

# Westbrook Old Hall PRIMARY SCHOOL



## A Guide to our Ofsted Inspection Report 2026

SHINE • GROWTH • TOGETHER • KINDNESS



## **A Message from Senior Leaders**

Dear Parents and Carers,

We are sharing this booklet to provide an overview of the key points from our recent OFSTED inspection and to keep you informed about the school's ongoing development. The OFSTED report is now available on our school website for you to view in full [westbrookoldhall.co.uk/about-us/ofsted](https://westbrookoldhall.co.uk/about-us/ofsted).

The report highlights some areas where further improvements are needed. These are areas we have already identified as priorities and work is underway to strengthen them further. We are committed to ensuring that every child at Westbrook Old Hall Primary School benefits from a high-quality education and a positive school experience.

At the same time, inspectors recognised a number of positive features within the school. These include elements of our day-to-day practice that are working well and continue to support pupils effectively.

Our focus now is to build on what is working and continue improving teaching, learning and the wider experiences we offer. We want all pupils to feel confident, supported and able to achieve their best.

As a School and Trust we will continue working together, carefully reviewing the impact of the changes we are making. Mrs Stewart has been fully briefed on the school's priorities and next steps, and will continue to lead this work moving forward.

Thank you for your continued support. By working together, we can ensure that Westbrook Old Hall Primary School continues to move forward in a positive way for all children.

**Kathryn Quigley**

Executive Headteacher

Westbrook Old Hall Primary School

**Christian Wilcocks**

Chief Executive Officer

Omega Multi-Academy Trust



## Understanding the Inspection

**“Pupils feel safe, valued and cared for”**  
**OFSTED**

**“Staff act quickly when children need extra help. This means children can keep up with planned learning.”**  
**OFSTED**

**“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.”**  
**OFSTED**

The inspection considered evidence over a longer period, including before some of our recent changes were introduced. Because of this, the report captures a broader picture that does not fully reflect the progress that is now being made.

Inspectors noted that leaders have a clear understanding of what needs to improve and are taking purposeful steps to move the school forward. This shared understanding gives us confidence in the direction we are taking.





## Building On Strengths

**“The school is a safe and welcoming learning environment. The majority of pupils behave well. They are polite and show respect and kindness.”**

**OFSTED**

**“Leaders' focused work is successfully improving pupils' attendance. There are effective systems and processes in place for checking absence.”**

**OFSTED**

**“Pupils who experience social and emotional difficulties benefit from the nurturing support provided by staff.”**

**OFSTED**

Over the past year, we have taken important steps to improve key aspects of school life. This includes refining expectations, strengthening routines and continuing to develop leadership across the school.

These changes are helping to build greater consistency for pupils and staff. While this work is making a difference, we know that some improvements are still at an early stage and will continue to develop over time.

The report identifies several areas that are working well, including:

- A strong focus on keeping children safe
- Clearer expectations for behaviour
- Supportive relationships between staff and pupils
- A school environment where children feel cared for
- An increasing focus on pupils' wider development

These strengths are important as we continue to improve and provide stability for pupils.

# Our Next Steps





## Supporting Children's Learning

**“Leaders have 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.”**  
**OFSTED**

Since the start of the school year, we have improved the way we check how children are getting on with their learning. This helps us spot quickly when a child may need extra help or a different level of challenge.

Teachers use this information to plan lessons carefully and make sure children are supported in the right way. Where needed, children receive extra help in class or more focused support. We are also working with specialist colleagues from the Trust to make sure we are doing all we can to help every child learn well.

## Behaviour, Respect and Rewards

**“Pupils are proud of their school. They strive to be ‘Golden Learners’. When they get this award they wear their lanyard with pride”**  
**OFSTED**

After listening to pupils, parents/carers and staff, we have introduced a new behaviour policy. The aim is to make expectations clear and consistent for everyone, so children know what good behaviour looks like and why it matters.

We are placing a strong focus on positive behaviour, kindness and respect. When children make mistakes, staff help them understand what happened, learn from it and make things right where needed. This is helping to create a calmer and more positive school environment.

Rewards are also an important part of this approach. We continue to celebrate children who show our school values and make positive choices each day.



## Learning in Early Years

**“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. Children maintain focus, work well with others and form warm relationships. This supports their readiness for the next stage of learning.”**

**OFSTED**

We are continuing to improve learning in Early Years so that children build important knowledge and skills step by step. Staff are planning more carefully for what children need to learn and how this learning will grow over time.

We are also improving the way adults talk, play and learn with children, both indoors and outdoors. This helps children develop their language, confidence, independence and curiosity.

Specialist Early Years support from the Trust is helping us improve our classrooms, outdoor spaces and resources. This work will continue next year so that our youngest children have the best possible start.

## Improving Teaching and 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.”**

**OFSTED**

This year, we have continued to improve what children learn across the school. We have worked with experts from the Trust and beyond to make sure our curriculum is clear, well planned and taught consistently.

We have strengthened our approach to reading, writing and mathematics and we are continuing to improve learning in other subjects too. The aim is for children to build their knowledge and skills gradually, so new learning connects with what they already know.

Extra support is in place for children who need it, including those who may have gaps in learning, children with SEND and those who may need additional help for other reasons. We want every child to feel supported, make progress and achieve their best.



## Developing Opportunities for Children

**“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.”**  
**OFSTED**

We want children to learn about the world around them, not just through lessons but through wider experiences too. Picture News is now used in weekly assemblies and class discussions, helping children talk about current events in an age-appropriate way.

These discussions help children develop understanding, kindness and respect for others. We are also growing our wider offer through visits, visitors and special events such as World Book Day, our Makers Market and activities linked to important events around the world.

Next year, we will introduce more opportunities for children to take responsibility and develop confidence, including pupil leadership roles and our '11 before 11' programme.

Weekly PSHE and myHappyMind lessons also support children's wellbeing. These lessons help children understand their feelings, look after their mental health and build positive friendships.

We will continue to build on these opportunities so that children leave us with the confidence, skills and experiences they need for the next stage of their education.





## Supporting and Monitoring Our School

**“The recently formed Interim Executive Committee is better placed to hold leaders to account more effectively and support them with greater clarity ”**  
**OFSTED**

An Interim Executive Committee, known as the IEC, has been set up to support and challenge the school. This group includes Trust representatives and a parent governor.

Members of the IEC visit school, speak with staff and pupils and look at how improvements are working in practice. This helps them understand what is going well and what still needs to improve.

Their role is to make sure leaders are taking the right steps to keep improving the school. This support and challenge will continue, with the aim of securing the best possible outcomes for all children.

