

# Inspection of Westbrook Lane Primary School

Westbrook Lane, Horsforth, Leeds, West Yorkshire, LS18 5AH

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Inspection dates: 3 and 4 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

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

There are strong relationships between pupils and staff at this school. Leaders have established a caring environment in which all are welcomed. Pupils feel safe. Adults listen to pupils when they are worried. Relationships between older and younger pupils are friendly and caring. Year six pupils act as buddies for children in Reception and take this role seriously. From the very start, leaders encourage parents to work in partnership with teachers. Parents welcome teachers' commitment, energy, and enthusiasm.

The special educational needs coordinator (SENCo) helps teachers to provide the right level of support for all pupils with special educational needs and/or disabilities (SEND). Experienced and dedicated support staff develop pupils' confidence and independence. Leaders know the school well. They have identified that, for a small number of pupils, the curriculum could provide greater challenge. Leaders are taking the right steps to bring this about.

Pupils behave well in lessons and during breaktimes. Bullying rarely happens, and when it does, staff act quickly. Pupils understand what it means to grow up in a diverse society. They talk confidently about the need to value everyone equally. Teachers make sure that pupils know what to do to keep themselves safe, including online.

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

Leaders continually evaluate and review the curriculum in light of the most recent research into curriculum development. They have introduced several new schemes of work recently to further develop the existing, broad and balanced curriculum. Curriculum leaders are passionate about their subjects. They have identified the steps needed to ensure that all pupils develop and remember the most important subject knowledge. Some subjects, such as mathematics and geography, are more established than others. Senior leaders have implemented a clear timescale for the development of all subjects.

In mathematics and early reading teachers use regular assessments to ensure that lessons meet the needs of all pupils. For a small minority of pupils, the curriculum is not sufficiently challenging. These pupils become disengaged from learning. Leaders have identified this issue and are taking steps to improve the sequencing of the curriculum. Leaders of other curriculum areas have reviewed assessment procedures in light of the new schemes of work. Leaders use photographic and video evidence to check that teachers' assessments are accurate and support planning.

Children in Reception get off to a good start in their education. Relationships between children and adults are strong. Children settle quickly, are happy and feel

cared for. Carefully planned learning opportunities build on children's interests and experiences. A range of high-quality learning resources help to encourage children to be confident and resilient learners. The leader for early years works closely with subject leaders. This has strengthened their understanding of early language and development. Leaders are working to ensure that essential subject vocabulary and knowledge are clearly established from the very start.

Leaders prioritise the teaching of early reading. A recently introduced scheme for teaching phonics is building on the strong foundations that were already in place. The phonics leader has ensured that all teaching and support staff have received the training they need to deliver phonics sessions well. Most pupils read books that match the sounds that they know. Pupils in Reception and key stage 1 apply their phonic knowledge well in their writing. This is less strong in key stage 2. However, the phonics leader has provided additional support and resources to address this recently.

The exemplary personal development of pupils is a strength of this school. Pupils have a first-rate understanding of the importance of valuing individual interests and beliefs. Teachers provide pupils with rich opportunities to discuss a range of current news, topics, and events. This helps pupils to deepen their understanding of concepts such as democracy and equality. Pupils talk positively about their learning around a range of religions, cultures, and family structures. They have an excellent understanding of the protected characteristics.

Leaders have high ambitions of and expectations for all pupils with SEND. Pupils respond well to the support provided by the team of experienced support staff. The SENCo helps teachers to match learning to pupils' individual needs. Parents talk positively about the exceptional support they have received to help them navigate the SEND system. Staff signpost parents to external support and put carefully targeted interventions in place.

Teachers and support staff are proud to be part of this school. They speak highly of the support provided by senior leaders. Staff feel highly valued and say that leaders are approachable and prioritise their well-being. Leaders consider workload carefully when introducing new initiatives. Parents agree that communication between school and home is good. A small minority of parents would like senior leaders to respond more proactively to the concerns that they raise.

Governors hold leaders to account and provide appropriate challenge in most areas. For example, governors have ensured that the new relationships and sex education policy accurately reflects the diverse family structures within the local community. The chair of governors is proactive and ensures that all new members of the governing body understand their roles and responsibilities. Training opportunities for governors have been identified in areas such as early reading.

## Safeguarding

The arrangements for safeguarding are effective.

The designated leader for safeguarding, supported by the child and family support worker, has established robust and proactive procedures to help to identify pupils at risk of harm. Strong relationships with safeguarding partners ensure all concerns are followed through in a timely manner.

Procedures for the safe recruitment of staff are well managed. Leaders, including governors, ensure that all those who work in or visit the school are safe to do so. The excellent personal, social and health education (PSHE) curriculum ensures that pupils understand about positive and negative relationships.

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

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

- Subject leaders have identified the improvements needed to assessment in the foundation subjects. In some subjects, teachers do not ensure that planning systematically builds on what pupils know and can do. Leaders should ensure that the new approach to assessment is embedded across all subjects.
- The curriculum content and vocabulary in some foundation subjects is not clearly established from the start. Pupils do not learn all the knowledge and vocabulary they need to excel. Leaders should ensure that curriculum plans, from Reception through to Year six, include the essential knowledge and vocabulary for each subject.
- Governors' understanding of recent curriculum developments is not strong enough. Governors do not challenge leaders robustly. The chair of governors should ensure that all members have the knowledge and understanding necessary to hold leaders to account effectively.

## 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>	107861
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10199344
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Martin Hughes
<b>Headteacher</b>	Amanda Turner
<b>Website</b>	<a href="http://www.westbrooklaneprimaryschool.co.uk/">www.westbrooklaneprimaryschool.co.uk/</a>
<b>Date of previous inspection</b>	17 January 2007, under section 5 of the Education Act 2005

## Information about this school

- The current headteacher was deputy headteacher at the time of the previous inspection.
- A new senior leadership structure was established in 2015.
- All members of the governing body are new in post since the last inspection.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher and deputy headteacher, the leader for early years and key stage one, the leader for key stage two, and representatives of the governing body and the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography, and music. For each deep dive, inspectors 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.
- Inspectors also met with the subject leader for PSHE and viewed examples of resources and pupils' work.
- Inspectors observed pupils' behaviour in lessons and around school, including at break and lunchtime. Inspectors met with groups of pupils to discuss their views of the school.
- To judge the effectiveness of safeguarding, inspectors scrutinised the single central record, checked the procedures for the safer recruitment of staff and held a meeting with the designated safeguarding lead. Inspectors met with staff to check their understanding of safeguarding and the impact of any training received. Additionally, inspectors met with members of the governing body to discuss their statutory responsibilities.
- Inspectors talked to parents at the start and end of the school day and considered the responses to the Ofsted Parent View survey, including 54 free-text responses. In addition, inspectors considered the responses to the staff and pupil surveys.

### **Inspection team**

Alex Thorp, lead inspector

Her Majesty's Inspector

Gillian Douglas

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
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