

Report summary for parents and carers on Westwood Community Primary School

Date of inspection: 23/02/2026

Summary

School leaders create a highly inclusive community in which most pupils and families feel valued and supported. They provide clear strategic direction, grounded in a secure understanding of the needs of pupils and the wider community. Across the school, staff respond sensitively to individual needs. Together, these strengths ensure that nearly all pupils develop as confident contributors to school life.

Many pupils enter the school with skills, knowledge and understanding below those typically expected for their age. During their time in school, most pupils, including those with additional learning needs (ALN), those eligible for free school meals and those who speak English as an additional language, make at least appropriate progress from their starting points.

Leaders prioritise well-being and pupils' readiness to learn effectively. A sustained focus on language, literacy and communication supports this priority. Staff model spoken language well and promote a strong reading culture. This fosters positive attitudes towards reading and supports most pupils to become competent readers. However, provision does not consistently develop pupils' more advanced reading skills. Pupils write regularly for a suitable range of purposes, and many make good progress in building writing stamina and understanding different forms. However, standards in spelling, punctuation and grammar remain too variable. Provision to develop pupils' numeracy and digital skills is effective and pupils make appropriate progress in learning to speak Welsh.

In many instances, teaching is appropriate. It is strongest where staff build on prior learning, set clear expectations and use questioning effectively. In a few cases, teachers' expectations lack clarity and the level of challenge does not match pupils' needs closely enough. When this occurs, pupils lose engagement and progress slows.

The school's family and community engagement strategy is a notable strength. Frequent opportunities for parents to work alongside their children strengthen relationships and support learning at home and school.

Leaders implement effective evaluation and improvement processes regularly involves meaningful contributions from pupils. This ensures that they have a powerful influence over matters that affect them.

Leaders work diligently to improve attendance and reduce fixed-term exclusions. However, rates of persistent absenteeism and fixed-term exclusions remain too high, particularly for pupils who are eligible for free school meals.

Recommendations and next steps

We have made three recommendation to help the school continue to improve:

- R1 Continue to improve attendance and reduce the number of fixed-term exclusions, especially for pupils eligible for free school meals.
- R2 Ensure that teachers set clear expectations for learning in lessons and over time and that they match the level of challenge precisely to pupils' needs.
- R3 Further improve pupils' reading and writing skills.

The school will draw up an action plan to address the recommendations from the inspection.

Full Report

If you would like to read more about Estyn's evaluation of the school, please follow this link to the [full report](#)

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