

# Inspection of a good school: Westgate Academy

Westgate, Lincoln, Lincolnshire LN1 3BQ

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Inspection dates:

9 and 10 November 2021

## **Outcome**

Westgate Academy continues to be a good school.

## **What is it like to attend this school?**

Pupils enjoy attending this calm and productive school. They say they are safe and happy because everyone understands the 'Westgate Values'. These values help pupils care for and respect each other. Pupils are polite and friendly to staff and visitors.

Pupils are very positive about their school; they value it and like it. They know there are trusted adults who will support them to learn and keep them safe. Pupils appreciate the effort staff take to get to know them. Relationships are positive.

Leaders have high expectations of what pupils should learn. They make sure that the curriculum is well organised and planned to ensure that pupils learn key information at the right time. Staff are determined to give pupils lots of memorable experiences. They are keen to restart visits linked to what pupils are learning.

Pupils behave well in lessons and say that they are able to learn. At lunchtimes, pupils play well together. They enjoy learning how to skip. They play group games with the adults on the playground. Bullying rarely happens and if it occurs pupils are confident that all staff will deal with it effectively. Pupils like the many opportunities that the school offers them.

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

Leaders have ensured that the information that pupils need to learn is well structured. This helps pupils to fill gaps in their knowledge and build on their skills. Teachers frequently give pupils opportunities to build on and improve what they know and can do. For example, in mathematics, pupils quickly move on to more complex problem-solving work, using the knowledge that they have already gained. In physical education (PE), pupils know exactly how to improve their fundamental movement skills because of the detailed instructions teachers give them.

Teachers ask questions to check that pupils understand what they are learning. This helps teachers to identify accurately what pupils know and what they still need to learn. Teachers use this knowledge well when planning what they will teach pupils next.

Flashback activities at the start of lessons help pupils to remember what they have learned previously. Pupils link this knowledge to their current learning. They listen to their teachers and are confident in explaining their thinking. They use more technical vocabulary in their answers, for example as they learn to speak like a scientist or a mathematician.

Leaders have prioritised reading. Pupils read regularly. They have daily reading fluency lessons and develop their comprehension skills. Many pupils say they enjoy reading and are eager to achieve their platinum reading award. Pupils who are at an early stage of learning to read receive support through phonics-based intervention sessions. Not all staff who support pupils in their reading have had up-to-date training. Leaders have not ensured that there is a consistent approach to helping pupils catch up with their reading.

Leaders have systems in place to identify and support pupils with special educational needs and/or disabilities (SEND). Pupil profiles inform staff of individual targets and the best ways to support pupils with SEND. Leaders have not fully evaluated the impact of the support provided for pupils with SEND. They are not able to identify what support is having the greatest impact.

Pupils have a very positive attitude towards learning and focus on their work. Staff have high expectations for pupils' behaviour. Low-level disruption is rare. In lessons, well-established routines help pupils settle down quickly.

There is a strong focus on pupils' broader development. There is a well-planned programme, with a strong ethos of tolerance and respect. This prepares pupils well for life in modern Britain. Pupils discuss moral issues in history lessons, as well as exploring the rich local history surrounding the school.

The school is well led. Staff say that leaders care about their well-being, as well as that of the pupils. They value the support and opportunities they receive. Staff are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has a strong safeguarding culture. A large group of experienced and qualified staff make up the support team for additional needs who oversee the care of pupils. Staff receive high-quality training in safeguarding and updates from experienced safeguarding leads. Staff understand their responsibility to report any concern. Leaders keep accurate records and use these to identify local safeguarding issues. They are quick to act, involving other agencies when needed. They have appropriate procedures in place to manage any allegations.

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

### (Information for the school and appropriate authority)

- The support for pupils who need help with reading is inconsistent. This means that some pupils are not becoming fluent readers as quickly as they should. Leaders should ensure that all staff involved in leading and delivering reading catch up, including phonics intervention, have the necessary knowledge and skills to be able to provide effective support so that pupils quickly become fluent and accurate readers.
- Leaders have not fully assessed and evaluated the impact of the support provided for pupils with SEND. As a result, staff are not routinely able to identify clearly what support is having the greatest impact and what targets to set for these pupils' future progress. Leaders need to ensure that all monitoring of the support pupils with SEND receive accurately assesses the quality and impact of this intervention.

## 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 a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in June 2016.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	137451
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10199865
<b>Type of school</b>	Junior
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	438
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Michael Belcher
<b>Headteacher</b>	James Kelwick
<b>Website</b>	<a href="http://www.westgateacademy.co.uk">www.westgateacademy.co.uk</a>
<b>Date of previous inspection</b>	21 and 22 June 2016, under section 5 of the Education Act 2005

## Information about this school

- Westgate Academy is larger than the average-size junior school.
- The headteacher was new in post in January 2021.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with school leaders and has taken that into account in his evaluation.
- The inspector carried out deep dives in mathematics, reading and PE. For each deep dive, he met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at the curriculum plans and spoke to leaders about some other subjects. He visited a science lesson and looked at samples of topic work related to history.

- The inspector heard pupils in different year groups read books and visited reading intervention sessions and whole-class reading times.
- The inspector met with representatives of the local governing body and the special educational needs coordinator.
- The inspector considered a wide variety of school documents, including the school development plan.
- The inspector took note of the responses received on Ofsted Parent View and considered the results of the staff and pupil questionnaires.
- To judge the effectiveness of safeguarding, the inspector considered the school's relevant policies, scrutinised the single central record, checked the school's procedures for the safe recruitment of staff, met with the designated lead for safeguarding and spoke with staff and pupils.

### **Inspection team**

Dave Gilkerson, lead inspector

Her Majesty's Inspector

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