

Westmorland Primary School School Evaluation Form 2024 - 2025

OFSTED visited school 18th/19th July 2023. This visit was an ungraded inspection, and the grade overall of 'GOOD' still stands, with 'OUTSTANDING' leadership

Currently we rate ourselves overall as GOOD -

Quality of Education - GOOD

Behaviours and Attitudes - GOOD

Personal Development - GOOD

Leadership and Management - OUTSTANDING

Early Years - OUTSTANDING

School context

Westmorland Primary School is a school at the heart of the community. Over lockdown, with the support given, the hashtag #teamwestmorland was created by parents, carers and stakeholders. Everyone connected to the school strives to be "A Westmorland Warrior".

24.4% (110) of the pupils at this school live in areas that are in the bottom 0.2% of deprivation for the entire country

59.2% (267) of the pupils at this school live in areas that are in the bottom 0.4% of deprivation for the entire country

80.5% (363) of the pupils at this school live in areas that are in the bottom 2.2% of deprivation for the entire country

94.9% (428) of the pupils at this school live in areas that are in the bottom 2.6% of deprivation for the entire country

Westmorland Primary School is a 2.5 form entry school. Currently we have 405 children on roll from Reception to year 6, and 48 in the Nursery, making 453 on roll. The school is larger than most primary schools. We have 27 teachers, 18 Teaching assistants, 5 Higher Level Teaching Assistants, 2 qualified Speech and Language therapists and 1 full time SALT Assistant.

A large pastoral team of 4 staff. 1 senior safeguarding lead, 1 safeguarding mentor, 1 attendance officer/learning mentor to support the families in the many procedures and daily school life, plus a learning mentor who works full time with the children.

4 school staff are trained Designated Safeguarding officers, with the lead designated safeguarding officer being the headteacher.

Brinnington has a mixed social-economic population and is one of the most deprived areas in Stockport. The proportion of children who are disadvantaged is well above average, with 71% (286/403) of school aged children in receipt of Pupil Premium Funding, (significantly higher than the national average).

We have a higher proportion of PLAC and children in care than other school's locally and this number fluctuates on a weekly basis, such is the level of need. Currently we have 5 children in care, and 3 children previously in care.

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Most pupils are of white British heritage, with a growing number of EAL children joining the school, currently 32 different languages are spoken in school, with 24% of the school EAL (110/455). On entry those children attain lower than their non-EAL peers as they are at the early stages of bi-lingual language fluency. The EAL gap closes the longer the children are in school, and this is evidenced in results for children who have started in Nursery below age related expectations and ended their primary school journey in line with their peers.

The proportion of children with recognised SEND (EHCP, diagnosis, SEND support) is growing in number, and currently sits below the national average, with 54 on SEND support, and 10 With an EHCP (4 additional currently being applied for).

Recent curriculum accreditations include: The ACSEED Emotional Health and Wellbeing award, GOLD school games award, Silver EYFS Toothsafe Award, Bronze UNICEF Rights Respecting Award, Silver participation in PE, Sport and Physical Activity, Certificate for Music Mark, National Online Safety accreditation, Foundation international School Award Certificate, EAL bronze award, Bronze award for Geography, LPPA silver award. We are currently working towards Healthy EYFS award and have applied for national for NASEN primary Provision of the year award, of which only 3 schools in the country have been shortlisted.

We have achieved all of these through ensuring a truly balanced and broad curriculum offer which is progressive in knowledge, skills and vocabulary.

Since September 2022, school have worked to establish a 'target room resource based provision' with upto 18 specified children with a fluid timetable, where specific targets can be taught and learned in a specified space that is tailored in order to successfully deliver a bespoke curriculum against children's personalised SEND targets and one page profile.

