

# Westgate Primary School

Scarborough Road, Otley, West Yorkshire LS21 3JS

## Inspection dates

11–12 July 2018

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, ably supported by leaders and governors, has driven improvement since the last inspection. Her high expectations of pupils' writing have led to rapid improvement in a short period of time.
- Leaders and staff place high importance on pupils' well-being and mental health. Consequently, pupils feel safe and happy, and enjoy school.
- Pupils' behaviour is good. Attendance overall is above the national average.
- Leaders tailor professional development to the needs of individual staff. Staff feel well supported and, as a result, staff morale is high.
- Teachers are skilled in developing pupils' subject knowledge across the curriculum. However, opportunities for pupils to expand their vocabulary are not wide enough.
- Standards in writing have improved rapidly since the previous inspection. Pupils are well supported by their teachers to improve their writing. However, although pupils' outcomes in writing have improved this year, they still lag behind outcomes in reading and mathematics.
- Pupils are proud of their school. They are polite and well mannered. They particularly enjoy the wide range of enrichment and extra-curricular activities.
- Parents and carers are overwhelmingly positive about the school. They say pupils are well cared for and staff are nurturing, providing support to pupils when needed.
- Children get off to a good start in the early years. They make good progress and are well prepared for Year 1. However, the quality of provision outdoors is not as good as that found indoors.
- Teachers do not always insist on high standards of presentation and neatness in pupils' work. This contrasts with the pride pupils show in their school.
- Although spiritual, moral, social and cultural opportunities are extensive, pupils have a more limited understanding of the risks associated with radicalisation and extremism.
- Leaders' plans for improvement are well considered and outline the main priorities for development. However, it is not always clear how leaders will evaluate the impact of their actions.

## Full report

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

- Improve the quality of teaching, learning and assessment so that:
  - teachers increasingly challenge pupils to make more rapid progress in writing to match the higher standards seen in reading and mathematics in key stages 1 and 2
  - children in the early years are provided with more opportunities to develop their basic skills outdoors
  - all staff have consistently high expectations of the neatness and presentation of pupils' work.
- Improve leadership and management by ensuring that:
  - curriculum plans provide wider opportunities for pupils to develop their vocabulary
  - pupils have more explicit opportunities to develop their understanding of British values and the risks associated with radicalisation and extremism, so that they are even better prepared for life in modern Britain
  - whole-school and subject plans for improvement contain more precise targets and milestones linked to pupils' outcomes and progress so that governors can hold leaders to account more rigorously.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Leaders have shown determination to improve standards since the last inspection, particularly in writing. Pupils have made rapid improvements in the way they structure their writing. As a result, provisional results of the 2018 key stage 2 national tests indicate that pupils' attainment in writing is now in line with the national average. However, there are still some noticeable differences between pupils' standards in writing compared with the higher standards seen in reading and mathematics.
- Leaders have developed robust systems for checking the performance of pupils. They are quickly able to identify those pupils who are at risk of falling behind in their work. As a result, leaders ensure that support is put in place so these pupils make the necessary progress to catch up.
- The special educational needs coordinator is enthusiastic and compassionate. Additional adults are well deployed and provide effective support to pupils. They ask effective questions, support the school's agreed methods in mathematics and encourage pupils' independence. Consequently, pupils who have special educational needs (SEN) and/or disabilities make good progress from their different starting points.
- Governors ensure that leaders make good use of the additional funding that the school receives to support disadvantaged pupils. Senior leaders and governors review this funding regularly to ensure that it helps pupils to achieve their full potential. As a result, disadvantaged pupils make good progress.
- Governors have a good understanding of the use and impact of the physical education (PE) and sport premium funding. They ensure that this funding is used effectively to increase the range of sporting activities that pupils can participate in. Staff development includes specialist dance training and observations of PE sessions led by specialists to develop teachers' skills.
- Leaders have developed a curriculum that is broad, balanced and designed around pupils' needs. Leaders are committed to ensuring that pupils succeed academically as well as developing their wider skills. Consequently, the curriculum is rich and provides many opportunities for pupils to participate in a range of sporting, artistic and musical activities. Leaders place pupils' spiritual, moral, social and cultural development at the heart of the curriculum.
- The curriculum enables pupils to develop an understanding and appreciation of a range of different religions. Topics such as forgiveness, community, celebrating new life, and compassion encourage pupils to be reflective. Pupils show respect to and tolerance for different cultures and beliefs.
- Senior and middle leaders have responded quickly to the areas for improvement identified at the last inspection, in February 2018. However, their action plans do not clearly show how they will check the impact of actions on improving pupils' outcomes and progress.

