

Westvale Primary School

Address: Meverley Road, L32 0RQ

Unique reference number (URN): 104431

Inspection report: 2 December 2025

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Early years

Expected standard 

Staff ensure that children in Nursery and Reception benefit from a stimulating, well-designed environment that nurtures curiosity across all curriculum areas. High-quality interactions between staff and children are central to early years provision, enabling pupils to develop a rich vocabulary. This is particularly important as many children join with limited communication skills. The school's approach is highly effective. By the end of Reception Year, children use language confidently and with greater precision, which prepares them well for Year 1.

From the outset, children follow a carefully sequenced curriculum that supports all aspects of their development. Leaders have considered carefully children's starting points. They use this information well to ensure that the curriculum, environment and interactions with children focus on the correct priorities. A key priority is early reading, as many children start with low phonics knowledge. The school has improved phonics teaching delivery, enabling children to read more fluently than before. Staff are effective in providing the foundations for reading and writing. For example, the current focus on fine and gross motor skills is helping pupils form letters accurately.

Strong partnerships with parents and carers further enhance learning, ensuring that families are well equipped to support their child's progress.

Personal development and wellbeing

Expected standard 

Leaders have carefully designed the school's personal development programme to give all pupils the knowledge and skills they need to become active citizens in society. This begins in the early years where pupils quickly learn positive cooperation skills. For example, they learn to take turns and share. Children begin to recognise different emotions and regulate their own feelings.

The school delivers a well-structured personal, social, health and economic programme that helps pupils to understand healthy relationships. Pupils learn how to keep themselves safe, including online. They take on leadership roles, such as school council members, house captains and reading ambassadors. These roles build pupils' confidence in public speaking and debating. They teach them how to manage conflict and find resolutions in a safe environment. Pupils access a wide range of opportunities beyond the classroom. Leaders select these activities carefully to ensure that pupils experience things they might not ordinarily or to nurture emerging talents and interests. For example, leaders offer sports, such as cross-country and cricket, to all pupils. Pupils also visit places that deepen their understanding of wider issues, such as a local beach to study human impact on the environment or a local high school to support science learning on evolution.

The school promotes pupils' understanding of fundamental British values effectively. Pupils show respect for others in the community and the wider world and understand why it is important to learn about difference. For example, pupils reflect on how they can support people who are less fortunate than themselves.

Leaders ensure that all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), access competitions that develop resilience and teamwork. For example, pupils with SEND recently took part in a local competition. Leaders track participation in wider curriculum activities to remove barriers. As a result, many pupils regularly take up the opportunities on offer.

Needs attention

Achievement

Needs attention 

Overall, pupils' achievement has shown some improvement. They now achieve better in reading, writing and mathematics. Although this is not reflected in national tests historically, in more recent tests pupils achieve closer to national standards in some areas. For example, the proportion of pupils meeting the phonics screening check standard increased last year, helping to reverse a legacy of weaker achievement. However, this is less evident in some subjects. For example, the school's recent work to strengthen pupils' mathematical fluency and times table recall has not yet raised pupils' outcomes over time. Some pupils with special educational needs and/or disabilities and disadvantaged pupils do not achieve as well from their starting points. These pupils do not make the progress they should because staff do not consider their support and curriculum carefully enough. This limits their overall achievement.

Across the wider curriculum, most pupils have the knowledge and skills they need. As a result, most pupils are more prepared for the next stage of their education.

Attendance and behaviour

Needs attention 

The school has recently begun work to improve pupils' overall attendance, but attendance remains stubbornly low. Leaders have not used available information carefully enough to identify and analyse patterns and trends in pupil absence. This has limited their ability to spot where improvements were needed and restricted their capacity to direct support effectively. Leaders have only very recently started to examine this more closely. This is beginning to show very small improvements. However, it is too early to see the full impact of this on pupils' attendance. Too many pupils still miss too much school, including some who are absent for long periods.

