

# Inspection of a good school: Lowtown Primary School

Kent Road, Pudsey, West Yorkshire LS28 9BB

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Inspection dates:

1 and 2 March 2023

## Outcome

Lowtown Primary School continues to be a good school.

## What is it like to attend this school?

Pupils enjoy their learning in this school. The curriculum is being regularly refined and improved. Leaders are ambitious for pupils academically and in relation to their personal development. Pupils know they are cared for. As one pupil said, 'All the teachers are there for you. They really care.'

Pupils move around school calmly. There is an ethos of care, trust and respect within the school. Leaders set clear expectations of pupils' behaviour, and these are shared by staff. Pupils display the 'moral values' of the school in their interactions with staff and each other. Pupils feel that teachers are fair. When there are instances of bullying, they are taken seriously by staff and investigated thoroughly. Pupils have a strong understanding of what bullying is and what it is not. They understand how bullying can also take place online.

Pupils have positive attitudes to their learning. They are highly engaged and enthusiastic to share what they have learned and how they have improved. When they find their learning challenging, they are keen to persevere. Pupils look for opportunities in lessons to help each other.

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

Leaders are highly ambitious for pupils in this school. This ambition is reflected in the curriculum that leaders have developed. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. For pupils with more complex needs, a bespoke and tailored curriculum is in place. In subjects such as history, leaders have given careful consideration to the important knowledge and historical vocabulary they want pupils to learn. Pupils respond well to answering 'enquiry questions' which are designed to develop their understanding of historical concepts such as 'power' and 'invasion'. Subject leaders have regular opportunities to check how well their subjects are being taught. Some of these checks are not precise enough. They do not give leaders sufficient information about how well pupils that are in danger of falling behind in their

learning, including some pupils with special educational needs and/or disabilities (SEND), are achieving in the curriculum. Staff sometimes choose resources and activities that do not give these pupils the best chance of success.

There is a clear focus on the teaching of early reading. Phonics is taught from Reception. The phonics programme that leaders have chosen is taught with consistency. The books pupils are given to read closely match the sounds they have been taught. Teachers of early reading have strong subject knowledge. Pupils who need support with reading are quickly identified and supported. This support helps them to become fluent readers as quickly as possible. Older pupils who still need support with their phonics receive it. There is a positive culture of reading in the school. For example, pupils talk enthusiastically about their daily story time sessions and the books they read that are designed to help them to recognise inequality and discrimination.

Pupils' personal development is given high priority. Leaders have thought in detail about the curriculum and pupils' experiences as a whole and how it can give them the skills and knowledge that they need to be successful citizens. Pupils' wider development is made up of a variety of different elements that leaders have skilfully brought together through the curriculum. The school's 'moral values' and the personal, social, health and economic education curriculum also make it an integral part of daily life in the school. Pupils have a strong understanding of protected characteristics and know how to recognise prejudice and discrimination.

There are clear and detailed systems for identifying pupils with SEND. There are carefully considered adaptations to daily school life for these pupils to help them be successful, for example, changes to seating positions, use of visual timetables and other practical resources. These create a sense of routine and consistency that pupils with SEND benefit from and appreciate.

Staff feel connected to the work of the school. They feel involved in the improvements and refinements that leaders are making. They feel well supported with their workload and well-being. Leaders have introduced approaches and incentives to support staff with their well-being. Workload is an important consideration for leaders but not at the expense of lowering expectations for pupils. Governors have strong and clear systems to give them a clear picture of the strengths and areas of focus for the school. Governors' work is focused and strategic.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are vigilant and alert to any safeguarding risks in the community. Staff receive regular training and updates to recognise signs and symptoms of abuse. The culture of safeguarding in the school is built upon strong relationships between leaders and families. There are clear systems for staff to report concerns. These concerns are acted upon swiftly and diligently. Leaders reach out to external agencies to get extra support for families and pupils. Pupils are taught how to keep themselves safe online. They are also taught about issues like consent, privacy and safe touch.

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

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

- The checks that leaders make on their curriculum subjects do not always focus on the way the curriculum is being taught to the pupils who are lower attaining or in danger of falling behind, including those pupils with SEND. As a result, tasks in some lessons are not structured as precisely as they could be to support these learners to be more successful. Leaders should ensure that the checks leaders make on their subjects focus on identifying where teachers need more support to develop their practice in this area.

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

This is the second ungraded inspection since we judged the school to be good in December 2012.

## 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.

## 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>	107862
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10226939
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	209
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Ffion Hughes
<b>Headteacher</b>	Clare Armitage
<b>Website</b>	<a href="http://www.pudseylowtown.org.uk">www.pudseylowtown.org.uk</a>
<b>Date of previous inspection</b>	8 March 2017, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.

## 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 leaders and has taken that into account in their evaluation.
- During this inspection, the inspector met with senior leaders from across the school.
- The inspector spoke with members of the governing body, including the chair.
- The inspector carried out deep dives in reading, mathematics and history. For each deep dive, the inspector met with the subject leaders and reviewed curriculum plans, looked at pupils' work, visited lessons, spoke to teachers and spoke to pupils about their learning
- The inspector listened to pupils reading to a familiar adult and met with pupils formally in both same-sex and mixed groups.

- The inspector considered the views of parents through informal discussions at the beginning and end of the day and through Ofsted's online survey, Ofsted Parent View.
- The inspector spoke to a representative from the local authority.

### **Inspection team**

Liam Colclough, lead inspector

His Majesty's Inspector

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