Progress made against AFI's identified in the previous inspection:

The last inspection highlighted these key issues for school to work on:

- 1. Some staff do not use the most effective strategies to support struggling readers. This hinders pupils' ability to read unseen books with confidence. Leaders should make sure that staff receive appropriate training so that pupils who struggle with their reading are supported effectively and quickly become confident and fluent readers.**

Actions taken:

- Reading on SDP for 2023-2024, and 2024-2025
- INSETS dedicated to reading and reading CPD
- Reading lead out of class for management time to develop reading strategies
- All staff follow the rocket phonics reading scheme with fidelity

- 2. Too many pupils do not attend school often enough. This limits how well these pupils learn. Leaders should build on their strategies to secure good attendance so that all pupils attend school regularly.**

Actions taken:

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- Attendance officer employed by school to raise families awareness of attendance
- Attendance monitored weekly by the team
- Letters sent to parents to notify them of concern and offer support at the earliest
- All procedures followed for EPNs, fines and order of letters.
- Pre tac meetings introduced to ensure that all families are aware of any concerns and support offered
- Attendance discussed at every TAC/Looked after/Core group meeting and concerns raised with all professionals – support offered
- Attendance newsletter sent to parents half termly

Quality of Education – GOOD

Curriculum Intent

At Westmorland Primary School, teaching is more than the National Curriculum. Our children come to a school where they, and the community, are the forefront of everything we do: where they learn what behaviours are needed to succeed in life, how to regulate their emotions and love to learn.

We have created a bespoke curriculum designed to help every child achieve to the best of their ability. Our curriculum is designed to promote enquiry, exploration and knowledge from each child's starting point.

We have broken down the National Curriculum objectives into smaller skills to ensure children have a breadth of learning and gain a full understanding of their subjects. Children are taught subjects discreetly, which are carefully interconnected, to make links between learning and to enable children to gain a deeper understanding of a specific theme.

Children are encouraged to be active, discuss their thoughts and put across their point of view, and are guided to review and revisit their learning to ensure their skills and knowledge are enhanced. Children thrive on learning and using new vocabulary daily and they are empowered to communicate and collaborate – oracy is at the heart of everything we do. Every child needs to articulate themselves to the highest level before being able to set themselves a pathway to academic success.

At Westmorland Primary School, we set high expectations for each child in each lesson and encourage them to be intrinsically motivated enough to set themselves goals and work to a standard they can be proud of.

Our curriculum is designed to immerse children in first hand experiences to allow them to apply their learning to different contexts and situations. Children use the learning environments in school to become their own character, a friend, a talker, a learner, and most importantly, learn how to be the best child they can be.

All whilst building a foundation of skills, knowledge and characteristics to flourish in later life, and succeed in their hopes and dreams.

At Westmorland Primary School, our children are given more and can dream more.

Curriculum Implementation

At Westmorland Primary School, we have carefully interlinked subjects to ensure children gain a broader, deeper knowledge of a topic, whilst understanding the objectives for each subject as separate skills, which can be used and applied in a range of situations.

At the heart of the curriculum in every classroom – you will see **MORE. Memorable learning, Oracy, Reading and Experiences**. These provide the basis for our children's learning, and having them weaved in to our daily teaching and learning enables the children to practice, revisit and apply skills consistently.

The mornings in our school are heavily focussed on English and Maths skills – our children can articulate they enjoy the structure of English and Maths lessons in a morning. In an afternoon, children are engaged in purposeful topic based lessons, often linking to the English and Maths curriculum to gain both a deeper understanding and to apply their learning.

Children are encouraged to use the skills they have been taught to be creative, exploratory, curious learners. Our children like to learn in a practical way, so we provide as many real life experiences as possible, learning through doing rather than listening, with a wide range of resources, visitors, educational trips out.

We provide countless opportunities for children to talk through their learning and articulate what they know, to develop their confidence. This sets a platform for children to have their work valued by the staff team and their family members, and take ownership of what they know. We employ a Speech and Language Therapist 3 days a week, and a Speech and Language Assistant 4.5 days a week to work 1:1 with children and parents to develop oracy further, and the new balanced system organised by the NHS means that instead of the 'clinic' model, a Speech and Language Therapist will work in school for 27 days this year, meeting parents and working with children completing therapy plans.

To ensure the curriculum is not narrowed for any children, the curriculum map sets out the objectives needed to be covered under an overarching theme. This brings the subjects to life, and teachers are skilled in using Makaton, Talk for Writing, Drama and 'quizzes' to do this. This is all further enhanced by a wider curriculum that includes breakfast clubs, workshops with parents, after school sports and life skills groups. SEN children are set achievable targets in SEN support plans per term, which fill gaps in their learning and help them progress in all areas of their life.

A broad and balanced curriculum has been tailor made with the EYFS, SEND standards and the National Curriculum combined into the year groups. This is clear and concise and allows for targeted teaching for all children with SEND.

