

Inspection of a good school: West Road Primary Academy

West Road, Moorends, Doncaster, South Yorkshire DN8 4LH

Inspection dates:

29 and 30 November 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Julie Woodward. This school is part of Brighter Futures Learning Partnership Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Helen Redford-Hernandez, and overseen by a board of trustees, chaired by Peter Duffield.

What is it like to attend this school?

Pupils at West Road Primary Academy are proud to be part of the school community. In keeping with the school motto, the school encourages them to 'learn to grow together'. Throughout the school, there is a strong sense of togetherness among pupils. Pupils know the school values and rules and why they are important.

Leaders have planned an ambitious curriculum. However, there is still work to do to ensure that the curriculum is fully embedded in all subjects. Some pupils, including those with special educational needs and/or disabilities (SEND), are not learning as well as they should. Too many younger pupils have gaps in their phonics knowledge. Some of these pupils do not attend regularly.

Leaders have high expectations of pupils' behaviour. Pupils know the reward systems and the importance of being tolerant and treating others with respect. As a result, pupils typically behave well.

Pupils understand what bullying is. They say that bullying is rare and, although it happens sometimes, adults resolve it quickly. Pupils know how to keep themselves safe, in and out of school. Pupils know what to do if they are worried about anything. Many pupils speak of the importance of 'trusted adults' in school. School leaders are reviewing their systems and processes for securing high attendance. They have a particular focus on disadvantaged pupils to ensure that these pupils do not miss out on all the school has to offer.

Pupils enjoy the range of trips and visits available to them. A variety of clubs, such as dance, film and football, help pupils to develop their talents and interests.

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

The school ensures that reading is at the heart of the curriculum. Teachers, including those in early years, read to pupils every day. Pupils say that they love it when adults read to them. Phonics teaching starts as soon as children join the school in the Nursery. Leaders have made sure that pupils have frequent opportunities to read books that match the sounds they know. Leaders provide teachers and teaching assistants with regular training to teach phonics. Staff provide support for pupils who are falling behind. However, some pupils do not catch up quickly enough. They struggle to blend words to become confident, fluent readers. As a result, these pupils cannot access the full breadth of the curriculum on offer.

The curriculum from early years to key stage 2 is ambitious and, in places, exceeds the breadth and ambition of the national curriculum. In some subjects, such as mathematics and geography, leaders have identified the most important knowledge pupils should know and remember. For example, in geography, pupils are presented with increasingly challenging texts from key stage 1 to key stage 2 to support their development of key subject concepts and vocabulary.

The curriculum delivery in some other subjects is not as well established. This is because these subjects are in the early stages of development. The school is supporting teachers to strengthen the delivery of the curriculum and to close any gaps in pupils' prior learning.

Children in the early years get off to a strong start to their education. Staff build positive working relationships with children and their families. Staff have prioritised the development of reading, writing and mathematics. They help children to work and play cooperatively with others. The early years curriculum prepares most children for learning in key stage 1 and beyond. Children access the learning environment independently. They work harmoniously together to complete tasks. However, in Reception, children who struggle to develop early reading skills do not have the support they need to make rapid progress. As a result, these children do not make progress in line with their peers and are not ready for the curriculum in Year 1.

Pupils behave well and enjoy their learning. They listen carefully to adults and work well with each other. Most pupils try their hardest in lessons. There is minimal disruption to learning. This is because of the care and support that teachers and teaching assistants provide. Most children in the early years understand, and willingly follow, the school rules and routines. This ensures that they are settled and complete learning activities well.

The school works effectively with external agencies to identify the needs of pupils with SEND. Leaders ensure that staff support these pupils to fully access the ambitious curriculum in place. Many pupils with SEND learn alongside their peers. Teachers adapt teaching and resources appropriately to meet their needs. However, some pupils with SEND do not achieve as well as they should. They do not access their lessons

independently across the entire curriculum. In addition, they do not have a full opportunity to develop their talents and interests.

There is a respectful culture in the school. Pupils learn how to be responsible citizens. Pupils explain that it is 'okay to be different and that everyone deserves to be treated the same'. The school's offer for personal, social and health education (PSHE) is underpinned by an ambitious sequence of planned events and activities. However, some pupils do not have a good knowledge of the protected characteristics, world religions or the importance of healthy eating. Consequently, they are not fully prepared for life in modern Britain.

Most pupils enjoy a variety of clubs, such as football, film, reading, and art. They can develop their leadership skills through working as 'mini police' with the local police or through their involvement as subject parliament members. Older pupils support their younger peers during social times by acting as playground leaders. However, some pupils with SEND do not have access to clubs and activities in a similar manner to their peers.

Staff enjoy working at West Road Primary Academy. They are positive about the actions leaders have taken to reduce their workload and improve their well-being. Staff value the training leaders provide and the time they have to develop and improve their teaching.

Governors and trust leaders visit the school regularly. They challenge leaders and hold them to account for the school's performance.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Many younger pupils have gaps in their phonics knowledge and do not read fluently. This prevents these pupils from accessing the full curriculum. Leaders should ensure that staff have the necessary knowledge and skills to address gaps in pupils' phonics knowledge effectively, so that they become confident and fluent readers by the end of key stage 1.
- The school has not ensured that all areas of the PSHE programme are delivered consistently well. Some pupils do not have a secure understanding of the world religions and how to maintain a healthy lifestyle. The school must ensure that all staff have the relevant knowledge and expertise to support teaching of these areas in the curriculum, so that pupils are fully prepared for life in modern Britain.
- Some pupils with SEND do not access the full curriculum offer and aspects of wider school life. As a result, they do not achieve and progress as well as they could. Leaders should ensure that all pupils with SEND receive the support they need to access all lessons and activities.
- The rate of persistent absence for disadvantaged pupils remains too high. These pupils miss too much learning and do not make the progress they should. Leaders should

continue to review their systems and processes for securing high attendance, particularly for disadvantaged pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Thorne Moorends West Road Primary School, to be good in June 2018.

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

Unique reference number	147373
Local authority	Doncaster
Inspection number	10297475
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	305
Appropriate authority	Board of trustees
Chair of trust	Peter Duffield
CEO of the trust	Helen Redford-Hernandez
Headteacher	Julie Woodward
Website	www.westroadprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- West Road Primary Academy converted to become an academy school in September 2019. When its predecessor school, Thorne Moorends West Road Primary School, was last inspected by Ofsted, it was judged to be good overall.
- The headteacher was appointed in September 2023.
- The school provides early years provision for two- and three-year-old children.
- Leaders do not make use of any alternative provision.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector 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 inspector listened to a sample of pupils in Years 1 and 2 read to a familiar adult. He also met with groups of pupils from across the school.
- The inspector held meetings with the headteacher, senior leaders, curriculum leaders and teachers.
- The inspector also met the chief executive officer, members of the trust board, school governors and the chair of the governing body.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector observed behaviour in classrooms and social times. He spoke to teachers and pupils throughout the inspection about behaviour in school.
- The inspector considered the responses to Ofsted Parent View, including free-text comments. He also spoke with groups of staff and considered responses from staff to Ofsted's online inspection questionnaire.

Inspection team

Thomas Fay, lead inspector

Ofsted Inspector

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