

Westwood Park Community Primary School

Address: Vaughan Street, Winton, Eccles, Manchester, M30 8DH

Unique reference number (URN): 105905

Inspection report: 28 April 2026

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

Attendance and behaviour

Expected standard 

Leaders keep a consistent focus on pupils' behaviour and attendance. They have been successful in improving overall attendance rates across different groups of pupils over time. They have ensured the school is a welcoming place for pupils and their families. A notable nurturing ethos, supported by sensitive pastoral care, helps pupils feel safe and valued. As a result, many more pupils now attend school regularly.

However, leaders recognise that some disadvantaged pupils still miss too much school. Leaders work hard to remove barriers to school attendance for these pupils, and this work is beginning to have a positive impact. However, leaders know there is more to do to reduce some pupils' persistent absence. That said, overall attendance is close to the national averages.

Pupils are energetic and well mannered. They follow routines with confidence and treat others with respect in lessons and, typically, at social times. Classrooms have a lively atmosphere, with pupils fully involved in their learning. Pupils play well together and enjoy a wide range of activities. They use multiple play spaces purposefully, including spaces where pupils can sit quietly and step away from the hustle and bustle of the playground. Pupils say bullying is rare. They trust staff to deal with any concerns they cannot resolve themselves quickly and effectively.

Curriculum and teaching

Expected standard 

Leaders have created an ambitious and well-ordered curriculum that typically helps pupils learn well. Across most subjects, pupils learn new knowledge and skills in a clear sequence that builds on what they already know. However, this is slightly less successful for some of the oldest pupils, where prior gaps in knowledge and skills occasionally make it harder for them to access the curriculum on offer.

Teachers have secure subject knowledge and explain new learning clearly. High-quality training and regular feedback from leaders strengthen teaching. Teachers make thoughtful adjustments so that pupils with special educational needs and/or disabilities, disadvantaged pupils and those facing other barriers learn the same curriculum as their peers.

Teachers make learning interesting and enjoyable which helps pupils engage eagerly in their activities. Staff regularly check for pupils' understanding.

From the early years onwards, staff prioritise reading, writing and mathematics. This sharp focus helps pupils gain the knowledge and skills they need for future learning so that they progress well as they move through the school.

Encouraging a love of reading is a priority in school. There is a wealth of books for pupils to enjoy. Pupils learn to read confidently and fluently. Staff provide timely support for pupils who struggle, helping them catch up quickly and read with confidence

Early years

Expected standard 

A warm, purposeful and nurturing early years environment helps children to settle quickly and with confidence. The curriculum is carefully designed and well sequenced. Recent improvements ensure children get off to a great start to their education.

Staff place a clear priority on high-quality interactions, which gives children many chances to develop essential communication and language skills.

Staff receive regular training that helps them create an effective learning environment. They know when to offer children direct support and when to step back. For example, they work closely with children during focused activities such as developing their early writing skills, then allow children space to build confidence and independence.

Indoor and outdoor activities offer many opportunities to support children's learning in early mathematics, reading, writing and physical development. Staff use their knowledge of early reading well. Children enjoy sharing picture books with staff and with their friends. Many learn letters and their sounds easily through well-designed activities.

Staff build very positive relationships with parents and carers. This helps them understand children's starting points. They adapt provision thoughtfully, especially for those children with special educational needs and/or disabilities, disadvantaged children and those with other additional needs.

Staff prioritise children's personal, social and emotional development so that children feel safe, happy and secure. As a result, children thrive and are well prepared for Year 1.

Inclusion

Expected standard 

This is a highly inclusive and multicultural school. Leaders identify pupils' needs quickly and accurately, including for many who join during the school year or arrive new to the country. Staff assess pupils with special educational needs and/or disabilities, disadvantaged pupils, those known to social care and those with English as an additional language without delay. When needed, leaders also gain support from appropriate external agencies. Early identification of communication needs in the early years supports children's wellbeing and readiness to learn.

Staff training is effective and ensures consistent inclusive practice across school. Most staff confidently adapt activities and resources to meet pupils' needs. Specialist intervention sessions effectively support pupils with specific learning difficulties, limited English or social, emotional and mental health needs. These sessions prepare pupils well for learning and help them access the curriculum successfully.

Leaders have designed the school's pupil premium strategy carefully. It helps disadvantaged pupils access the curriculum and benefit from wider experiences such as clubs, trips and targeted pastoral support.