The bespoke EYFS curriculum ensures children are equipped with as many characteristics of learning as possible, to help them to develop independence. Children on entry have significantly low baselines, and staff and children work tirelessly to build a solid foundation for children's learning. As our pupils get older and move through the school, they make

great progress and enjoy their learning. The curriculum enables staff to teach a broad curriculum that is underpinned by basic skills that our children do not have when entering.

Curriculum Impact

The impact of the school's INTENT and IMPLEMENTATION on our children will be clear. They will show progress from their starting points, they will be able to remember their learning and will be able to take charge of their own learning.

The quality of IMPACT can be evidenced through pupil voice – come and speak to our children and ask them what they have been learning! This will be evidenced through children's books, floor books, displays, and just being in school and seeing the buzz of our Westmorland Warriors.

Children follow a bespoke curriculum that is designed to enrich the learning opportunities that are offered to them. This ensures that all children are immersed in an opportunity rich curriculum, to develop engagement, motivation and understanding. This, in turn, develops children's understanding and lets them learn through doing things.

Phonics, segmenting and blending, decoding and comprehension underpin the curriculum in EYFS and KS1 and the impact of this can be evidenced through children becoming fluent, confident readers at age related expectations.

School staff give feedback in every lesson in order to develop children's thinking and understanding of what they are learning. Assessment for Learning is at the forefront of what we do, and their learning is carefully monitored from all staff. Interventions are carefully planned for, and progress measured in all areas of the national curriculum, plus other areas including social skills, emotional wellbeing, vocabulary and language and self-confidence.

The longer term impact will show children's progress levels rising, which then will increase results against starting points. Alongside the academic results and progress, every member of staff at Westmorland is committed to ensuring that all our children gain the skills to succeed in life, past primary school, to enable them to achieve to their highest level. We strive to enable children to be confident, valuable members of the community when they grow up.

At Westmorland Primary school, we work closely with children, parents and stakeholders to ensure everyone achieves. All children aspire to show the WARRIOR values on a daily basis, and parents and stakeholders are included in this. We capture parent and pupil voice through meetings, informal discussions, support plans, parents evening and our open door policy. We have created a community which has brought everyone in this school together, and we are all working together to create the best learning environment and offer for all our families.

#teamwestmorland

EYFS

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From their baseline assessments, ALL children make accelerated progress. The GLD for 2024 was 50%.

The 3 areas that are a barrier to gaining a higher GLD are:

- Literacy
- Maths
- Communication and Language

This year, understanding the world was the weakest area on entry as children haven't experienced a life outside their house due to lockdown. This is not typical of our baseline data in previous years. This was not the weakest area with on exit data which shows the progress made and the barriers children faced through lockdown had set lower baselines.

Reception Baseline 2023							
58 chn	C and L	Physical	PSED	Literacy	Maths	UTW	EAD
ARE	24	29	26	20	30	11	25
Below ARE	15	16	19	19	14	18	18
Significantly below ARE	19	13	13	19	14	29	15

Reception GLD 2024							
54 chn	C and L	Physical	PSED	Literacy	Maths	UTW	EAD
ARE	39	48	44	27	32	40	47
Below ARE	15	6	10	27	22	14	7

EYFS:

GLD 2024 = 50% (27/54)

- Literacy was the lowest area at 50%
- **Literacy, maths and Communication and Language are the 3 areas that are the lowest and 3 areas that are a barrier to achieving a higher GLD**
- 14 children entered the Reception year having been to a different nursery setting (10) or no setting at all (4).
- **19/58 children (33%) of these children were significantly below age related expectations on entry.**
- 12/54 (22%) of the children who finished in our Reception class have EAL. 5/11 children (42%) with EASL in Reception achieved the GLD.

Developments:

The number of ELG's achieved this year has risen from last year

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The number of prime ELG's has risen from last year – it's the strongest figure in 3 years. We are 12% higher than last year, the national figure has not risen in the same way.

