

Western Primary School

Address: Broadway, Grimsby, Lincolnshire, DN34 5RS

Unique reference number (URN): 117926

Inspection report: 3 March 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.

Needs attention ●

Achievement

Needs attention ●

Pupils in Reception and key stage 1 do not achieve as well as they should. Over time, the number of pupils who reach the expected standard in phonics by the end of Year 1 is below national averages. The work in pupils' books shows that there are a significant number of pupils who do not secure the necessary foundations in mathematics, writing and reading by the end of key stage 1. In the early years, children do not achieve as well as they should by the end of Reception Year.

At the end of key stage 2, pupils' achievement, including disadvantaged pupils, is better. The proportion of pupils, in the most recent published outcomes, reaching expected standards in reading, writing and mathematics is in line with national averages. Most pupils are well prepared for their next stage of education by the end of key stage 2.

Attendance and behaviour

Needs attention ●

Pupils' attendance is below national averages, including for pupils who are disadvantaged and pupils with special educational needs and/or disabilities (SEND). It is not improving over time. Leaders have devised a clear strategy to improve attendance. They closely analyse pupils' attendance to identify trends and patterns. Leaders work closely with pupils and their families to identify and remove barriers to attendance. However, this strategy has not had the desired impact as it has previously not been implemented consistently.

Pupils behave well at the school. They are kind and courteous to each other most of the time. The school is calm and safe. Most pupils engage well with learning. Bullying and other forms of discrimination are rare. When they do happen, they are dealt with effectively. Suspensions are used appropriately. Staff consistently apply a clear and robust behaviour system. Pupils and staff understand this system. When necessary, leaders intelligently adapt the behaviour system for pupils, including for pupils with SEND, to help them meet leaders' high expectations. As a result, behaviour has improved at the school recently.

Curriculum and teaching

Needs attention ●

The school's phonics programme is not delivered as well as it might be. Teachers have a good knowledge of the scheme but do not always model the sounds that pupils need to learn correctly. This means that pupils do not learn to read as fluently as they should.

In some subjects, for example writing, pupils have not yet secured the necessary foundations to access their learning activities. Some pupils have gaps in their basic knowledge in reading, writing and mathematics. Leaders accurately identify these gaps and make changes to the curriculum to address them. The positive impact of this is more evident at the end of key stage 2. However, more could be done lower down the school to better support individual pupils who have not yet secured these important skills.

Staff know the pupils who need extra support to access the curriculum. The curriculum is successfully adapted to allow most of these pupils to access their work. However, a small

but significant number of pupils require more bespoke adaptations. Without them, these pupils struggle to access their learning.

Leaders have recently implemented a new curriculum. They are in the early stages of monitoring its quality. Most areas of the curriculum are well planned and sequenced. Teachers have good subject knowledge. Most of the time they make appropriate choices about what to teach as well as when and how to teach it.

Early years

Needs attention 

Children in the early years do not achieve as well as they should. In Reception, children do not develop their phonics knowledge as quickly as they might. Children, including those with special educational needs and/or disabilities and those who are disadvantaged, are generally not well prepared for key stage 1.

The delivery of the phonics curriculum is inconsistent. Teachers do not always model the sounds correctly. The books children read are not always matched to their ability level. This hinders children's progress through the phonics curriculum.

Leaders have recently prioritised the early years. They have ensured that there is a sharp focus on communication, language development and vocabulary. The curriculum is well planned and sequenced from Nursery through to the end of Reception. Interactions between staff and children are positive. Most of the time, staff make the most of opportunities to extend children's learning.

Routines and expectations for behaviour and learning are in place. Children, including those in Nursery, interact positively with each other. Children are safe and happy. Positive relationships with parents and carers are in place. Activities such as coffee mornings are well attended by parents and carers.

Inclusion

Needs attention 

There are a small but significant number of pupils who do not receive the bespoke support they need. Where this is the case, these pupils do not achieve as well as they might. Leaders are aware of this and there is a determination to provide the support that these pupils need.

