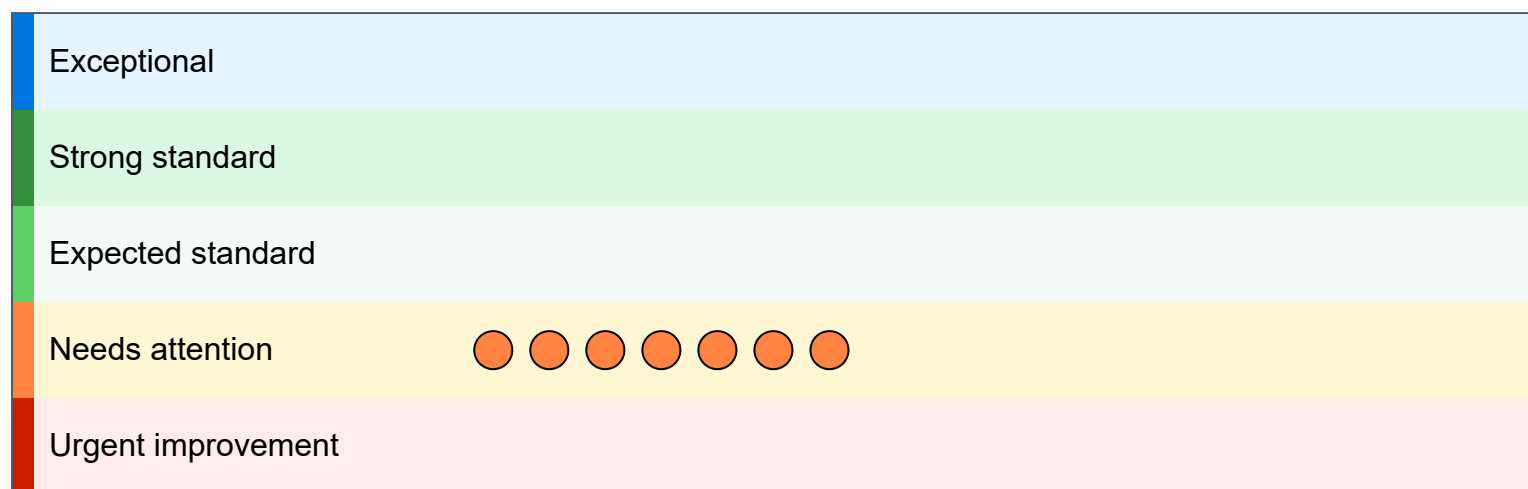


Westbrook Old Hall Primary School

Address: Old Hall Road, Old Hall, Warrington, Cheshire, WA5 9QA

Unique reference number (URN): 145389

Inspection report: 12 May 2026



✔ **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.

Needs attention ●

Achievement

Needs attention ●

By the end of Year 6, pupils' attainment in reading, writing and mathematics is below the national average. Pupils do not secure the most important knowledge and skills they need to support their successful transition to secondary school. They have gaps in reading, writing and mathematics that teaching does not consistently address. This pattern is prevalent across key stage 2. As a result, pupils are not sufficiently prepared for the next stages of their learning. The picture is similar in the other subjects because pupils do not recall prior learning well enough. Pupils struggle to learn more and remember more.

Pupils generally perform well in the Year 1 phonics screening check. Consequently, many pupils can use their phonics knowledge to read new words and sounds. Pupils in key stage 1 use this knowledge to write accurate, well-constructed sentences.

Attendance and behaviour

Needs attention ●

Leaders' focused work is successfully improving pupils' attendance. Attendance rates, including those for disadvantaged pupils, are close to national averages.

There are effective systems and processes in place for checking absence. Leaders track all pupils closely. Where pupils are at risk of being classified as persistently absent, leaders intervene. Where necessary, support is put in place to overcome barriers. Some groups of pupils and their families have been harder to reach than others. In these cases, the school has worked with the local authority to seek wider support for parents and carers.

The school is a safe and welcoming learning environment. The majority of pupils behave well. They are polite and show respect and kindness. However, some pupils do not consistently show positive attitudes to learning. As a result, they can lose focus and disrupt lessons. Leaders recognise that pupils with more complex needs require more tailored support. Leaders have helped staff to provide this. This generally helps pupils, including those with special educational needs and/or disabilities, to calm and re-engage with learning. A minority of pupils need support to build the confidence they need to continue their learning when they find things difficult.

Pupils report no worries about bullying. They know what bullying is and how it is different to falling out. Staff act quickly and fairly when problems arise. Pupils trust adults. Pupils feel valued and cared for by staff. Discrimination, harassment, abuse or violence is not tolerated.

Curriculum and teaching

Needs attention ●

Teachers do not provide pupils with regular opportunities to develop the key knowledge that they need, particularly in English and mathematics. Too often, they fail to provide guidance and support that helps pupils to address misconceptions in their learning. These weaknesses hinder the development of accuracy in pupils' reading and the clarity in their writing. In some other subjects, leaders have not ensured that pupils learn and use key

vocabulary. This means that pupils find it difficult to build knowledge on what they have already learned.

