



QUALITY ASSURANCE
REVIEW

REVIEW REPORT FOR
WESTBROOK PRIMARY
SCHOOL

Name of School:	Westbrook Primary School
Head teacher/Principal:	Mr Melvyn Tatters
Hub:	West London Alliance
School type:	Primary
MAT (if applicable):	N/A

Estimate at this QA Review:	Outstanding
Date of this Review:	11/03/2019
Estimate at last QA Review	Good
Date of last QA Review	19/03/2018
Grade at last Ofsted inspection:	Good
Date of last Ofsted inspection:	17/03/2016

Quality Assurance Review

The review team, comprising of host school leaders and visiting reviewers agree that evidence indicates these areas are evaluated as follows:

School Improvement Strategies	Outstanding
Outcomes for Pupils	Outstanding
Quality of Teaching, Learning and Assessment	Outstanding
Area of Excellence	Maths Mastery in EYFS / KS1 Developing
Previously accredited valid Areas of Excellence	Inclusion of pupils with visual impairment, 04/03/2016
Overall Estimate	Outstanding

Please note that a Challenge Partners Quality Assurance Review is not equivalent to an Ofsted inspection, and agreed estimates from the review are not equivalent to Ofsted judgements.

1. Context and character of the school

Westbrook is a larger than average sized primary school. In recent years the proportion of pupils who leave and join at times other than the start of the school year has increased.

The overwhelming majority of pupils are from minority ethnic groups, with those of Indian heritage being the largest. Over half of the pupils speak English as an Additional Language.

The school motto of 'I promise to aim high, learn together and feel proud of everything I do' is evident in the way in which pupils relate to each other as well as adults.

A wide range of clubs and extra-curricular activities are offered, many of

which are free for pupils to attend.

The school offers provision for up to 10 pupils who are visually impaired and who come from a wide geographic area.

The school runs its own initial teacher training (ITT) programme 'Straight to Teach' as well as working in partnership with Brunel University in the training of new teachers.

Close working partnerships exist with Exeter University on the development of Thinking Skills and with the Winchester University on the development of Lesson Study.

2.1 School Improvement Strategies - Progress from previous EBIs

- Leaders fully addressed the EBIs from the previous review report. They have embedded improvements for all pupils, in reading, writing and mathematics, such that their progress and attainment are now at least in line with the national average.
- Leaders at all levels are increasingly sharing best practice and actively contributing to local and regional groups of schools.

2.2 School Improvement Strategies - What went well

- Leaders are outward looking. They want to learn from other schools as well as from the most current research to challenge their own thinking and practice.
- Continuing professional development (CPD) is planned and strategically implemented. This ensures that school improvement strategies lead to improved and sustained pupil outcomes. The progress of current pupils indicates that they are on track to achieve the same high outcomes as seen by their peers in 2018.
- Leaders are proactive in developing leadership capacity. Teachers and adults work together in subject teams. This helps enhance their own subject knowledge, share best practice and refine the school's curriculum. Teams are held to account by senior leaders. They are, at the same time, entrusted to make decisions that they believe are in the best interests of the pupils.
- Maths Mastery is presently embedded within Years 1 to 3. This contributed to a considerable improvement in pupil outcomes in the Key Stage 1 mathematics assessments in 2018. The proportion of all groups of pupils, including disadvantaged pupils, attaining at both the expected standard and

greater depth was well above the national average. Teachers spoke of the positive impact on their own teaching of mathematics as a result of moderating assessments with teachers from other schools.

- Destination Reader was implemented some years ago in response to an unexpected dip in pupils' outcomes in reading. As a consequence of the rigorous approach to staff training, trialling and implementation, the outcomes of all pupils, including those who are disadvantaged, have improved considerably in recent years.
- Well-established links exist with Brunel University on the training of new teachers. In addition, the school delivers a 'Straight to Teach' programme, which is very effective in preparing new teachers to meet the needs of the school. Teachers who act as mentors spoke of how supporting trainee teachers enables them to reflect on their own practice. Leaders report that those who successfully complete the programme are not only better prepared as new entrants to the profession but that they make a more active contribution to the wider life of the school.
- Leaders work closely with the University of Exeter on delivering the Thinking Skills programme. They are presently collecting evidence from pupils and teachers to secure this award.
- As part of the drive to revise and refine the school's vision and mission, leaders are laying out the framework for a dedicated Westbrook curriculum involving the foundation subjects. They intend to use the highly successful pedagogical framework currently used as part of the core curriculum to map out the skills progression for all foundation subjects.

2.3 School Improvement Strategies - Even better if...

...leaders continued to build on the excellent work already undertaken in embedding current initiatives as they revise and enhance the curriculum for the foundation subjects.

3.1 Quality of Teaching, Learning and Assessment - Progress from previous EBIs

- Leaders have fully addressed the EBIs from the previous report. They are constantly reflecting upon their planning and practice to provide stretch and challenge for all pupils, irrespective of their starting points.
- The rigour with which cpd is planned, delivered and monitored is ensuring that teachers are constantly adapting their everyday practice to meet the learning needs of every pupil.