## Governance of the school

- Governors bring a range of skills and experiences to their roles and this enables them to challenge and support leaders effectively.
- Governors regularly visit the school to check on the impact of actions taken to bring about improvements. They update parents on improvements in school through their governor newsletters.
- Governors are dedicated to enhancing the quality of education for all pupils. They have an accurate understanding of the school's strengths and areas for improvement.
- At the last inspection, leaders were asked to provide governors with more precise information about how well pupils attain in writing and in other subjects. Governors now receive more detailed information from school leaders about the attainment of pupils in a range of subjects. However, governors are not sufficiently well informed about pupils' progress.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have put robust safeguarding policies and procedures in place. Governors and leaders ensure that pupils' safety and welfare are of utmost importance.
- Leaders and governors make sure that all staff and volunteers are aware of their statutory safeguarding responsibilities. Safeguarding training is kept up to date. For example, recent training has covered child sexual exploitation and female genital mutilation. Staff understand how to report any concerns they may have, no matter how small. Consequently, the culture of safeguarding is strong.
- Pupils told inspectors that they feel safe in school. Pupils understand how to keep themselves safe online. They know the importance of telling an adult if they see anything inappropriate on the internet. Pupils also learn about how to keep themselves safe in other areas, for example fire safety and stranger danger.
- The school follows all statutory requirements for the recruitment of staff.

## Quality of teaching, learning and assessment

**Good**

- The leader of mathematics places high importance on enhancing the skills of teachers and teaching assistants. Both teachers and teaching assistants carry out research projects focused on developing pupils' mathematical reasoning and problem-solving skills. As a result, best practice in the teaching of mathematics is shared. This has led to a consistent approach to the teaching of mathematics across the school. Teachers encourage pupils to grapple with mathematical problems. Pupils enjoy mathematics. They are able to explain their choice of methods when tackling problems. As a result of the high profile of mathematics across the school, pupils' mathematical skills are well developed.
- The teaching of phonics is effective. Pupils enjoy their phonics sessions and use their knowledge and skills to read unfamiliar or difficult words. Pupils enjoy reading and

have many opportunities to read and discuss a range of texts. They have good comprehension skills. Pupils show an appreciation of a wide range of authors and read with confidence.

- Teaching assistants provide effective support for lower-attaining pupils and pupils who have SEN and/or disabilities. They have an in-depth understanding of pupils' needs. As a result, they tailor support to meet pupils' educational, emotional and social needs.
- Leaders and teachers meet regularly to review the achievement of all pupils. Leaders use assessment information rigorously to identify how well pupils attain in different subjects so they can target support where it is needed. Consequently, pupils across different year groups make good progress.
- The school's specialist teacher for music is skilled and knowledgeable, and has high expectations of what pupils can achieve. Pupils play a range of instruments in the school's orchestra. They enjoy and are confident performing in school assemblies and productions. As a result, pupils develop an appreciation for music.
- Since the last inspection, leaders have introduced 'book contracts' to raise standards of presentation in pupils' workbooks. However, teachers' expectations of pupils' presentation are still variable.
- The teaching of writing has improved markedly since the last inspection. Leaders provide effective support and guidance for teachers about what good-quality writing looks like. Leaders check pupils' writing regularly to review their progress. However, although pupils' outcomes have improved this year, they still lag behind outcomes in reading and mathematics.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- In recognition of the school's work around pupils' well-being, the school has been awarded 'Mindmate' school status. Leaders place high importance on supporting pupils' mental health.
- An inclusive ethos permeates the school. Pupils have a good understanding of equality. Pupils talked to inspectors with enthusiasm about their learning during 'black history month'. Pupils learn about gender stereotyping and promoting gender equality.
- Pupils have a wide range of opportunities to develop their leadership skills. Pupils talk positively about the work they do as peer mediators, where they provide support to their schoolmates. The development of pupils' leadership skills contributes positively to preparing pupils for the future.
- The curriculum does not include enough explicit opportunities to prepare pupils for life in modern Britain and to develop their understanding of British values. Although pupils learn how to stay safe in many contexts, there are gaps in their understanding of the risks associated with radicalisation and extremism.
- Pupils are kind, polite and respectful to each other and to adults. Pupils told inspectors that they enjoy school and they feel safe. They also told inspectors that bullying is

