

# Inspection of West Green Primary School

West Green Drive, Crawley, West Sussex RH11 7EL

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Inspection dates: 30 and 31 January 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils are proud to attend this nurturing and inclusive school. They demonstrate high levels of responsibility when undertaking the wide range of school leadership roles or acting as role models to younger pupils. Pupils learn to become active members of the school community. They sensitively respond to opinions that differ to their own and learn about the wide range of faiths and beliefs in their community.

Pupils are happy and feel safe. They show very positive attitudes to learning. Pupils listen intently to staff and enjoy talking to each other about their learning. Pupils, including those with special educational needs and/or disabilities (SEND), concentrate well and show resilience when completing their work. Pupils work hard to meet the high expectations of teachers.

Pupils are taught how to keep fit and to eat healthily. This extends to the keeping fit activities that staff facilitate at play time. Staff prioritise pupils' mental well-being, encouraging pupils to talk about any concerns that they may have with staff so that they can offer help if needed.

## **What does the school do well and what does it need to do better?**

The school has developed an ambitious curriculum. They have ensured that it is well sequenced and designed to provide pupils with the knowledge and skills that they need to be successful in their next steps. This starts in Reception Year where children quickly learn to share and cooperate with each other.

The teaching of reading and mathematics is well established. Pupils quickly learn the important sounds and number facts that will enable them to become confident readers and mathematicians. Teachers in these subjects carefully check pupils' understanding and ensure that they have the required knowledge to move on. Teachers of other subjects do not check pupils' learning as consistently. As a result, assessment in these subjects does not always support teachers in identifying gaps in pupils' learning.

Teachers have strong subject knowledge. They explain learning clearly and design activities that help pupils quickly develop the skills and knowledge that they need. For example, in physical education (PE), pupils are taught to use different parts of their hands to provide additional control when dribbling a basketball. In Reception, teachers use high-quality communication to quickly focus children on their learning and to model the use of rich and varied vocabulary.

Teachers understand the needs of their pupils very well. They create carefully designed individual plans for pupils with SEND and plan a range of adapted activities. These adaptations enable all pupils to learn alongside their peers and to achieve well.

Pupils are proud of the work that they produce. They use a range of subject-specific vocabulary accurately in their writing. Pupils' work becomes increasingly complex as they progress through the curriculum. They answer teachers' questions confidently. The school's successful approach to instilling a love of reading works. Pupils enjoy predicting what may happen in the stories that they read using their knowledge of the plot and begin to read a range of genres as they move through the school. Pupils achieve well in national tests and are well prepared for their next steps.

Behaviour is a strength at this school. Pupils work hard to meet the high expectations of teachers and learn the school's rules and routines quickly. Pupils respect and care for each other and play cooperatively during breaktimes, showing high levels of courtesy and consideration. However, too many pupils are absent frequently, and leaders' actions are not effective enough in encouraging pupils to improve their attendance.

The school has prioritised pupils' personal development. Pupils develop their understanding of important concepts such as relationships and finances. The school broadens pupils' experiences through the wide range of visitors that they welcome into the school. These include the local fire service who talk about fire safety and a string quartet that inspires pupils to appreciate classical music.

Parents are positive about the school. They feel that staff are supportive and caring. Staff enjoy working at West Green. They feel well supported by leaders at all levels and engage well with the range of training offered by the school and the local authority. Governors show great commitment to the school. They hold leaders carefully to account and prioritise the well-being of all staff.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Pupils do not attend frequently enough. As a result, they do not achieve as well as they could. Leaders must ensure that they strengthen the processes that support good attendance to ensure that pupils attend more frequently and achieve well.
- Teachers do not check pupils' understanding well enough in some subjects. As a result, teachers do not identify gaps in learning quickly enough. Leaders must strengthen processes for assessment in these subjects so potential gaps are spotted quickly and pupils do not fall behind in their learning.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	125826
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10296314
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jill Wilson
<b>Headteacher</b>	Sally Chapman (Acting Headteacher)
<b>Website</b>	<a href="http://www.westgreenprimary.com">www.westgreenprimary.com</a>
<b>Dates of previous inspection</b>	3 and 4 October 2018, under section 5 of the Education Act 2005

## Information about this school

- The school uses one unregistered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of the school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection team met with the acting headteacher and other leaders. The lead inspector also held a meeting with school governors and held a phone conversation with a representative of the local authority.
- The inspection team carried out deep dives in the following subjects: reading, mathematics, PE and history. For each deep dive, the inspectors held discussions

about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

### **Inspection team**

Gavin Thomas, lead inspector

His Majesty's Inspector

Joyce Lydford

Ofsted Inspector

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