

Inspection of Westgate Community Primary School and Nursery

Brooklands Close, Bury St Edmunds, Suffolk IP33 3JX

Inspection dates: 26 and 27 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Westgate Primary School and Nursery is an inclusive community school. This includes for pupils in the hearing-impaired unit (HIU), who are fully involved in the life of the school.

Pupils feel listened to and cared for. Routines are important and understood. They shape pupils' conduct. High expectations of how pupils should conduct themselves are framed in three 'Golden Rules' for behaviour. Pupils, including those in Reception, 'learn to act with kindness, follow instructions and take care of their school'. Some need, and get, extra help from skilled adults to do so. Pupils get along with each other and with adults.

Pupils support each other in their work. They enjoy the topics, such as 'hunter gatherers', that they study. Some pupils have found it tough to get back into the routine of learning in school after the periods of national lockdown. With guidance, they are on the way to becoming more assured learners.

Pupils know what bullying is, despite the fact there is very little in their school. They say adults help them if they have any concerns. One pupil summed up his friends' confidence, saying that adults in school are 'good people who sort out any problems that we have'.

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

Strong leadership and governance have led to many improvements. Leaders, governors and staff share a commitment to provide inclusive education. They understand their local community. This knowledge and commitment underpin leaders' decision-making.

Leaders are designing an ambitious curriculum for all pupils from Reception through to Year 6. In many subjects, this work is complete. Subject plans signpost what pupils need to learn and in what order. Teachers usually deliver these plans in line with leaders' expectations. In lessons, teachers emphasise and revisit key knowledge. They accurately assess how well pupils have grasped it. As a result, pupils, including those with special educational needs and/or disabilities (SEND), remember what they have been taught. Their work typically is of a good quality, for example, in computing, mathematics and reading.

In a few subjects, pupils do not build up knowledge as securely. This is because leaders have not given teachers such clear guidance about what to teach. For example, in science, teachers choose interesting topics and learning activities in lessons. However, these do not firmly build on what pupils have studied before. This means pupils' progression through the curriculum over time is slower.

Teachers have sharpened their focus on teaching pupils significant, subject-specific words. This refined focus is quite new. It is having a positive impact. For example,

children in Reception explore the meaning of 'wonderful words' like 'camouflage'. Older pupils accurately use mathematical terms to discuss their work.

Leaders have improved how reading is taught. This work is bearing fruit. Children in Reception begin to learn to read as soon as they join the school. Adults use every opportunity to encourage children to speak and listen. Children quickly learn to recognise, say and understand words.

Adults teach phonics accurately and with enthusiasm. Pupils read books that interest them and that are suitably matched to the sounds that they learn. Pupils, including those who find reading tough, pick up important early reading knowledge and skills. Teachers across the school also like to read. They read with, and to, pupils often. Teachers' enthusiasm rubs off on many pupils. Staff do not give up on less confident readers. Many pupils develop a love of reading.

Pupils with SEND get the right support to achieve well. For example, adults' use of sign language in lessons helps pupils with a hearing impairment access the same learning as their classmates.

A small number of pupils join the school having had a disrupted education before. Leaders are quick to put in place strategies so that these pupils experience success in their learning and behaviour. Emotional literacy support assistants play an important role in helping pupils become more socially confident and capable.

From the start of Reception through to Year 6, pupils are taught to be aware of their emotions and behaviours. They also develop an age-appropriate understanding of the ways that people's lifestyles, beliefs and abilities differ. The impact of this work is evident in pupils' kindness and acceptance of each other's differences. One pupil commented, 'School helps us to be ourselves no matter what our ability.' This summed up the view of many others.

Parents express their appreciation of the work of school staff, including during periods of national lockdown. They commented on staff's calm, patient approach with pupils. Many staff share a high opinion of their school, including leaders' support for their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have instilled a deep safeguarding culture. Governors check that this is the case. Staff receive appropriate safeguarding training and are diligent in this aspect of their work.

Leaders thoroughly check out any concerns reported to them. They make sure pupils and families get the support that they need.

Pupils are taught strategies to help them to stay safe. They are alert to risks posed when working or socialising online. Pupils know which adults to turn to if they are worried. Importantly, pupils trust that staff will put things right. All pupils said they feel safe. Almost all parents agreed.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have set out clear sequences of learning in many subjects. They have supported teachers to teach these plans effectively. In some areas of the curriculum, while the plans are in place and leaders have set out expectations of pupils' progression, the granular detail of what pupils should learn is not as clear. This means pupils are not building up their bank of knowledge as well as they should, year on year. Where this is the case, leaders should make plain what they expect pupils to learn over time. Leaders then need to give teachers appropriate guidance so that they are confident, knowledgeable and skilled to teach all areas of the curriculum well.

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

Unique reference number	124552
Local authority	Suffolk
Inspection number	10212381
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	318
Appropriate authority	The governing body
Chair of governing body	John Dixon
Headteacher	Jenny Cockett
Website	www.westgatecp.co.uk
Date of previous inspection	8 October 2020, under section 8 of the Education Act 2005

Information about this school

- Westgate Community Primary School and Nursery is a larger than average-sized primary school.
- The school's nursery is temporarily closed. Leaders plan for it to reopen in April 2022.
- The school currently makes use of one registered alternative provider.

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 leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in art, computing, mathematics, reading and science.

- For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. An inspector also listened to several pupils read.
- Inspectors also spoke with subject leaders and looked at curriculum plans and some pupils' work in a small number of other subjects.
- Inspectors met with the headteacher and other leaders, including the deputy headteacher, the assistant headteacher, the interim leader of the early years and the special educational needs coordinator.
- Inspectors looked at school documentation and spoke with leaders, teachers, support staff, members of the local governing body, pupils, parents and a representative from the local authority to establish the effectiveness of the school's safeguarding procedures.
- The lead inspector met those responsible for governance. In this meeting were three members of the local governing body, including the chair and the vice-chair.
- Inspectors also spent time observing and speaking with pupils in the school's breakfast club and at breaktimes and lunchtimes.
- An inspector spoke with a representative of the alternative provision used by the school.
- The lead inspector spoke with a representative of the local authority.
- Inspectors took account of the views of parents expressed in the 50 responses to Ofsted Parent View and in the discussions held with some parents at the start of the first day of the inspection.
- The inspectors considered the views in the 32 responses to the pupil survey, and in the 35 responses to the staff survey.

Inspection team

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