3.2 Quality of Teaching, Learning and Assessment - What went well

- Pupils are incredibly proud of their school. They speak of the importance of being kind and supportive to one another and this contributes to a harmonious learning environment.
- Teachers demonstrate very good subject knowledge, which is exemplified time and again by their consistent use of subject-specific vocabulary. This was demonstrated in a Year 6 music/writing lesson in which the teacher modelled 'forte', 'dynamic' and 'staccato', which pupils used correctly in their oral and written responses.
- Well-planned lessons interest and engage pupils. As a result, their behaviours and attitudes to learning are very good. Teachers' astute use of questioning is used to correct any misconceptions and deepen pupils' understanding. Likewise, teachers use modelling highly effectively to support pupils with a visual representation of their learning journey.
- Pupils rise to the level of challenge and talk of how 'we aim high and think positively and when things go wrong we use our imagination to make it better'. This was observed during a Year 6 mathematics lesson when pupils had to answer a range of algebraic equations that gave them the clues to solve a murder mystery.
- Destination Reader helps pupils to be able 'to read between the lines' in order to analyse texts and apply their thinking. They say how much they enjoy reading, how they read widely and often and talk fluently about their favourite authors.
- Pupils understand the importance of having to respond to the feedback and marking from their teachers. They say how they always correct any past mistakes before they start their new learning. This all contributes to them taking ever more responsibility for their own learning.
- Additional adults make a very positive contribution to pupils' learning across the school. In the Visual Impairment Unit, the supporting adult knew precisely what the pupil had learnt the previous day when they were introduced to the letter 's'. Using their precise understanding of the pupils' learning needs, they used Braille letters to enable the pupil to use this correctly in a word. This contributed to the very good progress that this pupil is making.
- Reading, writing and mathematics is very well taught across the school, and pupils are increasingly using the skills developed in these subjects in other subjects.
- Pupils consistently make good use of 'hats and mats' thinking skills when tackling tricky problems. This enables them to reflect carefully on the task at hand. As a result, the quality of the questions they ask of others and of their teachers is very high.

3.3 Quality of Teaching, Learning and Assessment - Even better if...

...leaders continued to share the best practice seen, especially around classroom transitions and 'carpet time' in order to ensure that the pace of learning moved more quickly.

4. Outcomes for Pupils

- At the end of 2018 against all national measures, children and pupils from Year R, Year 2 and Year 6 performed at least in-line with the respective national average for all pupils. The progress made by all groups of pupils in Year 6 in reading, writing and mathematics was also above the national average.
- Many children enter Westbrook School with weaknesses in their communication skills. An increasing number also arrive lacking in aspects of self-care. The school's parent liaison officer provides invaluable support to families in promoting their child's attendance and in showing them how they can support their child's learning.
- For the past three years the proportion of children achieving a good level of development in the early years foundation stage (EYFS) has been above the national average. This ensures that despite many children arriving with gaps in their development they get off to a very good start.
- In 2018, the proportion of all groups of Year 1 pupils, including the disadvantaged, attaining the required standard in the phonics screening check was well above the national average. This placed the school in the top 6% of school's nationally.
- Across all year groups, the majority of current pupils are making good progress against their respective starting points. Evidence from lessons, as well as pupils' books, indicates that they are working at age-related standards. Disadvantaged pupils are attaining and making progress similar to that of other pupils. Interventions such as 'maths meetings' ensure that no pupil is at danger of falling behind, as they 'keep up not catch up'. As they progress through the school, pupils of all abilities talk with increasing fluency about their learning.
- At the end of Key Stage 2, in 2018, the progress made by disadvantaged pupils was above that of other pupils nationally in reading and writing and was in-line in mathematics. The small number of disadvantaged pupils with high prior attainment performed better than their non-disadvantaged peers in all subjects.
- The proportion of pupils attaining the expected standard in reading, writing and mathematics combined was above the national average. It was in line with the national average at the higher standard. Disadvantaged pupils were

- also in line with other pupils in reaching the combined measure.
- By the end of Key Stage 1 in 2018, the proportion of pupils reaching the expected standard and greater depth in reading was above the national average and well above the national average in writing and mathematics.

5. Area of Excellence

Maths Mastery in EYFS and KS1

Developing

5.1 How is this area developing to be a strength?

Outcomes for children at the end of the EYFS have been above the national average for the past three years. The proportion of pupils attaining at both the expected standard and greater depth was above the national average at the end of Key Stage 1 in 2018. The progress of pupils currently in Year 2 indicates that they are on track to match last year's outcomes.

5.2 What actions is the school taking to grow expertise in this area?

The school provides support to other local schools. This includes organising visits and workshops at Westbrook to share best practice and deliver model lessons. Leaders have also delivered workshops in other schools as well as giving presentations at meetings and training courses.

5.3 What are the next steps to work towards accredited status next year?

Leaders wish to consider how best to capture the impact that the schools' outreach work has had on other schools. This could include quantitative data, in terms of pupils' outcomes. It could also include qualitative data regarding teachers' confidence in teaching Maths Mastery. It could include ensuring that teachers have enhanced subject knowledge, as well as consistency and coherence of current practice.

6. What additional support would the school like from the Challenge Partners network, either locally or nationally?

Leaders would like to reflect upon this upon receipt of the completed report.



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This review will support the school's continuing improvement. The main findings will be shared within the school's hub in order that it can inform future activities.