

Inspection of a good school: Westgate Primary School

Scarborough Road, Otley, West Yorkshire LS21 3JS

Inspection dates:

5 and 6 December 2023

Outcome

Westgate Primary School continues to be a good school.

What is it like to attend this school?

Westgate Primary School is a welcoming and friendly school at the heart of its community. The school has high expectations for pupils, including those with special educational needs and/or disabilities (SEND). These expectations are realised. Pupils are well prepared for the next stage of their education. Pupils are enthusiastic about their learning. They achieve well.

Pupils are polite and considerate. They play together and enjoy positive relationships with each other and staff. The majority of pupils show positive attitudes to learning and are responsive and enthusiastic in lessons. The school is a happy place, where pupils are safe. They enjoy coming to school and are proud to be part of the Westgate community.

Pupils benefit from extensive opportunities to undertake leadership roles. They take these roles seriously and contribute positively to the life of the school. Through roles such as school councillors, digital leaders and sports leaders, pupils support their peers and help decide on improvements to the school. Pupils become positive and active citizens.

The school provides a wide offer of extra-curricular opportunities. These activities are well attended and help develop pupils' to develop their interests and talents. The school orchestra is an impressive example of pupils developing skills, working together and blossoming as confident and talented musicians.

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

The school has developed a broad and ambitious curriculum. Leaders have identified the important knowledge that pupils need to learn. There is a clear sequence to learning. Teachers make sure that new knowledge builds on what pupils have learned before. This helps pupils to know and remember more. Pupils with SEND access the same ambitious curriculum as their peers. Staff who support pupils with SEND know their needs very well. These pupils receive expert support based on their individual needs.

The mathematics curriculum has been particularly well considered. Teachers have excellent subject knowledge in mathematics. Mathematics lessons follow a clear structure. Pupils achieve well in mathematics. There is a strong focus on ensuring pupils secure important number facts and develop mastery in the subject. Mathematics is closely woven into the early years curriculum. Children in the Nursery and Reception classes have frequent opportunities to learn important early mathematical concepts.

There is a keen focus on the teaching of reading. The school's chosen phonics scheme is taught consistently by well-trained staff. Teachers make regular checks on pupils' progress in reading. When teachers identify gaps in pupils' reading knowledge, targeted support ensures that these pupils catch up. Pupils read books that are well matched to the sounds that they know. This helps them to develop fluency in reading.

Pupils behave well around school. They respond to the high expectations of adults. While the majority of pupils are attentive and eager to learn in lessons, a small number find it harder to engage with learning. These pupils are not always supported well by adults to focus and learn as well as they could. Children in the early years settle into school well. There are well-established routines. Adults in Nursery use songs and rhymes to support daily routines such as getting coats and gloves on.

The curriculum in the early years ensures that children get off to a flying start in school. Activities are carefully thought out to enthuse and engage children. For example, children in the Nursery Year excitedly discovered that water in the outdoor trays had frozen solid overnight. Adults facilitated learning expertly using salt and warm water to teach children about melting. Learning in the early years is founded on strong relationships.

Pupils' academic and emotional needs are well met. Those who need additional support with their social and emotional needs receive high-quality support. The 'nurture classroom' helps some pupils to build confidence and manage their feelings. The effective pastoral support pupils receive from caring staff helps them to thrive.

The curriculum for personal, social and health education (PSHE) is well thought through. Pupils learn to keep themselves healthy and safe. They learn about fundamental British values in lessons and assemblies. Pupils hold respectful and tolerant attitudes towards others.

Leaders demonstrate a relentless commitment to improvement and to providing the best possible education for pupils. Governors use a wide range of skills and abilities to fulfil their role. They access relevant training to ensure that they understand and perform their roles well. They make regular visits to school to check on the impact of policies and school improvement priorities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The way that the school uses adults to support learning and behaviour in some areas is variable. This means that behaviour and learning for some pupils are not as consistently strong as for the rest of school. The school should ensure that staff deployment is targeted as effectively as possible to ensure that behaviour and learning are consistently strong for all pupils.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in July 2018.

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

Unique reference number	107879
Local authority	Leeds
Inspection number	10297226
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	243
Appropriate authority	The governing body
Chair of governing body	Andrew Ross
Headteacher	Helen Carpenter
Website	www.westgateprimary.co.uk
Dates of previous inspection	11 and 12 July 2018, under section 5 of the Education Act 2005

Information about this school

- The school does not use alternative provision for current pupils.
- The school provides nurture support for pupils with additional needs.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other members of the leadership team. He also met with the chair of governors and members of the governing board.
- The inspector carried out deep dives in early reading, mathematics and physical education. For each deep dive, the inspector 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.

- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The inspector took account of responses to Ofsted's online survey, Ofsted Parent View, the pupil survey and the staff survey. The inspector spoke informally with parents at the end of the school day.
- During the inspection, the inspector met with groups of pupils, both formally and during less structured parts of the day.
- To evaluate the effectiveness of safeguarding, the inspector: 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

Dughall McCormick, lead inspector

His Majesty's Inspector

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