Leaders set high expectations for pupils' behaviour, and pupils strive to meet these. Typically, staff support pupils well with their behaviour. As a result, most pupils behave well in school. They show respect and courtesy to each other, staff and visitors. However, at times, staff do not make appropriate adaptations to ensure that some pupils, including pupils with special educational needs and/disabilities, get the support they need to manage their behaviour.

Pupils are keen to learn. In lessons, they concentrate hard and produce high-quality work. The school addresses any bullying, discrimination or harassment promptly. Pupils trust the

school to resolve any issues effectively. Staff adopt a culture of care for pupils' wellbeing. Pupils feel secure, valued and able to participate fully in school life.

Curriculum and teaching

Needs attention 

The curriculum is not sequenced carefully enough for some pupils with special educational needs and/or disabilities, disadvantaged pupils or those with other vulnerabilities. For example, teachers sometimes ask these pupils to complete work that they are not ready for. At times, staff do not choose the most effective support strategies that these pupils need. As a result, these pupils do not build their understanding as successfully as they could.

Pupils throughout the school receive a broad and balanced curriculum. For most pupils, this is carefully sequenced and well-thought-out. It identifies the key knowledge and vocabulary that pupils need to learn. This helps them to build up their knowledge and skills successfully overtime.

Typically, staff have the subject knowledge they need to deliver the curriculum well. They check most pupils' understanding effectively to identify gaps or misconceptions. As a result, pupils generally acquire foundational knowledge in reading, writing and mathematics. When teachers identify gaps in pupils' understanding, they provide effective interventions to help them catch up.

Overall, leaders have an accurate view of the quality of the curriculum and teaching. This is helping them to make the right decisions to bring about the required improvement. However, it is too early to see the impact of some of these decisions on pupils' achievement.

Inclusion

Needs attention 

For some pupils, including disadvantaged pupils and those with more complex special educational needs and/or disabilities (SEND), staff do not identify their learning needs thoroughly enough. Although the school seeks a range of external support, this is sometimes not acted upon effectively in school. Consequently, staff lack clarity about these pupils' specific needs and do not routinely set appropriate targets. This is because the training staff receive is not specific enough to support them with building their expertise in this area. As a result, support for these pupils lacks precision. This means pupils' progress from their starting points is slower than it should be. This limits how effectively the school uses the additional money to support disadvantaged pupils.

However, for some pupils with SEND, leaders and staff diligently identify and meet their needs. They use various methods to build a complete picture of their learning, emotional and social needs. When this occurs, staff set pertinent targets, which means that pupils receive more targeted support. When this occurs, pupils make more progress from their individual starting points.

Leaders, including governors, have a general understanding of the school's strengths and areas requiring further improvement. They have identified appropriate priorities, such as improving pupils' achievement in phonics and raising attendance. While there has been some success in raising achievement, progress in other areas, such as attendance, has been slower than required. This is partly because leaders and governors do not rigorously analyse available information to evaluate the impact of their actions. As a result, governors' challenge to school leaders lacks precision. They do not always ask questions that address the root cause of the issues. Consequently, they cannot hold leaders fully to account, which limits improvement in some aspects of the school's work.

Leaders and governors make decisions in pupils' best interests, including those with special educational needs and/or disabilities (SEND). For example, they have invested in additional support and expanded the nursery provision. However, these actions have not always achieved the intended impact. The curriculum and support for pupils with SEND remain inconsistent in quality. Professional learning for staff is effective when targeted. However, where it lacks precision, staff do not gain the expertise needed to support pupils fully.

Leaders and governors prioritise staff's wellbeing and workload effectively. Staff consistently praise leaders' attention to these areas and feel valued for their work. They remain committed to pupils and the school community.

What it's like to be a pupil at this school

Children in the early years get off to a positive start to their education. They typically develop the knowledge and skills they need to succeed in their future education. However, some pupils do not achieve as well as they could. This includes those with special educational needs and/or disabilities. In part, this is because staff do not ensure that they identify pupils' additional needs well enough or provide the correct support pupils need to effectively access the curriculum. As a result, these pupils do not always make as much progress from their starting points as they could.

