BSQ-A4.1-5	How effective are the school's strategies for promoting prompt and regular attendance?	✓			
BSQ-A4.1-6	How effective is pupils' spiritual, moral, social and cultural development?	✓			
BSQ-A4.1-7	How successful is the provision of impartial careers advice?		✓		
BSQ-A4.1-8	How well can the school evidence the impact of its work with the virtual head of the local authority on working to meet the needs of looked after children?	✓			



S5 Outcomes for Pupils

A5.1 Judgement on the outcomes for pupils

Outstanding	Good	Requires Improvement	Inadequate
	✓		

Westmoor Primary Headline Statements 2018-2019

EYFS

- GLD is 76% - slightly above the National of 72%.
- Prime areas 78% - in line with National of 79%.

EYFS Trend

Percentage of pupils in school reaching GLD has risen by 8% since 2016.

Phonics

Year 1

- Attainment in Phonics in Year 1 is higher than the National average at 93% compared to 83%.

Year 2

- 93% of pupils passed the phonics screener by the end of Year 2 which is 1% higher than the National average at 92%.

Key Stage 1

- Reading EXS has remained slightly above the National average for the last 3 years. S-78% N-75%
- Reading GDS this is above the National average for the second year. S-32% N-26%
- Writing EXS is broadly in line with the National average. S-71% N-70%
- Writing GDS this is slightly above the National average for the second year. S-20% N-16%
- Maths EXS is in line with the National average. S-76% N-76%
- Maths GDS this is slightly above the National average. S-24% N-22%
- Science is slightly above the National average. S-85% N-83%
- RWM combined EXS is broadly in line with the National average. S-66% N-65%
- RWM GDS is slightly above the National average. S-15% N-12%

Trends



- Phonics trend for Year 1 pupils- the school has seen a 13% improvement since 2016.
- Phonics trend for pupils by the end of Year 2- the school has seen a 2% improvement since 2016.
- RWM performance of boys and girls is in line Nationally.
- Performance of SEN and FSM6 pupils is in line Nationally.

Key Stage 2

- Reading EXS is 89% - significantly above the National average of 75%.
- Reading GDS is 43% - significantly above the National average of 28%

- Writing EXS is 86% - above the National average of 78%.
- Writing GDs is 25% - above the National average of 20%.

- Maths EXS is 95% - significantly above the National average of 76%
- Maths GDS is 34% - above the National average of 24%.

- RWM EXS is 84% - significantly above the National average of 64%.
- RWM GDS is 18% - above the National average of 10%.

- GPaS EXS is 89% - above the National average of 78%.
- GPaS GDS is 43% - above the National average of 34%.
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- Disadvantaged RWM is 75% in comparison to National Disadvantaged of 51% and National non-disadvantaged of 70%.

Trends

- RWM – The school has 23% improvement since 2016.
- Reading – 26% improvement since 2016.
- Writing – 6% improvement since 2016.
- Maths – 2% improvement since 2016.
- GPas – 18% improvement since 2016.



		O	G	R	I
BSQ-A5.1-1	How well does school attainment performance compare to national averages and floor standards? How does this match with expectations from teacher assessment and baseline data?	✓			
BSQ-A5.1-2	How high are the standards achieved by the current cohort? How do they compare with recent previous cohorts?	✓			
BSQ-A5.1-3	What grade would the school give for the progress made by learners from different starting points in English and mathematics over the past three years?		✓		
BSQ-A5.1-4	How confident is the school in the progress of disadvantaged pupils (including disabled pupils and those with SEN) and more-able pupils across a wide range of subjects?		✓		
BSQ-A5.1-5	How relevant are the qualifications pupils gain?	✓			
BSQ-A5.1-6	What is the effectiveness of the school's approach to ensure learners read widely and often?	✓			
BSQ-A5.1-7	How effectively do leaders intervene when there are concerns with outcomes?	✓			
BSQ-A5.1-8	How confident is the school that there is consistency in standards across all subjects/key stages and, if not, that appropriate action is being taken?		✓		
BSQ-A5.1-9	How does the school manage "in term" changes to enable new pupils to integrate quickly with minimum disruption to the existing cohort and ensure achievement and progress data for pupils leaving is quickly passed to their new school?	✓			
BSQ-A5.1-10	How well do pupils progress from their different starting points across the whole of the curriculum, not just English and mathematics?		✓		
BSQ-A5.1-11	Is the learning of most-able pupils being deepened? Are they being stretched? How is this reflected in their work and through discussions with them?	✓			
BSQ-A5.1-12	How well is any above-average attainment of the most able on entry capitalised on?	✓			
BSQ-A5.1-13	Are leaders at all levels aware that the new focus is upon diminishing differences with non-disadvantaged pupils nationally, not upon closing within-school gaps?	✓			
BSQ-A5.1-14	Does the pupil premium policy contain the rationale for and evaluation of spending? How has it addressed the specific barriers to learning in your school?	✓			