Leaders work tirelessly to reduce the varied barriers to learning that many pupils at the school experience. As a result, pupils progress well as they come up through the school.

However, there remains a lag in academic success for the oldest pupils.

Leadership and governance

Expected standard 

Leaders have created a caring and highly inclusive culture where every pupil is valued and their best interests are at the heart of each decision.

Leaders have been quick to respond to the improvements needed in the school. They have thoughtfully built on the strengths of the school, while focusing on what has needed to improve. In some areas, leaders do not yet have sharp enough systems to check the full impact of their actions. As a result, they are not always clear about what is securely embedded and what still needs further work.

Despite this, leaders have already made a clear and positive difference. In a short time, they have improved the quality of the curriculum, teaching and behaviour across the school. These improvements have made a difference to pupils who are disadvantaged, those with special educational needs and/or disabilities (SEND) and those known to social care. Understandably, these changes have not yet had enough time to fully impact on pupils' results at the end of key stage 2.

Leaders provide staff with a positive and supportive programme of professional learning. Staff describe a culture of trust, open communication and teamwork. Staff value the care and support they receive to manage their workload and wellbeing. They take pride in being part of the school.

Leaders work well with external agencies. Parents are very positive about the school and appreciate the care and support given to their children and families.

Governors show a clear commitment to the school, offering both professional support and appropriate challenge. They hold leaders to account, including for the success of disadvantaged pupils, pupils with SEND and those known to social care

Personal development and wellbeing

Expected standard 

A well-considered programme for pupils' personal development and wellbeing sits at the heart of school life. It reflects the multicultural nature of the school and takes account of disadvantaged pupils and those with special educational needs and/or disabilities. The personal, social, health and economic and relationship education curriculums have recently been reviewed, and a revised programme will soon be implemented.

Pupils are taught how to stay safe, form healthy relationships and understand the world around them. A strong emphasis is placed on pupils' emotional wellbeing. As a result, positive attitudes to learning and to life are developed. In the early years, children are supported through activities that build personal, social and emotional skills.

A wide range of topics are explored, including different religions, families and the role of women in science, technology, engineering and mathematics. Older pupils discuss topics such as democracy and social change with confidence, drawing on their secure understanding of fundamental British values and their first-hand awareness of diversity.

Many opportunities are offered to broaden pupils' experiences and deepen understanding of the wider world. Visits are made to museums and places of worship. Participation is encouraged in sporting competitions and creative events. Pupils of all ages enjoy taking part in the aspirational 'futures day', where careers and future jobs are explored.

An extensive range of clubs are offered, including quidditch, choir and drumming. Participation is tracked to ensure that disadvantaged pupils benefit fully. Pupil leadership roles, including as a member of the school council, and pupil-led clubs such as cheerleading, help to build confidence and self-esteem. Community projects, fundraising events and the Year 6 residential visit are highly valued. Through these experiences, pupils build independence and teamwork skills, preparing them well for life beyond school.

Needs attention

Achievement

Needs attention 

There is a clear difference between pupils' achievement in upper key stage 2 and that of pupils lower down the school. Over time, pupils, including those who are disadvantaged, have not achieved well at the end of key stage 2. This is reflected in published test results for reading, writing and mathematics.

Pupils currently moving through the school are learning more and building knowledge more securely. However, more time is needed for these improvements to be fully reflected in published outcomes. As a result, while younger pupils are well-prepared for their next steps in education, the preparedness of older pupils is less secure.

Achievement in the early years and key stage 1 is more consistent. Positive progress is made in phonics, with most pupils becoming fluent readers by the end of key stage 1. The Year 4 multiplication tables check shows that pupils are in line with their national peers.

The school has high aspirations for pupils' achievement, including those with special educational needs and/or disabilities, disadvantaged pupils and those with additional needs, such as those new to learning English. Effective support is provided for these pupils, and positive progress is evident from their individual starting points.

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

Pupils feel a sense of belonging at Westwood Park. Staff greet pupils with a smile each morning. This is a place where everyone feels included. Staff create a safe environment, where kindness and respect shape daily life. The school's value of friendship is visible in how pupils treat one another. They are welcoming to all, and eager to celebrate their differences. Staff know pupils well. They ensure that pupils, including those with special educational needs and/or disabilities (SEND) or who face other barriers to learning, are fully included in day-to-day school life.