rare. One pupil said that 'the school feels like a second home'. The overwhelming majority of pupils that inspectors talked to are proud of their school.

- Pupils told inspectors that they feel lucky to have access to a wide range of extra-curricular and enrichment opportunities. Pupils understand the importance of being active and healthy.

## Behaviour

- The behaviour of pupils is good.
- Staff have high expectations of pupils' behaviour. Pupils are eager to learn; they demonstrate good attitudes towards their learning. Pupils are polite, respectful and well mannered. Pupils told inspectors that behaviour is good and when any pupil demonstrates poor behaviour, adults deal with this quickly and effectively.
- Pupils actively take part in classroom discussions and usually try their best. However, teachers do not have consistently high expectations of pupils' written work. As a result, standards of presentation and neatness are variable.
- Pupils have good attendance. Leaders' actions to improve attendance are effective. However, the attendance of the small number of disadvantaged pupils remains slightly lower than that of their peers.
- Many pupils attend the school's breakfast and after-school clubs. They are well supervised and happily participate in a range of purposeful activities.

## Outcomes for pupils

**Good**

- Since the last inspection, senior leaders have focused their efforts on improving the quality of teaching and ensuring higher expectations of pupils' writing. This has had a positive impact.
- Pupils have a greater awareness of the purpose of writing for different audiences. They apply grammar and punctuation more consistently so their work makes sense. As a result, current writing outcomes in key stage 2 show a marked improvement on 2017. However, in key stage 2 in particular, work in pupils' books shows that they make too many errors that are not picked up by their teachers. Consequently, outcomes in writing, although improving, do not match the high standards seen in reading and mathematics.
- Provisional outcomes of the 2018 key stage 2 national tests indicate that Year 6 pupils' attainment in writing is now in line with the national average. This is a significant improvement on outcomes in 2017. Pupils' attainment in reading and mathematics is above the national average. At key stage 1, high attainment in reading, writing and mathematics has been maintained.
- Phonics is taught consistently well. Pupils make good progress in understanding and applying their phonics skills in reading and writing. The proportion of pupils who attain the required standard in phonics by the end of Year 1 has been above the national average for three years.
- Provisional outcomes in reading, writing and mathematics for 2018 at the end of key

stage 2 have improved. Boys and girls now make stronger progress from their starting points. However, boys' outcomes in writing remain lower than boys' outcomes nationally.

- Pupils who have SEN and/or disabilities make good progress from their different starting points. Skilled teaching supports and challenges these pupils and staff adapt work effectively to meet their individual needs.
- Provisional national assessment results for 2018 indicate that pupils' attainment in mathematics at the end of key stage 1 is above the national average, as was the case in 2017. Pupils enjoy mathematics and apply their mathematical skills well when tackling problem-solving tasks. As a result, pupils across the school make strong progress. By the end of Year 6, provisional outcomes of the key stage 2 national tests for 2018 in mathematics show that pupils attain more highly than their peers nationally.
- Provisional outcomes of the national assessments for 2018 indicate that pupils' attainment in reading at the end of key stage 1 continues to be above the national average, a three-year trend in performance. The proportion of pupils reaching the higher standard by the end of key stages 1 and 2 is above the national average.

