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Mrs Claire Harrison  
Headteacher  
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Dear Mrs Harrison

### **Short inspection of Deighton Gates Primary School**

Following my visit to the school on 30 November 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2012.

#### **This school continues to be good.**

The leadership team has maintained the good quality of education in the school since the last inspection. Since the previous inspection, you, governors and your deputy headteacher have ensured an uncompromising focus on raising standards. Staff are united behind your vision to continue to secure the best possible outcomes for all pupils regardless of their abilities or backgrounds. Your unequivocal commitment to ensuring that pupils have an inclusive and well-rounded education means that pupils have access to a wide range of enrichment and extra-curricular experiences that develop their wider skills successfully.

Since the previous inspection, standards have improved. Provisional outcomes for 2017 indicate that pupils made good progress through key stage 1 and at the end of key stage 2; the proportions of pupils achieving the expected standard, and working at greater depth, were above the national averages in reading and writing. A higher proportion of pupils, compared to the national average, achieved the expected standard in reading, writing and mathematics combined by the end of Year 6. The proportion of pupils achieving at greater depth was in line with the national average. Consequently, pupils are well prepared for the next stage of their education. However, you acknowledge that there is still work to do to ensure that a higher proportion of pupils, particularly the most able and girls, achieve at greater depth in mathematics.

You have introduced thorough quality assurance procedures since the previous inspection. This means that strong self-evaluation is detailed and accurate and

ensures that leaders, including governors, have a strong understanding of the school's strengths and a realistic view of the areas that need further refinement. Sufficient attention is paid to the main priorities for improvement in the school's development plan. However, you recognise that development plans would benefit from identifying more clearly who will check and who will evaluate actions.

Since the previous inspection, you have worked tirelessly to build leadership at all levels. Middle leaders are accountable and feel well supported in their role. Staff morale is high. Staff appreciate the high-quality professional development they receive. They talk very positively about the work they do with the Wharfe Valley Learning Partnership (a group of nine local schools who work together). This provides additional opportunities for wider professional development and moderation of pupils' work. Staff regularly share ideas and work together to refine and develop the quality of teaching, learning and assessment further.

You have raised aspirations in all aspects of the school's work. For example, since the previous inspection, you have placed high expectations on the recording of work. As a result, pupils across the school now show pride in the presentation of their written work. High importance is placed on developing a consistent handwriting style in all year groups.

The vast majority of parents and carers are extremely positive about the school. One parent, in response to the Ofsted online survey, Parent View, commented that the school 'places great emphasis on well-being and happiness'. Another parent told me that the school teaches pupils to understand 'the values of kindness and tolerance'. Parents also appreciate the increasing number of opportunities to attend curriculum workshops so that they can support their child's learning at home. For example, the recent mathematics workshop was well attended, with positive feedback from parents.

Pupils enjoy school. Most pupils said that they would recommend the school to a friend moving into the area. As a result, persistent absence is low and attendance levels are higher than the national average. However, you acknowledge that there is still work to do to improve attendance of disadvantaged pupils.

Pupils are polite and courteous. They are confident and relate well to visitors. In lessons, pupils are keen to learn. Relationships between pupils and staff are strong. Pupils support each other and collaborate well in learning. Pupils talk positively about the leadership opportunities they are given, for example becoming sports leaders or a 'buddy' for younger pupils. The vast majority of pupils who completed Ofsted's online questionnaire believe that the school encourages them to respect people's equality. The pupils I talked to were able to tell me about the different religions they learn about. Pupils celebrate diversity.

## **Safeguarding is effective.**

You place significant importance on ensuring that pupils are safe. Consequently, leaders and governors ensure that all safeguarding training is up to date, reflecting the latest government guidelines. There are thorough systems in place to enable staff to report any concerns. Members of staff follow these systems consistently. Staff and governors take their safeguarding responsibilities seriously. They understand the important role they play in keeping pupils safe and are highly vigilant. Records are detailed, with clear chronology of actions taken. Referrals to outside agencies are made in a timely manner. Early help ensures that pupils and families get the support they need when they need it.

Pupils say that they feel safe in school. They told me that bullying and poor behaviour are rare. They are confident that members of staff deal with bullying effectively, should it arise. Teachers keep pupils regularly updated on how to keep safe online. As a result, pupils can explain how to keep themselves safe on the internet. Staff deal with any issues that arise promptly.

