

# Inspection of Westbrook Primary School

Westbrook Road, Heston, Hounslow TW5 0NB

---

Inspection dates:	24 and 25 September 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Good

The headteacher of this school is Melvyn Tatters. This school is a single academy trust. The school is overseen by a board of trustees, chaired by Paul Bepey.

## **What is it like to attend this school?**

Pupils are proud members of this inclusive school. Pupils know that staff expect their best efforts, and respond with enthusiasm. As a result, many pupils achieve well. This includes pupils who are disadvantaged and with special educational needs and/or disabilities (SEND). The school's mission statement 'aim high, learn together, feel proud' permeates all aspects of school life.

Pupils are happy being at school and feel safe. The school provides enjoyable learning experiences for all. The encouragement of respect for different cultures and diversity promotes an appreciation of others. Pupils with SEND, including those in the specialist unit for pupils with visual impairment, learn successfully alongside their peers. Respectful relationships exist across the school.

Pupils value their leadership roles. For example, older pupils support their peers at playtimes and help younger pupils with care and consideration.

Pupils behave well at this school and have positive attitudes to learning. Pupils are characteristically polite and confident. The school promotes high expectations for positive behaviour across all year groups. Incidents of low-level disruption are rare.

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

The school's curriculum is ambitious for all pupils, including those who are disadvantaged and pupils with SEND. A sharp focus on basic skills provides pupils with a firm foundation to build their knowledge and skills across the curriculum. Academic outcomes in national assessments show that pupils at the end of Year 6 achieve well in reading, writing and mathematics.

The curriculum is usually well organised with structured activities. This supports most pupils to reach the end points as identified by the school. However, in a few subjects, teaching does not routinely revisit pupils' prior knowledge to support their current learning. This leads to some pupils being less confident to recall and connect new learning with their prior learning from previous lessons.

Teachers effectively check pupils' understanding of what they know and can do. Most pupils build sufficient knowledge and skills over time. In a few subjects, some pupils are unable to enhance their understanding of knowledge and skills further. This is because teachers have not made clear what essential knowledge and skills they expect pupils to know.

Pupils become fluent readers from the early years. Teachers effectively and consistently teach reading skills systematically. The phonics curriculum ensures that books are matched to the letter sounds pupils know. This gives pupils plenty of practice with developing their phonic skills. Pupils who fall behind with their reading receive the right support to help them catch up.

Pupils flourish from an approach where adults' use of communication and language skills provides a strong model. Teachers build professional relationships with pupils, particularly through encouraging their love of reading. Pupils discussed their favourite books, characters and stories with enthusiasm.

By the end of Reception, most children achieve well despite their low starting points. Effective systems and routines are securely in place, so pupils know what is expected of them and quickly develop an enthusiasm for learning. Teaching captures children's interest across all areas of learning. This inspires a community of enthusiastic learners. As a result, they are ready for the next steps in their school life.

The school's efforts to ensure pupils learn how to behave well and attend school regularly are effective. Pupils learn positive behaviour practices, starting in early years, which continue throughout the school. Attendance rates are in line with national averages.

The curriculum is enhanced with a blend of experiences that extend beyond academic subjects. Pupils, including those with SEND, appreciate the rich extra-curricular offer, such as origami, football and participating in the choir. Pupils enjoy trips which include a recent visit to the National Theatre, where audio description supported pupils with visual impairments.

Pupils are well prepared to become active citizens in modern Britain. Pupils are taught the importance of respecting other religions and beliefs. The school provides opportunities for pupils to contribute both in school and the local community, including through the school council and charitable work. Pupils benefit from visitors' talks, including on money matters, safety when working online and when travelling around London.

An established caring environment exists here for staff. They value the ongoing support they receive for their well-being and workload. Effective professional development supports staff teaching of the curriculum.

Leaders, the governing body and staff are ambitious for all pupils to excel through the positive experiences and inclusive education provided by the school. The school encourages parents to get involved in their children's education, for example through attending workshops at the school. The governing body holds leaders to account for the school's work and checks that statutory requirements are in place.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- A minority of subjects are not coherently well developed with clearly defined content. As a result, some pupils have not been taught crucial content needed to be able to recall important knowledge in these subjects. The school should ensure that the curriculum in all subjects is explicitly defined, making sure that key content, knowledge

and skills are clearly identified and build pupils' knowledge and skills in a coherent and sequential way.

## 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

<b>Unique reference number</b>	139889
<b>Local authority</b>	Hounslow
<b>Inspection number</b>	10345965
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	586
<b>Appropriate authority</b>	Board of trustees
<b>Chair of governing body</b>	Paul Bepey
<b>Headteacher</b>	Melvyn Tatters
<b>Website</b>	<a href="http://www.westbrookprimary.com">www.westbrookprimary.com</a>
<b>Date of previous inspection</b>	17 and 18 September 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is a larger-than-average primary school, which includes a nursery.
- The school has specially resourced provision for pupils with SEND, which is a specialist unit for pupils with visual impairments.
- The school uses no alternative provision.
- There is a daily breakfast and after-school club that is led and managed by the school.

## 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 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 headteacher, leaders, members of staff and pupils. The lead inspector also met with representatives from the board of trustees.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils’ work. The lead inspector also listened to several pupils read.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the 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 scrutinised a range of documentation during the inspection, including information about the curriculum, governors’ minutes and the school’s self-evaluation.
- Inspectors observed pupils’ behaviour in lessons and around school.
- Inspectors spoke with parents at the start of the school day.
- Inspectors reviewed responses to Ofsted’s online survey for parents, Parent View and responses to the online survey for staff.

## **Inspection team**

Rosemarie Kennedy, lead inspector	Ofsted Inspector
Eleanor Ross	His Majesty’s Inspector
Lascelles Haughton	His Majesty’s Inspector
Milan Stevanovic	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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024