There was a gender gap of children achieving the GLD. $18/31 = 58\%$ girls, $8/23 = 34.8\%$ boys. More than double the amount of girls achieved than boys – the split between boys and girls in the cohort was 8 more girls than boys – 31 and 23

EAL children are achieving higher than national for Communication and Language

This year we have worked on developing phonics throughout home learning in Reception which we will embed in September 2024 with parents again

Phonics

Phonics:

2023 - 2024		
School	LA average	National average
50/64		
78.1	82.6	80.4

Year 2 phonics – all of the children had a significantly high score, not just close to the pass mark

94% of children achieve their phonics age related by the end of year 2 – this is higher than the National Average of 90%, and puts Westmorland in the top 30% of schools in the country.

Key Stage 1

	June 2022	June 2023	June 2024
Reading	37/59 63%	39/66 59%	57.8%
Writing	26/59 44%	31/66 47%	50%
Maths	33/59 56%	39/66 59%	50%
Science	44/59 75%	49/66 74%	

MTC – 83.1% scored 21 – 25 marks

Westmorland Average Point score is 22.9 – higher than national average of 20.6, and local of 21.4

Westmorland are within the top 15% of schools in country achieving the pass marks

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**Westmorland are in the top 11% of schools in the country of children achieving full marks
- this is 58% locally, and 28% nationally**

Key Stage 2

KS2 GPS	2021-2022			2022-2023			2023 - 2024		
	School	LA	Nat	Sc	LA	Nat	Sc	LA	Nat
Working at L4B+	66.7%	74.8	72.2%	95%		72%	71%	75.9%	72%
GDS L5+	22.2	29.3		33%			22%	33.9%	31.9%

KS2 reading	2021-2022			2022-2023			2023 - 2024		
	School	LA	Nat	Sc	LA	Nat	Sc	LA	Nat
Working at L4B+	71.4 %	77.2 %	74%	95%		73%	65%	77.4 %	74%
GDS L5+	20.6 %	31		18%			17%	30.7 %	28.4

KS2 writing	2021-2022			2022-2023			2023 - 2024		
	School	LA	Nat	Sc	LA	Nat	Sc	LA	Nat
Working at L4B+	61.9 %	71.9 %	69%	69%		71%	62%	75%	72%
GDS L5+	1.6%	13.7 %	13	2.6%			0	13.8 %	12.8

KS2 maths	2021-2022			2022-2023			2023 - 2024		
	School	LA	Nat	Sc	LA	Nat	Sc	LA	Nat
Working at L4B+	65.1 %	73.6 %	71%	87%		73%	69%	76.7 %	73%
GDS L5+	15.9 %	24.8 %		26%			14%	27.3 %	23.8 %

KS2 RWM	2021-2022			2022-2023			2023 - 2024		
	School	LA	Nat	Sc	LA	Nat	Sc	LA	Nat

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Working at L4B+	54%	61.6%	59%	69%		59%	51%	63.8%	61%
GDS L5+	N/A	7.8%		2.6%			0	8.4%	7.6%

Reading 2024:

A significant decrease from the last 2 years. We are working on the reading curriculum and the Year 6 results. These results were predicted from their baselines and do show value added.

Writing 2023:

A small decrease from last year but still higher than 2022. Again, these results were predicted from baseline assessments.

Maths 2023:

A significant decrease from last year but still higher than 2022. Again, these results were predicted from baseline assessments.

RWM 2023:

Overall we have a lower combined score this year. Last years cohort had a significantly higher baseline assessment than this cohort -which reflects the results.

It is worth noting that the Year 6 cohort had a significant number of SEN support and EHCP's.

Quality of education is GOOD at Westmorland Primary School because:

- All staff at Westmorland have accessed, and continue to access, a high offer of CPD with training and staff development being one of the schools' top priorities. Nearly all staff are paediatric first aid trained, all staff are up to date with relevant educational news due to in house training, and staff are offered training from the local authority offer, INSET's, staff meeting training and extra training bought in to school
- School have created a bespoke, progressive skills document that is designed to ensure breadth and balance of knowledge, experiences and understanding to create a bespoke curriculum that provides higher quality learning
- All children have a curriculum that is tailored to their needs. This includes all children with any of the 4 areas of SEN
- School have created a bespoke curriculum which incorporates the National Curriculum, SEND standards and our progressive skills to ensure that the gaps in children's learning for SEN children can be addressed in target room activities
- The progressive skills ensure that teaching is sequenced well and allows for cumulative skills
- All children have access to the full curriculum that they need in order to develop themselves to the highest level