## Early years provision

**Good**

- The majority of children who join Nursery do so with knowledge and skills typical for their age. On entry, the early years leader promptly assesses children's skills across a range of areas. Teachers use this information well to plan activities suitably matched to children's needs. Consequently, children make good progress.
- Parents are overwhelmingly positive about the provision in Nursery and Reception. They appreciate the caring and supportive approach of staff. One parent expressed the views of many: 'My child has been excellently supported by the teaching staff in Nursery. They know my child well, providing any additional support needed.'
- Leaders place high importance on the welfare of children. As a result, children appear happy and feel safe and secure.
- Adults model their high expectations of good behaviour. As a result, children are kind to each other and well mannered. Interactions between adults and children are positive.
- Activities encourage children to problem-solve and develop independence. Skilful questioning by teachers and additional adults helps to develop children's speech and listening skills. Children sustain their concentration and interest in an activity.
- As a result of good teaching, an increasing proportion of children achieve a good level of development by the end of Reception. However, leaders acknowledge that a smaller proportion of children exceed a good level of development.
- The teaching of phonics is strong. Children quickly learn the basic skills of reading. They can apply the sounds they have learned when spelling words as they write. Children enjoy learning to read. Inspectors observed children reading aloud with confidence. This prepares children well for Year 1.
- The provision in the outside area is not as well developed, purposeful, or as language

and number rich as it is indoors. This limits the opportunities for pupils to develop and extend their basic skills in reading and writing outside.

- Leaders ensure that all welfare requirements are met. However, monitoring children's movement between the indoor and outside areas is not managed as effectively as it could be. Leaders have plans in place to develop this from September.
- The early years leader has an accurate understanding of the strengths, weaknesses and areas for improvement in the early years provision. She ensures that the interactions between adults and children are of a high quality.



## School details

Unique reference number	107879
Local authority	Leeds
Inspection number	10048964

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	251
Appropriate authority	The governing body
Chair	Rob Wilks
Headteacher	Helen Carpenter
Telephone number	01943 462 349
Website	<a href="http://www.westgateprimary.co.uk">www.westgateprimary.co.uk</a>
Email address	<a href="mailto:head@westgateprimary.co.uk">head@westgateprimary.co.uk</a>
Date of previous inspection	February 2018

## Information about this school

- The school is an average-sized primary school. The school has a nursery, which admits children from the age of three years.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The vast majority of pupils are of White British heritage.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' achievement by the end of key stage 2.

## Information about this inspection

- Inspectors gathered a wide range of evidence during this inspection including through lesson visits across a wide range of subjects and in all year groups. Many of these visits were conducted with members of the school's leadership team.
- Meetings were held with pupils, senior leaders, subject leaders, a representative of the local authority, and four members of the governing body, including the chair of the governing body.
- Inspectors spoke to pupils both formally and informally in lessons and at breaktimes and met with groups of pupils separately.
- Inspectors observed behaviour in lessons and around the school at breaktimes and lunchtimes.
- An inspector listened to nine pupils read from Years 2, 4 and 6.
- Alongside school leaders, inspectors reviewed the school's own information on current pupils' progress and attainment; the school's evaluation of how well it is doing and its records of monitoring the quality of teaching; records relating to behaviour and attendance; and documents relating to safeguarding.
- Inspectors took account of the 89 responses to Ofsted's online questionnaire, Parent View, and the 62 free-text responses. An inspector talked to a number of parents dropping their children off at the start of the school day. Inspectors talked to a number of staff to gain their views.

## Inspection team

Peter Heaton, lead inspector	Ofsted Inspector
Michele Costello	Her Majesty's Inspector
Louise Greatrex	Ofsted Inspector

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