S6 Early Years Provision

A6.1 Judgement on the effectiveness of the early years provision

Outstanding	Good	Requires Improvement	Inadequate
	✓		

- Pupils enter EYFS broadly in line with what is typical for their age and leave in line with National expectations. Pupils make good rates of progress. Progress is analysed, including vulnerable groups and gaps are closing with national
- EYFS provision is well planned and caters for pupils' needs, assessments are accurate and rigorous.
- Teaching over time is at least good and responsive to pupil needs
- There are excellent relationships with parents and strategies are in place for positive engagement
- Behaviour and safety of pupils is outstanding
- EYFS Learning Environment, both inside and outdoors is stimulating and planned for with excellent use of resources
- The curriculum is enriched by regular visitors into EYFS and visits.
- Safeguarding is effective

		O	G	R	I
BSQ-A6.1-1	What is children's level of progress in the Early Years Foundation Stage?		✓		
BSQ-A6.1-2	How does the FS Profile compare with other similar schools and local/national expectations?		✓		
BSQ-A6.1-3	How is assessment used to plan appropriate teaching and learning strategies, enabling children to make good progress and achieve well?	✓			
BSQ-A6.1-4	Does planning ensure that each child is offered an enjoyable and challenging experience across all areas of learning and development, in a broad and balanced way?	✓			
BSQ-A6.1-5	Does teaching enable children to develop the characteristics of effective learning so that they develop good attitudes and behaviours appropriate to good learners?	✓			
BSQ-A6.1-6	How well are children encouraged to make smooth transitions into school and to the next steps in their learning, so that they build strong relationships and become confident, resilient individuals?	✓			
BSQ-A6.1-7	How well are children with SEN/D and those who speak English as an additional language supported?	✓			
BSQ-A6.1-8	How well are the prime areas of learning promoted to enable children to develop essential skills that will allow them to fully benefit from their experiences?	✓			
BSQ-A6.1-9	How well are children in the EYFS safeguarded and how does this contribute to their developing understanding and ability to manage risks and keep themselves safe?	✓			
BSQ-A6.1-10	How well are Fundamental British Values implemented? How well do children behave, cooperate and share with each other; respect each other's differences and build their understanding of different families and communities beyond their personal experiences?	✓			
BSQ-A6.1-11	What is the impact of training and development on outcomes for children, particularly those who are in receipt of additional funding, such as Early Years Pupil Premium?		✓		



S8 Overall Effectiveness

A8.1 Judgement on overall effectiveness

Outstanding	Good	Requires Improvement	Inadequate
	✓		

Westmoor Primary is GOOD

- Westmoor Primary School provides a good education for the pupils in its care.
- Children enter the school broadly average, but leave significantly above National, (with the exception of 2014 Y6 cohort) resulting in outstanding attainment and progress.
- With the changes to the testing in 2016 of reading and GPaS, the school experienced an unexpected data set which was not in line with teacher assessment. The school have been proactive in analysing and addressing this.
- The school targets pupil premium well, narrowing the gap in attainment of vulnerable groups.
- Teaching is often outstanding and never less than good.
- Safeguarding is exemplary and the school is committed to the promotion of SMSC.
- Behaviour is exceptional. There is an energised, positive climate for learning.
- The Leadership and Management team communicate a clear vision and direction for the school.
- The Governing Body is effective and determined and knows the school very well. They contribute significantly to the vision and direction of the school.
- There were no identified weaknesses in the dataset on the Ofsted Inspection dashboard 2015
- Weaknesses in 2016 are reading: progress for middle attaining boys and attainment in reading. However school was not below the National average after a successful re-mark.
- Teaching over time is **GOOD, see Year Group Progress and Outcomes.**