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- All staff hold a planned learning council session weekly, whereby staff and pupil voice develop and shape the planning going forwards
- Planning and delivery of lessons is creative and differentiated accordingly, with the ethos and culture of the schools values underpinning all lessons. An over-arching development of language and communication is at the forefront of outcomes too
- Teaching staff are trained in metacognition strategies in order to develop children's learning and know how to help all children. The school have a highly qualified team to ensure that Early intervention and is key, starting with these strategies in Nursery
- Assessment is formative and creates a plan forward, not for paperwork sake
- School have put an emphasis on reading, phonics and SALT throughout the last years due to the pandemic, but as a trend for school our baselines detail a high need for development in these areas
- All learners make significant progress against their starting points. The longer a child is in our school, the more progress they make and the more likely they are to achieve the age related expectations
- School have invested heavily in specialist staff, and a high staff to child ratio to have a bigger impact on all children's development. Children are taught by PE specialists, phonics specialist, specialist reading teachers to name a few. We have invested in a full time SALT assistant this year to develop SALT further and therefore develop the quality of education received by all children
- Children's gaps are swiftly identified, addressed and monitored. Other agencies and services are involved in a timely manner, and school invest in other services in order to ensure that children do not have to wait on waiting lists i.e in house SALT, educational psychologist
- All staff set high expectations for how and what children learn and this is evident within teaching observations, booster groups and interventions, and staff are used effectively to 'address social disadvantage' and address the pupil's gaps in their knowledge and skills.
- Children learn to read for pleasure, which impacts upon their learning behaviours positively
- School have a rigorous approach to the reading curriculum starting with nursery. At all stages reading is assessed and gaps are quickly identified and addressed.
- Teachers have co-produced the marking policy and consistently give high quality feedback to children both in books and verbally, and use Assessment For Learning to identify children needing feedback earlier to enhance their knowledge, identifying misconceptions. All staff understand the need to use effective marking. Assessment is used well by teachers and leaders
- We have a positive progress points in Reading, Writing and maths, from significantly low baselines, showing that teaching and learning is consistently good or better
- We have a school focus on ensuring children have the access to Speech and Language therapist where needed. With the changes to the NHS core offer, our children are at a disadvantage with SALT, so school invest heavily to develop children further

Behaviour and attitudes – GOOD

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The school has a clear behaviour policy and values that all children know well. They strive to be a 'Westmorland Warrior' showing all 7 values.

The ethos and culture in the school embeds behaviours and attitudes within children and staff in school. Children feel safe and supported within the setting by the whole team and this is imperative in order for them to succeed to their maximum.

Behaviour and attitudes is GOOD at Westmorland Primary School because:

- All staff set high expectations for children in school, and outside of school. These expectations form the basis of the reward and praise system, and it is used consistently, effectively and children and parents are aware of this
- Behaviour around the school is good
- The school is well ordered and children feel safe (results in our pupil voice questionnaires and learning council)
- Children have a refreshed attitude to learning now they have more ownership over this through pupil voice in the learning council
- Behaviour has been observed in feedback from the School improvement officer and her reports, alongside staff visitors from other schools who comment on the children's exemplary behaviour
- Statutory safeguarding obligations are met creating a safe culture
- School have implemented a new reward system where children achieve WARRIOR values and can talk about these. Children strive to achieve these values in everything they do and these values underpin the whole school approach
- Only 4 children have been excluded within the last year (internal, fixed term or external), showing the behaviour in the school is good
- All staff have been trained in Adverse Childhood Experiences (ACES) and adapt their teaching and delivery accordingly
- School have created a supportive learning environment for pupils and stakeholders which is shown through results and progress, both academically and personally
- School have robust systems in place in order to raise attendance, particularly those who are persistently absent. This is also named on the school development plan as a priority for all staff and stakeholders of the school
- All staff and leaders are role models to each other, pupils and parents. School leaders have worked tirelessly to ensure that high challenge, low threatening conversations are held and high expectations are embedded to all
- Nearly all staff are paediatric first aid trained in order to ensure children are safe
- School have invested heavily in safeguarding and the training involved. 4 full time safeguarding staff are employed to ensure they have an oversight of our children. 4 full time staff have been trained as Designated Safeguarding Officers. 2 staff have been trained in Safer recruitment
- Termly meetings with governors scrutinise the safeguarding procedures
- School have won an award for National Online Safety
- Safeguarding is clear on the website for children, parents and visitors
- All supply staff have safeguarding guidelines given to them and a meeting with a DSL
- All staff are trained and up to date with the Keeping Children Safe in Education documents, Prevent agenda medical procedures/training

