

SCHOOL IMPROVEMENT VISIT REPORT

AUTUMN TERM 2019



North Tyneside Council

School Name: (2037) Westmoor Primary School

Adviser: Kevin Burns

Focus: SDP Visit

Reference:

Date of Visit: 06/12/2019 08:15

Additional Adviser(s):

Local Authority: North Tyneside

Attendees:

Key information dashboard

Leaders are continuing to review and update systems to reflect the changing education landscape. They are working effectively with external support to help focus and drive improvement. The wider leadership team is working well together to establish a common understanding of the school and the focus of development work.

Most Recent Ofsted Inspection Judgements

	Grade
Date of most recent Ofsted inspection	January 2011
Behaviour and attitudes	
Personal Development	
Leadership and management	
Quality of teaching	
Achievement	
Behaviour and safety	
Early years provision	
16 to 19 study programmes	
Overall effectiveness	Outstanding

Most Recent SDP Judgements

	This Year	Last Year
Overall effectiveness	Good	
Leadership and management	Good	
Behaviour and attitudes	Good	
Personal development	Good	
Quality of teaching	Good	
Teaching, learning and assessment	Good	
Personal development behaviour and welfare	Good	

Outcomes for pupils	Good
Early years provision	Good
16 to 19 study programmes	

Readiness for inspection

	Readiness
Self-evaluation summary	Available
School Improvement Plan	Available
Parent View	Not discussed
Single Central Record	Not discussed
Website compliance	Not discussed

Priorities for improvement

Refine and embed approaches to feedback so that pupils are increasingly empowered to self-correct and enhance their own work.

Enhance the provision for reading to ensure that resources and approaches are well matched to needs and starting points.

Improved outcomes for reading.

Quality of education

Leaders judge the quality of education to be good. This would be supported by ongoing external review of provision and the available evidence seen during the reading deep dive.

As part of the deep dive into reading the following activities were undertaken:

- a website check
- discussion with senior leaders
- discussion with the English subject leader
- lesson visits to see the teaching of phonics and reading across school
- hearing a limited number of pupils read individually and within lessons

In discussion leaders were clear in their intent and aspiration that all pupils would leave school with the ability to read for pleasure. Whilst this is reflected on the website and within policy documents it is not sufficiently clear. Leaders should reflect on the information shared, gathered and reviewed during the visit and develop policy accordingly. There were examples seen during the day where pupils enthusiasm had been fostered and developed. A striking example of this was the 'Buddy Readers' where older pupils share stories and expertise with younger children.

School leaders reflect that all pupils, including the weakest readers, make sufficient progress to meet or exceed

age-related expectations. Leaders are keenly aware that some pupils have not had the benefit of current systems and have chosen to invest in high quality reading intervention. This has been targeted where it can have the most impact.

Stories, poems, rhymes and non-fiction are increasingly chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. Pupils are becoming familiar with and enjoy listening to an increasingly wide range of stories, poems, rhymes and non-fiction. Leaders note that they would like this range to increase and develop. They are working with staff and pupils alike to broaden access to a wider range of texts. To achieve this they have invested in resources and are making wider use of local partners including the local library.

The school's newly adopted phonics programme matches or exceeds the expectations of the national curriculum and the early learning goals. The scheme has clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2 and leaders should ensure that these are adhered to as they embed the new system. Leaders are clear that they have adopted this new approach to ensure the best possible outcomes for all pupils. Whilst outcomes overtime have compared favourably to national leaders feel that this more consistent and coherent approach can only build on this success. Leaders have taken time to research their approaches and the long term aim of increasing the proportion of pupils who achieve at the highest levels will go hand in hand with the intent of encouraging reading for pleasure.

The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme. Where the school is increasing the breadth and depth of reading using the existing reading stocks, they should ensure that match of texts to ability is precise. Teachers give pupils sufficient practice in reading and re-reading books these increasingly match the grapheme-phoneme correspondences they know, both at school and at home.

Reading, including the teaching of systematic, synthetic phonics, is taught from the beginning of Reception. Where there are a very small number of pupils who are ready to move beyond early reading in nursery leaders have sought advice and developed their approaches accordingly.

The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace. If they do fall behind, targeted support is given quickly. There are examples of high-quality intervention being delivered by highly trained teachers and teaching assistants. This is supporting the lowest attaining to make accelerated progress and fill in gaps in their knowledge and skills.

Through training, careful monitoring, evaluation and feedback the school has developed sufficient expertise in the teaching of phonics and reading.