Planned learning does not meet pupils' needs or effectively extend their knowledge and understanding. As a result, teachers' adaptations are inconsistent and fail to secure the basic skills pupils need for the next steps in their learning.

Leaders have recently developed a more accurate picture of the strengths and weaknesses in teaching and have made significant changes to the curriculum. There is now greater clarity and ambition about what pupils should learn across all subjects, and staff have access to a suitable range of training. However, this work is in its early stages and has not yet consistently improved pupils' learning.

Early years

Needs attention 

In the early years, children do not have as many opportunities to explore new language and learning. Staff do not always maximise opportunities to capture and extend children's thinking. This is because they have not had sufficient training to recognise and make effective use of these moments. This is particularly apparent in the outdoor area, where opportunities to build experience and repeat language in a clear sequence are not effectively developed.

Children develop communication skills through conversations, stories and play. They are making positive progress in their phonics acquisition. Children apply their knowledge independently and confidently in both reading and writing.

Staff teach sounds consistently and check children's understanding. Staff act quickly when children need extra help. This means children can keep up with planned learning.

Personal, social and emotional development is one of the most positive features of the early years. Staff know the children well. They have created a safe and nurturing learning environment. Staff prepare children well for routines and relationships. They work closely with parents and carers. This has improved attendance and engagement. Children maintain focus, work well with others and form warm relationships. This supports their readiness for the next stage of learning.

Inclusion

Needs attention 

While leaders have recently strengthened support for pupils facing barriers to learning, this support was not effective enough in the past. However, leaders have recently introduced systems to improve how these barriers are identified and addressed. As a result, the quality of information that leaders provide to staff has improved. Recent training is helping staff to better understand the barriers that pupils with SEND face. It is also helping staff to use a wider range of strategies to help these pupils to access learning. Leaders have also made improvements to the way they identify and check the progress of pupils with additional needs. This helps them to provide more timely, precise support for pupils. However, this is in its early stages of development.

Pupils who experience social and emotional difficulties benefit from the nurturing support provided by staff. For example, vulnerable pupils can access nurture sessions before the school day begins. This helps them to feel calm, settled and ready to learn when they enter the classroom.

Following a recent review, leaders have refined their plans for the additional funding allocated to disadvantaged pupils. These plans are focused on ensuring that pupils develop the reading, writing and mathematical knowledge and skills they need to succeed and thrive. As this work has been introduced recently, it is not possible to fully evaluate its impact.

Leaders identify and support pupils known or previously known to social care.

Leadership and governance

Needs attention 

Since the last inspection, the school has experienced considerable instability in leadership and teaching. However, trust and school leaders are aligned in their ambition for pupils. They now have the best interests of pupils at the forefront of their thinking. Leaders have acted to stabilise the school. They have an accurate view of the school's strengths and most urgent areas of need.

Leaders' improvement work has benefited from strategic trust support. However, the impact of this work is in its infancy. The legacy of unmet needs and variability in curriculum delivery means that pupils, including those with special educational needs and/or disabilities, are not achieving as well as they should.

Recent improvements to trust-wide assessment and checking processes are enabling those responsible for governance to have the necessary information and detail to fully understand the school's current position. This means that the recently formed interim executive committee is better placed to hold leaders to account more effectively and support them with greater clarity.

Those responsible for governance have a sound understanding of how the school supports disadvantaged pupils through its pupil premium strategy.

Staff are proud to work at the school and value the opportunities they get for relevant professional development. They value leaders' consideration of their workload and wellbeing. Parents are mostly supportive of the school. They would recommend it to others.

Personal development and wellbeing

Needs attention 

Following a recent review, leaders have an accurate understanding of the changing needs of their school community. In response to this, they have recently introduced a new personal development and wellbeing curriculum. The new curriculum is broad and ambitious. It covers all statutory content. It reflects the school's context and the specific needs of pupils. These changes are still at an early stage.

As a result of more effective pastoral care and support, pupils are increasingly able to recognise and articulate their emotions. They know where they can access help and support should they need it. They are learning to manage their feelings and engage more positively

in learning. Leaders ensure a range of support is available to individual pupils and their families. This work successfully ensures that families receive the right support to reduce barriers to pupils' learning.

Pupils have begun to learn about cultural diversity and life in modern Britain. They talk positively about respecting differences and being tolerant. However, their understanding of fundamental British values is not yet secure. Pupils' understanding of their place in the wider world is limited.

Leaders know there were gaps in what was offered before, and they have started putting better arrangements in place to ensure all pupils have a similar experience. The school is beginning to strengthen wider personal development through enrichment and leadership opportunities. Despite this work being in its infancy, some pupils gain this experience by serving on the Pupil Leadership Team. This elected team has a real sense of purpose. They rise to the challenge of serving as restorative practice ambassadors, supporting and guiding their peers through tricky moments. They are proud to be role models to their peers. There are opportunities for pupils to take part in activities beyond the classroom, especially in sports.