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- Resilience is developing well in all children as a result of staff training and implementation
- Most of the pupils are resilient in their learning, and take pride in their achievements
- School develops behaviour within children with SEND and those with particular needs or vulnerabilities through smart targets and high expectations for all, whilst being sensitive to additional needs
- Leaders support staff well in managing pupils' behaviour, by embedding a whole school approach to dealing with behaviour management and ensuring a consistent, firm but fair strategy
- The behaviour policy is created and updated each year with all staff involved in change and reflection
- Pupils behave well in unstructured times such as lunch and break. All pupils are respectful of the different staff and are led well in their play offer at lunchtime with sports coaching with activities including archery, scooters, basketball, cricket, dodgeball, football and hockey. Children also have full access to skipping ropes, hula hoops and the climbing frame.
- The school invest heavily in 4 full time pastoral support staff to support pupils needs, mentoring pupils, with staff dedicated to specific phases
- The pastoral staff provide daily contact for our most vulnerable families and signpost to relevant agencies and services effectively and discretely
- Leaders ensure staffing levels are higher than ratios intend to enable them to have time to develop pupil's emotional well-being, as a priority. As a result, children feel safe in school and have a positive attitude to school
- PHSE lessons and activities have been prioritised by staff to ensure that children's mental health and wellbeing is at the forefront of the curriculum offer during and after the pandemic
- Children have been identified as needing extra support with the development of their health and wellbeing, and have specified protected time with a learning mentor or an emotional wellbeing officer every week
- School staff complete home visits on a daily basis to ensure that vulnerable families are supported
- Attendance is at the forefront of daily school activities. To try and ensure that children attend school and are punctual daily we complete home visits, meetings, letters, rewards, meet and greets to encourage better attendance
- The school has created a respectful culture, with positive relationships between staff, pupils and parents. Wellbeing is a main priority at Westmorland Primary School
- Nearly all staff have been trained in the 'Orange umbrella project' – trained to recognise signs of domestic abuse and offer help and support to those who want help
- Disruptive behaviour is rare in school. We liaise and buy back with the Inclusion Service, working successfully to observe children and train staff in different strategies in order to help them overcome any problems with behaviour. Nearly all staff are trained in 'Team Teach', therefore empowering staff to recognise children before they get to crisis and de-escalate situations before they arise

Personal Development – GOOD

Personal development is GOOD at Westmorland Primary School because:

- We have won the ACSEED award, the second school in Stockport to have this to commend our excellent strategies for Emotional support
- We invest in many areas to address children's self regulation and development i.e language for behaviour and emotions in parts of the school, social skills and regulation for others, scaling activities daily in class
- 1 staff member is Mental Health first Aid trained to help develop children's understanding of their own emotions, and those of staff
- 2 staff are ELSA trained and deliver ELSA strategies
- Many staff are trained in Talking and Drawing therapy, Talking mats, lego therapy, social skills, zones of emotional regulation
- All children use zones of regulation scaling charts daily and then check ins with learning mentors are implemented where needed
- The PHSE curriculum enables children and staff to develop personally and feel valued and safe, and is well planned and delivered throughout the school
- We invest in Mable counselling for the children, whereby any identified child can access 1:1 counselling online, once a week, funded through school, to ensure that their mental health and wellbeing is at the forefront of their targets where necessary
- School have play leader/sports ambassadors to model play skills to other children and a training package in place to develop this over the year
- School run after school sports clubs every night which are free to all children. These are subsidised by the school and each week 150 children can access these. The children change on a half termly basis to ensure that all children can have access
- School run a social skills group at lunchtimes to ensure children feel safe and secure
- School engage in a number of extra curricular competitions such as athletics, football, multi skills and sports festivals
- School are currently working towards gaining the healthy schools award, EYFS healthy food award and eco schools award
- School work collaboratively with other agencies to ensure that children are safeguarded to the highest level
- School engage with healthy eating initiatives and awards and advocate this in communications to parents
- School engage with different themed days and weeks in order to develop children as much socially, culturally, emotionally as possible
- Celebrations are embedded for all children and cultures. Each year we invite the school for an IFTAR meal to celebrate Muslim families breaking their fast. This was well attended and enjoyed
- Staff are trained to challenge stereotypes in all they do
- British values and SMSC underpin the curriculum delivery to enable children to debate, challenge and understand each others points of view in a respectful manner
- Leaders have created PHSE questions of the week for a whole school approach to debating, reasoning and thinking, lead reactive circle times when necessary i.e after events in the community, and consistently implement the school rules and values, upskilling staff and children