The school does not monitor the impact of additional funding accurately. Staff are not aware of the actions identified in the pupil premium strategy. As a result, some of these actions are not consistently implemented.

The school supports effectively most pupils with special educational needs and/or disabilities and those who are disadvantaged to learn the curriculum alongside their peers. Leaders identify effectively pupils who may need additional support. Staff receive training to support these pupils to access the curriculum. Most of the time, this support is applied effectively. Leaders, however, are only beginning to monitor the impact of this support.

The school works well with outside agencies such as children's social care and the local authority. Children who are known to social care are well supported. The school's use of

alternative provision is well considered and appropriate.

Leadership and governance

Needs attention 

Leaders have a commitment and a desire to improve the school. However, in many areas of the school, leaders have only recently started to take action to improve provision. It is too soon to determine the impact of much of this work.

The school has experienced turbulence in the past few years. During this time, the local authority has provided significant support to the school. Leaders have prioritised the right areas for improvement. There is some positive impact. For example, behaviour has improved and most areas of the curriculum are well planned and sequenced. However, leaders do not analyse the impact of the changes made on pupils' achievement and wellbeing as well as they might.

Decisions are made in the best interests of the pupils. Staff are extremely positive about the direction the school is now taking. They feel supported with their wellbeing and workload. Staff have access to professional development opportunities. There is more to do to ensure that this professional development is coordinated and closely linked to school improvement. The school positively engages with parents and carers.

The local governing body have an accurate and realistic view of the school. They have clear oversight of their statutory responsibilities. Governors are committed to supporting school leaders in their journey of improvement.

Personal development and wellbeing

Needs attention 

Pupils have access to a well-planned and coherent personal development programme. However, this programme does not support pupils to develop their knowledge of the characteristics protected by law, such as race, and a range of different faiths and beliefs. As a result, pupils do not appreciate cultural diversity as well as they might. Despite this, pupils do understand fundamental British values. They state that everyone is welcome at the school and discrimination is not tolerated. Pupils know how to stay safe online and in the community. They learn an age-appropriate relationships education. Most pupils with special educational needs and/or disabilities and those who are disadvantaged access the personal development programme. However, a small number of pupils require more personalised support to access the offer. As a result, these pupils do not fully benefit from the school's personal development programme.

Pupils do not have access to a wide range of opportunities to broaden their experiences and develop their talents and interests. There are plans in place for a small number of trips and visits before the end of the school year. The opportunities that do exist include football and musical theatre clubs. Pupils take part in a number of leadership roles within school. These include play leaders, reading ambassadors and school ambassadors. The play leaders deliver games and activities at lunchtime for younger pupils. The school ambassadors raise money to improve the school, for example through the addition of a friendship bench to the playground. These activities help to develop leadership skills and community responsibility.

The school offers effective pastoral support for pupils who need it. Pupils know where and how to access this support.

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

Pupils are happy and enjoy coming to school. They feel safe at school as they have trusted staff to speak to if needed. Bullying rarely happens. When it does, leaders deal with it effectively.

Pupils do not achieve as well as they might in some areas of the school. In key stage 1, pupils do not learn phonics as well as their peers nationally. Children in the early years are not well prepared for key stage 1. This is not improving over time. Work in pupils' books shows that there are gaps in their knowledge. This is particularly evident in writing. In key stage 2, pupils achieved better in the most recent national tests than they did previously. Published outcomes last year show that pupils' attainment at the end of key stage 2 is in line with their peers nationally.

Pupils' attendance is below national averages. The school has recently raised expectations for pupils' behaviour. As a result, pupils behave well across the school. Interactions between children in Nursery and Reception are positive. They are kind and supportive to each other. Most classrooms are positive learning environments. Pupils develop positive relationships with the staff at the school. They feel well supported and know how to access extra support if needed.