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

Staff greet pupils warmly at the start of the school day. This helps pupils to feel safe and welcome. Pupils enjoy their learning and are keen to learn. Most pupils behave well during lessons, but some lose concentration and distract others. This can disrupt learning.

Leaders have recently identified the barriers that some pupils face to their learning. Despite this, teachers do not adapt learning well enough to meet pupils' needs. This is particularly the case for pupils who have special educational needs and/or disabilities (SEND).

Pupils in the early years and key stage 1 are beginning to benefit from a stronger curriculum. From key stage 2 onwards, pupils' learning experiences vary too much, which limits their chances of progressing as they should.

Pupils, including those with SEND and those who are disadvantaged, attend well. They understand the importance of getting to school on time. They are rarely late.

Pupils are proud of their school. They strive to be 'Golden Learners'. When they get this award, they wear their lanyards with pride. Pupils enjoy breaktimes. They like to play games and socialise with their friends. Some pupils help younger pupils through buddy roles. Pupils understand what bullying is and know that adults take it seriously and respond quickly if it occurs. Members of the elected Pupil Leadership Team have a real sense of purpose. They help in assemblies and support their peers through tricky moments. They are proud to be role models. Through these roles, pupils gain confidence, responsibility and a stronger connection to the school community.

Pupils trust their teachers. They feel cared for by adults who know them well. When pupils have worries, trusted adults listen and act quickly. Some pupils benefit from a 'soft landing' to the day, where they can talk things through and have breakfast before lessons begin.

Pupils enjoy attending clubs, such as the choir and a variety of sports clubs.

Next steps

- Leaders should ensure that the information they have about pupils' barriers to learning is used effectively by teachers to adapt teaching so that these pupils overcome these barriers and achieve well.
 - Leaders should ensure that staff apply consistent, high expectations of behaviour in all aspects of school life.
 - Leaders should ensure that the key knowledge that children will learn is identified and sequenced across all areas of the early years curriculum. This will inform the quality interactions, indoors and outdoors, and the communication staff have with children.
 - Leaders should ensure that the curriculum is taught consistently well across all classes and subjects so that all pupils, including those with SEND and disadvantaged pupils, are ready for the next stage of their education.
 - Leaders should strengthen the personal development programme so that pupils develop a deeper understanding of fundamental British values and a clearer understanding of equality and diversity.
 - Governors and trustees should strengthen their oversight of the school so they can accurately assess the impact of leaders' work and secure sustained improvement.
-

About this inspection

This school is part of the Omega Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Christian Wilcocks, and overseen by a board of trustees, chaired by Gavin Brown.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive headteacher, trust leaders, other senior leaders in the school and staff. They spoke with the CEO, the trustees (including the trust board chair), and members of the interim executive committee, including its chair.

The inspectors confirmed the following information about the school:

The trust made changes to the school's governance arrangements in January 2026. This included setting up an interim executive committee.

The school does not use any alternative provision.

Lead inspector:

Nichola Tomkow, His Majesty's Inspector

Team inspectors:

Keith Pullen, Ofsted Inspector

Janette Walker, 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 12 May 2026

School and pupil context

Total pupils

352

Above 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

420

Above 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)

28.13%

Close to 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

3.98%

Close to 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

11.08%

Below 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	47%	61%	Below
2024/25 (final)	44%	62%	Below
2023/24 (final)	53%	61%	Close to average
2022/23 (final)	44%	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	69%	74%	Below
2024/25 (final)	62%	75%	Below
2023/24 (final)	69%	74%	Close to average
2022/23 (final)	74%	73%	Close to average

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 (final)	61%	72%	Below
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	64%	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	62%	73%	Below
2024/25 (final)	62%	74%	Below
2023/24 (final)	67%	73%	Close to average
2022/23 (final)	58%	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	30%	46%	Below
2024/25 (final)	31%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	43%	46%	Close to average
2022/23 (final)	18%	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	62%	62%	Close to average
2024/25 (final)	63%	63%	Close to average
2023/24 (final)	64%	62%	Close to average
2022/23 (final)	59%	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 (final)	50%	59%	Close to average
2023/24 (final)	71%	58%	Above
2022/23 (final)	35%	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)	56%	61%	Close to average
2023/24 (final)	57%	59%	Close to average
2022/23 (final)	24%	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	30%	68%	-38 pp
2024/25 (final)	31%	69%	-38 pp
2023/24 (final)	43%	67%	-25 pp
2022/23 (final)	18%	66%	-49 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	62%	80%	-18 pp
2024/25 (final)	63%	81%	-18 pp
2023/24 (final)	64%	80%	-15 pp
2022/23 (final)	59%	78%	-19 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 (final)	50%	78%	-28 pp
2023/24 (final)	71%	78%	-6 pp
2022/23 (final)	35%	77%	-42 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)	56%	81%	-24 pp
2023/24 (final)	57%	79%	-22 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	24%	79%	-56 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)	5.6%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	5.6%	5.9%	Close to average

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)	11.7%	13.0%	Close to average
2023/24 (3 term)	17.0%	14.6%	Close to average
2022/23 (3 term)	12.1%	16.2%	Below

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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