Pupils' achievement at the end of key stage 2 has been below that of their peers nationally for some time. However, new leaders have acted decisively and put clear measures in place to improve it. As a result, across the school, the work in pupils' books and their knowledge of the curriculum shows that things are getting better. This is particularly noticeable for younger pupils. Children in the early years and pupils in key stage 1 and lower key stage 2 achieve well. They are confident readers and secure in their writing and mathematical knowledge and skills.

Pupils behave well and show respect for one another. They listen carefully during lessons. Pupils speak warmly about their school, they enjoy their learning, and most are eager to attend every day. They feel safe because trusted staff act quickly if they have any worries. They know staff will deal with unkind behaviour, or the rare incidents of bullying. Pupils thrive through wider experiences that support their personal development. They take on responsibilities such as leadership roles, supporting younger pupils and contributing to school life. By the time they leave, most pupils are confident and well prepared for the next stage of education and life in modern Britain.

Next steps

- Leaders should ensure that pupils in upper key stage 2 have any gaps in their knowledge and skills addressed, so that they achieve as well as they should in the national curriculum tests for reading, writing and mathematics.
 - Leaders should ensure that as many disadvantaged pupils as possible attend school regularly.
 - Leaders should analyse their improvement actions more closely, including in the curriculum, attendance and the performance of vulnerable groups, so that they are clear about their impact and what still needs to improve.
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About this inspection

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

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

The inspectors spoke with the headteacher, other school leaders and members of staff.

The lead inspector spoke with members of the governing body, including the chair of governors. She also spoke with a representative of the local authority.

Inspectors also took account of the views of pupils, parents and carers.

Inspectors confirmed the following information about the school:

The school makes use of one alternative provision.

Since the previous inspection, there has been a new headteacher appointed and a deputy headteacher seconded. Both took up these roles in January 2026. A permanent deputy headteacher has been appointed and will take up her post in September 2026.

Headteacher : Mandy Knipe

Lead inspector:

Sue Eastwood, His Majesty's Inspector

Team inspectors:

Peter Berry, Ofsted Inspector

Nicky Parkinson, 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 28 April 2026

School and pupil context

Total pupils

284

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

350

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)

53.64%

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

1.06%

Below 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

23.59%

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	46%	61%	Below
2024/25 (final)	42%	62%	Below
2023/24 (final)	49%	61%	Below
2022/23 (final)	45%	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	61%	74%	Below
2024/25 (final)	55%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	57%	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	60%	72%	Below
2024/25 (final)	58%	72%	Below
2023/24 (final)	60%	72%	Below
2022/23 (final)	62%	71%	Below

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	57%	73%	Below
2024/25 (final)	52%	74%	Below
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	50%	73%	Below

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	32%	46%	Below
2024/25 (final)	35%	47%	Close to average
2023/24 (final)	40%	46%	Close to average
2022/23 (final)	22%	44%	Below

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	54%	62%	Below
2024/25 (final)	47%	63%	Below
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	43%	60%	Below

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	46%	59%	Below
2024/25 (final)	47%	59%	Below
2023/24 (final)	48%	58%	Close to average
2022/23 (final)	43%	58%	Below

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	45%	60%	Below
2024/25 (final)	47%	61%	Below
2023/24 (final)	60%	59%	Close to average
2022/23 (final)	26%	59%	Below

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	32%	68%	-35 pp
2024/25 (final)	35%	69%	-34 pp
2023/24 (final)	40%	67%	-27 pp
2022/23 (final)	22%	66%	-45 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	54%	80%	-26 pp
2024/25 (final)	47%	81%	-34 pp
2023/24 (final)	68%	80%	-12 pp
2022/23 (final)	43%	78%	-35 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	46%	78%	-32 pp
2024/25 (final)	47%	78%	-31 pp
2023/24 (final)	48%	78%	-30 pp
2022/23 (final)	43%	77%	-34 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	45%	80%	-35 pp
2024/25 (final)	47%	81%	-33 pp
2023/24 (final)	60%	79%	-19 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	26%	79%	-53 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 (3 term)	6.2%	5.2%	Above
2023/24 (3 term)	7.4%	5.5%	Above
2022/23 (3 term)	8.5%	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 (3 term)	21.6%	13.0%	Above
2023/24 (3 term)	24.1%	14.6%	Above
2022/23 (3 term)	32.6%	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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