

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 1231
www.gov.uk/ofsted



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Sandra Pope
Headteacher
Westfield Primary School
Clayton Crescent
Runcorn
Cheshire
WA7 4TR

Dear Miss Pope

Additional, remote monitoring inspection of Westfield Primary School

Following my remote inspection with Steve Bentham, Her Majesty's Inspector (HMI), of your school on 2 March 2021, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions that have been taken to provide education to all pupils during the current circumstances.

This monitoring inspection was conducted under section 8 (2) of the Education Act 2005 (as amended) and in accordance with Ofsted's published procedures for visiting schools while routine inspections remain temporarily suspended. It was additional to the usual monitoring process for schools that are judged to require improvement.

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, this monitoring inspection was carried out remotely. As such, the range of evidence available to inspectors was narrower than would normally be the case during an on-site inspection. As a result, this letter provides a more limited level of assurance than our usual monitoring reports.

The inspection took place because the school has received two successive judgements of requires improvement. The school's most recent section 5 inspection took place in September 2019.

Having considered all the evidence and taking into account the impact of COVID-19 on the school, I am of the opinion that at this time:

Leaders and those responsible for governance are taking effective action to provide education in the current circumstances.

Leaders and those responsible for governance should take further action to:

- ensure that in subjects other than English and mathematics, teachers use assessment information more effectively to adapt their planning so that pupils know and remember more
- ensure that subject leaders identify the key knowledge that children in the early years need to learn, in preparation for key stage 1 and beyond.

Context

- There have been several changes of staff in the last 18 months. This includes your permanent appointment as headteacher in December 2020.
- A very small number of pupils spent a short period of time working at home during the autumn term 2020. Pupils in Year 6 were more affected than other year groups.
- At the time of this inspection, approximately one quarter of pupils were being educated on site. All vulnerable pupils identified by school leaders were on site. Just under half of pupils with special educational needs and/or disabilities (SEND) were in school.

Main findings

- At the start of the pandemic, you acted swiftly to identify pupils without adequate technology at home. You provided these pupils with devices so they could access online learning. You have ensured that all staff have received effective training to deliver education remotely to pupils. These actions have enabled you to deliver education to all pupils during the third national lockdown.
- By March 2020, you had established clear and ambitious plans to improve the school. Despite the challenges of the pandemic, you have developed the curriculum further. Subject leaders have received purposeful training to support these developments. There is now an improved curriculum for all subjects, but some subjects are more developed than others. For example, plans do not always show what children in the early years need to know before they move into Year 1.
- You and other leaders have effective systems to check pupils' learning in English and mathematics. However, checks on pupils' learning in other subjects are at an early stage of development. Subject leaders do not know how well pupils have learned key knowledge in subjects other than English and mathematics. This means that teachers do not always have accurate information to plan the next steps in pupils' learning.
- Pupils currently educated on site, and those working at home, enjoy learning the full range of subjects. Staff support the learning of pupils working on site

and those at home equally well. You have ensured that pupils work in small groups and are supported by familiar adults when working in school. This support enables pupils to access learning successfully. Regular communication from teachers to parents and carers has improved pupils' online engagement. Parents are overwhelmingly positive about the support on offer and this has improved parents' ability to help those pupils who are working at home.

- Reading continues to be a high priority. Pupils receive daily phonics lessons that are well matched to their needs. This includes pupils who are working remotely. The pupils in school, and those at home, are taught to read by well-trained adults. Teachers provide extra small group and one-to-one support for all pupils who are at an early stage of reading. Pupils are expected to read daily. You provide online books so that pupils can continue to read texts that are carefully matched to the sounds that they know. This allows them to read confidently and well.
- The special educational needs coordinator has a clear understanding of the needs of pupils with SEND. She works closely with teachers to provide bespoke learning for pupils who need personalised support. Small group and individual support continues for pupils working remotely and in school. Staff contact the parents of pupils with SEND frequently to check on pupils' welfare and learning. You and other leaders have high aspirations for pupils with SEND. Your actions have ensured that pupils with SEND continue to receive education in these challenging times.
- Governors support and challenge you well. This has continued throughout the pandemic. Governors took swift action to enable you to purchase multiple devices so that pupils had improved access to learning from home. Governors have a good understanding of the school's strengths and areas for development. They hold regular conversations with you and senior leaders to check the delivery of your plans. Governors use these discussions to appropriately hold you and other leaders to account for your actions.
- You continue to receive effective support from the local authority. This is helping you with school improvement. The local authority has provided support and training for subject leaders to plan a well-sequenced curriculum for all subjects. You and the local authority continue to support teachers to develop their subject leadership skills. This is having a positive impact.

Evidence

This inspection was conducted remotely. We spoke to you, other senior leaders, pupils, staff, governors and a representative of the local authority. This was to discuss the actions taken to provide education to all pupils during a national lockdown.

We looked at a selection of evidence to show how the curriculum is being developed and how education is currently being provided. We looked at curriculum plans,

examples of pupils' work, minutes from governors' meetings and recorded examples of online teaching. We also observed pupils reading to a familiar adult. We considered 30 responses to Ofsted's online questionnaire, Parent View, including 21 free-text responses. We also reviewed 19 responses to the staff questionnaire.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Halton. This letter will be published on the Ofsted website.

Yours sincerely

Adam Sproston
Her Majesty's Inspector