Pupils have limited access to extra-curricular activities and to trips and visits. This hinders their opportunities to develop their talents and interests. Pupils know how to stay safe online and in the community. They develop age-appropriate knowledge of relationships. Pupils are tolerant and respectful of each other.

Next steps

- Leaders should ensure that the phonics curriculum is delivered consistently well and that books are matched to pupils' ability levels, so that pupils quickly become confident and fluent readers.
- Leaders should ensure that they take appropriate action to close any gaps in pupils' basic knowledge, with a particular focus on writing.
- Leaders should ensure that children in the early years are well prepared for Year 1.
- Leaders should continue their work to embed the curriculum and ensure that teaching, in all areas the curriculum, is well planned and sequenced so that knowledge builds over time.
- Leaders should continue to embed quality assurance processes to ensure a detailed and insightful analysis of the school's performance.
- Leaders should ensure that the small but significant number of pupils who require more bespoke support to access the curriculum, receive the support that they need.

- Leaders should ensure that the attendance policy is consistently and robustly implemented to improve the overall attendance of pupils.
 - Leaders should ensure that pupils develop their understanding of the characteristics protected by law and different faiths and beliefs, and that pupils have access to a wide range of suitable opportunities and experiences.
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About this inspection

The chair of the board of governors in this school is Katie 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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the acting headteacher, a representative from the local authority, the chair of governors and other members of the governing body.

The inspectors confirmed the following information about the school:

The school uses one registered alternative provision.

Since the last inspection, the school has introduced a new senior leadership structure. The acting headteacher took up post in January 2026.

Acting Headteacher : Katy Baker

Lead inspector:

Chris Sergeant, His Majesty's Inspector

Team inspectors:

Lorraine Bamforth, His Majesty's Inspector

Jonathan Sharp, 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 3 March 2026

School and pupil context

Total pupils

248

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

315

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)

47.64%

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

4.84%

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

13.31%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well 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	48%	61%	Below
2024/25 (revised)	61%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	30%	61%	Below
2022/23 (final)	50%	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	65%	74%	Below
2024/25 (revised)	75%	75%	Close to average
2023/24 (final)	50%	74%	Below
2022/23 (final)	66%	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	67%	72%	Close to average
2024/25 (revised)	69%	72%	Close to average
2023/24 (final)	67%	72%	Close to average
2022/23 (final)	66%	71%	Close to average

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	60%	73%	Below
2024/25 (revised)	69%	74%	Close to average
2023/24 (final)	47%	73%	Below
2022/23 (final)	61%	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	34%	46%	Below
2024/25 (revised)	36%	47%	Close to average
2023/24 (final)	32%	46%	Below
2022/23 (final)	35%	44%	Close to average

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	53%	62%	Below
2024/25 (revised)	57%	63%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	47%	62%	Below
2022/23 (final)	55%	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 (revised)	43%	59%	Below
2023/24 (final)	63%	58%	Close to average
2022/23 (final)	45%	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	47%	60%	Below
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	47%	59%	Close to average
2022/23 (final)	45%	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	34%	68%	-34 pp
2024/25 (revised)	36%	69%	-34 pp
2023/24 (final)	32%	67%	-36 pp
2022/23 (final)	35%	66%	-31 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	53%	80%	-27 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	47%	80%	-32 pp
2022/23 (final)	55%	78%	-23 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 (revised)	43%	78%	-35 pp
2023/24 (final)	63%	78%	-14 pp
2022/23 (final)	45%	77%	-32 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	47%	80%	-33 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	47%	79%	-32 pp
2022/23 (final)	45%	79%	-34 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 (2 term)	5.7%	5.2%	Close to average
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	5.9%	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 (2 term)	16.1%	13.3%	Close to average
2023/24 (3 term)	18.0%	14.6%	Close to average
2022/23 (3 term)	16.3%	16.2%	Close to average

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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