Staff greet pupils warmly each morning, creating a positive start to the day. Pupils and staff build relationships based on mutual respect. This helps pupils, including children in the early years, feel part of a close-knit school community. Pupils form close friendships with their peers and look out for one another because they care about their friends' feelings. They play well together on the playground and enjoy opportunities such as football. A range of visits to local places of interest, such as the art gallery, broaden pupils' experiences. Pupils take pride in seeing their artwork displayed in the school dining room.

Secure relationships with staff help pupils to feel safe in school. Pupils clearly understand who to turn to if they feel worried. They trust adults to support them and have confidence in their care. Pupils typically show positive attitudes in lessons and around school. Staff maintain a calm and orderly environment. Pupils generally follow school rules and routines diligently, with staff providing support for them when needed.

Pupils enjoy learning. They feel excited about topics such as the Second World War. They particularly enjoy reading books about different people and families in Britain.

Next steps

- Leaders should ensure that they identify the needs for some pupils with special educational needs and/or disabilities (SEND) more quickly and accurately so that those pupils receive more appropriate adaptations and support. Leaders should then ensure that these pupils make suitable progress from their starting points, with gaps in their knowledge and skills closing quickly.
 - Governors should use the relevant information they need to provide more rigorous challenge to school leaders. They should use this to gain a fuller picture of the impact of school leaders' work, in order to robustly hold leaders to account for pupil achievement and attendance.
 - Leaders should ensure that staff receive targeted professional learning to help them meet the needs of pupils with SEND more effectively.
 - Leaders should check that their attendance strategy is having the intended impact on pupils' attendance rates, including for disadvantaged pupils and pupils with SEND, taking quick action to raise attendance rates.
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About this inspection

The chair of the Board of Governors in this school is Hooshang Rahmani.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspectors are now led by his Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the members of the governing body including the chair of governors. They met with the headteacher, the deputy headteacher, the special educational needs coordinator and the designated safeguarding lead. Inspectors also spoke with a representative of the local authority and the school's improvement partner.

The inspectors confirmed the following information about the school:
The school does not use alternative provision.

Headteacher: Colin Richardson

Lead inspector:

Stuart Perkins, His Majesty's Inspector

Team inspectors:

David Robinson, His Majesty's Inspector

Joanna Atherton, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 December 2025

School and pupil context

Total pupils

211

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

262

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

66.14%

Well above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.69%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

22.75%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	61%	Below
2024/25	58%	62%	Close to average
2023/24	48%	61%	Below
2022/23	39%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	65%	74%	Below
2024/25	69%	75%	Close to average
2023/24	62%	74%	Below
2022/23	65%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	64%	72%	Below
2024/25	65%	72%	Close to average
2023/24	55%	72%	Below
2022/23	71%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	73%	Below
2024/25	69%	74%	Close to average
2023/24	52%	73%	Below
2022/23	68%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	46%	Below
2024/25	50%	47%	Close to average
2023/24	30%	46%	Below
2022/23	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	62%	Close to average
2024/25	50%	63%	Below
2023/24	50%	62%	Below
2022/23	67%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	51%	59%	Close to average
2024/25	50%	59%	Close to average
2023/24	40%	58%	Below
2022/23	62%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	56%	60%	Close to average
2024/25	69%	61%	Close to average
2023/24	35%	59%	Below
2022/23	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	37%	68%	-31 pp
2024/25	50%	69%	-19 pp
2023/24	30%	67%	-37 pp
2022/23	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-23 pp
2024/25	50%	81%	-31 pp
2023/24	50%	80%	-30 pp
2022/23	67%	78%	-12 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	51%	78%	-27 pp
2024/25	50%	78%	-28 pp
2023/24	40%	78%	-38 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23	62%	77%	-15 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	56%	80%	-24 pp
2024/25	69%	81%	-12 pp
2023/24	35%	79%	-44 pp
2022/23	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (1 term)	8.7%	5.1%	Above
2023/24	10.3%	5.5%	Above
2022/23	8.9%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (1 term)	32.6%	14.3%	Above
2023/24	32.3%	14.6%	Above
2022/23	35.9%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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