## **Inspection findings**

- Achievement in mathematics was a focus for this inspection. Although attainment in mathematics has improved in key stages 1 and 2, pupils' progress in mathematics at the end of key stage 2 is not as good as the progress they make in reading and writing, especially for girls and most-able pupils. Visits to lessons showed that girls are increasingly confident to answer questions in class. Teachers are providing more challenging activities to develop pupils' problem-solving skills. The introduction of pre-learning tasks in mathematics is enabling teachers to pinpoint more precisely pupils' starting points on new topics. This means that they are not repeating learning. Pupils told me that they feel more challenged in mathematics. They also told me they enjoy 'maths rock star' timetables. As a result of improvements in mathematics teaching, the school's current assessment information shows that a higher proportion of girls are on track to achieve the higher standard by the end of Year 6. However, there is still work to do to close the attainment gap between boys and girls. This is a main priority in your development plan.
- In the previous inspection you were asked to ensure that additional adults have a positive impact on the progress pupils make. Additional adults now support pupils extremely well. They ask effective questions to help pupils move on in their learning. Since the previous inspection, you have ensured that you monitor the work of teaching assistants more effectively. For example, you have introduced performance management objectives for teaching assistants so that they are in line with teachers. Effective professional development for all staff ensures that expectations and aspirations are consistent.
- Since the previous inspection, provision in the early years has improved markedly. Staff ask effective questions to extend children's learning. They use their interactions with children to model speech and language to develop children's vocabulary effectively. Children learn in a stimulating and creative

environment. They typically choose the activity they want to do. When working independently, children are sociable and kind to each other. They interact well. Staff provide children with a wide range of open-ended experiences to ensure that children develop their problem-solving skills. Teachers encourage children to persevere and learn from mistakes. Because of improvements in the quality of provision in the early years, a higher proportion of children achieve a good level of development by the end of Reception, compared with national averages. Work is already under way to ensure that a greater proportion of children exceed a good level of development and develop skills above those typical for their age.

- During the inspection I wanted to check the school's approach to the teaching of grammar, punctuation and spelling, because provisional results in 2017 show that a smaller proportion of pupils achieved the higher standard compared with national averages. Your own analysis of the test results show that it was spelling results that suppressed pupils' marks overall. As a result, you have introduced a new approach to the teaching of spelling across the school. Spelling is now taught discretely, as well as being fully integrated into writing across the curriculum. Pupils talk with confidence about 'common exception' words and 'tricky' words and the strategies they are using to improve their spelling. You are working to ensure that approaches to spelling are embedded across the curriculum.
- I wanted to check how you were using the pupil premium funding to improve the attendance of disadvantaged pupils. The work of the learning mentor is having a positive effect on reducing persistent absence of disadvantaged pupils. Governors ensure that funding to support disadvantaged pupils is used effectively. They discuss the impact of strategies regularly at governing body meetings. Although disadvantaged pupils' attendance remains lower than that of their peers, there are early signs your actions to promote good attendance are paying off. However, you recognise that there is still work to do.

### **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- teachers continue to provide activities that are increasing challenge for pupils, particularly the most able pupils and girls, so that they make more rapid progress in mathematics
- disadvantaged pupils' attendance continues to improve
- recently introduced strategies to improve spelling are embedded so that they lead to an increasing proportion of pupils achieving at greater depth in the English grammar, punctuation and spelling tests
- development plans clearly identify who will check and who will evaluate the impact of actions taken.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Leeds. This letter will be published on the Ofsted website.

Yours sincerely

Michele Costello  
**Her Majesty's Inspector**

### **Information about the inspection**

During the inspection, I made visits to lessons with you. I also looked at the work in pupils' books with you and the deputy headteacher. I met with you, a number of staff and four governors, including the chair of the governing body. I also met with a representative from the local authority.

I took account of 59 responses from parents to Ofsted's survey, Parent View, 22 responses to the staff survey and 48 responses to the pupil survey. I met with a group of pupils from Years 4, 5 and 6. I spoke to some parents as they dropped their children off at the start of the school day. I listened to some pupils read.

I examined a range of documents, including the school development plan, the school's self-evaluation, assessment information, governors' minutes, attendance and behaviour logs, attendance data and safeguarding records.