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- Breakfast club is run by school every morning before school, and is heavily subsidised so that it is affordable. This ensures that children can access a hot nutritious breakfast, socialise with peers and be on time to school. Free places are offered to specified children for a variety of reasons
- Holiday clubs are offered within the school grounds for all children, paid and unpaid
- The school's core offer enhances all pupils' broader personal development, and all children are familiar with the school values and how to achieve these
- Pupils appreciate the nurturing approach of all staff and as a result engage in learning and feel secure
- Attendance in school last year was 94%, which we have raised and this is now higher than the national average of 92.8%
- We have worked hard to decrease persistent absences from 22% to 18%, and have a further plan and strategy this year to decrease this again. If we do not include the children who are no longer on roll, the actual figure is 11.3%

Leadership and Management – OUTSTANDING

Leadership and management is OUTSTANDING in Westmorland Primary School because:

- The INTENT of the school has created a consistent approach for all staff and children
- Children and staff say that Westmorland is a great place to be, where everyone feels valued, safe and has fun
- Leaders ensure that children get the best teaching and learning with a thoughtful curriculum which is tailored to the children of our community, and effective monitoring
- Leaders have worked tirelessly over the pandemic and completed visits, offered support and been in contact with vulnerable families of Westmorland throughout weekends and holidays to ensure everyone is safe
- Leaders ensure that positive relationships between staff, pupils and parents is at the forefront of the curriculum, operating an open door policy and clear presence in the playground each day
- Leaders have driven a significant CPD package to all staff – teachers and teaching assistants
- Pedagogical knowledge has been at the forefront of all training to ensure better outcomes for all children
- Leaders invest heavily in a full time pastoral team is employed to provide support to staff, pupils and parents/carers alike and this is well received
- Leaders invest heavily on time and support for families – completing home visits, giving food, signposting families, referring for courses, booking appointments, attending meetings and supporting the wider family in as many aspects as possible
- Leaders work collaboratively with all agencies and are wise in effective and timely interventions, early help and advocate this daily
- All staff are committed to improving outcomes, year on year, for the children and the families of our community
- Governors have been accountable for staffing, meetings and visits throughout the year and have carried out these functions effectively

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- Governors and SLT have rigorously and effectively dealt with any vexatious complaints protecting staff and children against bullying and harassment
- Governors have completed a 360 diagnostic and school have responded to the outcomes by appointing and filling vacancies to create a diverse Governing board with an ex social worker and a multi lingual parent joining the team.
- Leaders constantly review workload and ensure management time is given on a weekly basis to all SLT, and management slots 3 x weekly for any staff on a rota to complete their tasks
- Leaders embed safeguarding procedures and the ethos and culture of the school daily, modelling behaviours and ethical leadership
- Deputy Headteacher has completed the NPQH award, the SENCO has completed the NASENCO qualification, Year 2- 4 leader is completing the NPQH, the Art subject Leader is nearing completion of the NPQLT, HLTA has completed the NPQLBC and the Assistant headteacher for KS1 and English has a wealth of specialism in those areas. This shows the school's culture for professional development, growth and ambition
- Leaders are knowledgeable about pupil attainment and progress through meetings, observations and communications between staff
- Improvement plans are well focused
- Senior leaders strive to create the correct work life balance to develop wellbeing of staff
- We employ a counsellor one day a week for staff and parents to access to ensure development of wellbeing
- Staff are rewarded for attendance and recognised for extra effort through briefings, prizes and assemblies
- All staff are given time to see their own family in school commitments within the school day fo any assemblies, taking children to school for a special day etc

Welcome to Westmorland Primary School!