

Inspection of Outwood Primary Academy Lofthouse Gate

Canal Lane, Lofthouse Gate, Wakefield, West Yorkshire WF3 3HU

Inspection dates: 19 and 20 April 2023

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Pupils flourish at this exceptional school. Leaders have established clear expectations based on 'Be Safe, Be Respectful, Be Responsible'. Staff consistently model these attributes through their interactions with pupils. This inspires pupils to do the same. They treat those around them with the utmost respect. Leaders have shaped a highly inclusive school culture. Pupils are proud to be themselves. Outwood Primary Academy Lofthouse Gate is a very happy place to learn.

Leaders place no limits on pupils' personal and academic development. Staff have established a curriculum that helps pupils to secure a deep knowledge of each subject. Pupils discussed their impressive understanding about trade and the canopy layers of a rainforest, for example. Leaders have established an extra-curricular offer that significantly enriches pupils' learning. Pupils gain certificates in first aid and sports leadership through the 'Outwood primary diploma'. Pupils rise to the high ambition set by leaders.

Pupils behave with impressive maturity towards each other, staff and visitors. Bullying almost never happens. When it does, staff manage it well. Adults have high expectations of behaviour and routines. They apply these expectations consistently well. Lessons are calm and focused. Pupils understand that what they learn now will help them with their aspirations for the future.

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

Leaders have established a broad and ambitious curriculum. They have made sure that pupils' knowledge builds as they move through school. Staff understand how learning develops step by step. Pupils receive expert guidance from teachers across a wide range of subjects. Staff plan exciting things for the pupils to do. Pupils find this learning irresistible. As a result, their knowledge is impressive. They talk confidently about the things that they know. Pupils with special educational needs and/or disabilities (SEND) follow the same ambitious curriculum as their peers. Leaders work to remove any barriers that pupils might face to their learning. They do this by making sure that all staff have the expertise to help pupils with SEND. Pupils with SEND receive the exact support they need. They master new knowledge quickly and are confident learners. Pupils with SEND flourish because of this exceptional support.

Teachers check to make sure that pupils remember what they are being taught effectively. Leaders have established '5 Pillars' to support pupils to recap knowledge, practise skills and learn from feedback. Teachers apply these '5 Pillars' consistently. This has a very positive impact on what pupils know and can do. Staff build in frequent opportunities for pupils to rehearse knowledge and become fluent. In the early years, children begin to learn the value of number and experiment with adding and subtracting different amounts. Across the wider curriculum, teachers plan tasks that allow pupils to practise using their knowledge. In art, for example, pupils

practise different sketching techniques. This helps them to complete remarkable observational drawings. In the early years, children use magnifying glasses to examine tadpoles. This supports their deep discussion about life cycles.

Children in early years get off to a flying start. Staff are experts in teaching them to read. Children's books are closely matched to the sounds that they know. This helps them to master phonics quickly and become fluent readers. Pupils who need it receive high-quality additional support to develop fluency and confidence in reading. Throughout the school, leaders invest in carefully chosen literature. Skilled staff share this literature with pupils. This inspires them to become reading ambassadors. They share their book recommendations in newsletters and support younger peers with their reading. Pupils in this school love reading.

Leaders' work to promote pupils' personal development is exceptional. They have established a bespoke curriculum. Pupils develop a deep understanding of different faiths, relationships and well-being. Pupils talk about issues like consent and healthy relationships with considerable maturity. Leaders deliberately broaden pupils' experiences. For example, Year 2 pupils take part in a career conference. Year 5 pupils publish their own newspaper, and pupils in Year 6 learn about engineering. Pupils develop their character through the many leadership roles they can apply for. Some take part in the school parliament, while others work as digital leaders and well-being champions. This work informs pupils' respectful treatment of everyone around them. One pupil summed up the difference this makes, saying, 'We treat everyone equally, and we are not ashamed of who we are.'

Those responsible for governance are extremely knowledgeable about the school. They use their experience well to challenge and support leaders. Leaders deliver highly effective professional development for all staff. This helps staff to become experts across different aspects of the curriculum. The workload and well-being of all staff are a priority. Leaders listen to staff and make deliberate changes to support work-life balance. Staff are very proud to work at this inclusive school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff receive regular training about safeguarding. A weekly meeting helps to ensure that staff knowledge is up to date. Staff know the signs that suggest a pupil may be at risk of harm. They know which pupil groups might face additional risks. Staff report any concerns promptly. Leaders take swift action to keep pupils safe. This is carefully documented. Leaders are tenacious in securing the support that pupils and families need.

Pupils know how to keep themselves safe, including when online. Pupils take part in weekly lessons that help them to understand how to manage some of the risks they might face. Pupils have trusted adults, who they feel confident reporting any concerns to. They know that staff will act quickly to help them.

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

Unique reference number	140085
Local authority	Wakefield
Inspection number	10255629
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	473
Appropriate authority	Board of trustees
Chair of trust	David Earnshaw CBE
Principal	Rebecca Hewitt
Website	www.lofthousegate.outwood.com/
Date of previous inspection	25 and 26 February 2020, under section 8 of the Education Act 2005

Information about this school

- The school is a larger-than-average primary school, with nursery provision.
- The school runs a breakfast club for pupils who attend.
- The school does not make use of alternative provision.

Information about this inspection

The inspectors carried out this graded 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 met with senior leaders, subject leaders and teachers. The lead inspector met with the special educational needs coordinator.
- The lead inspector held a meeting with three governors, including the chair of the governing body.

- The lead inspector held a meeting with two trustees of Outwood Grange Academies Trust.
- Inspectors carried out deep dives in these subjects: reading, mathematics, geography, science and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to a sample of pupils read to a familiar adult.
- The lead inspector met with the designated safeguarding leader to review a range of documents, including the school's log of safeguarding incidents. Inspectors also spoke to staff about how they keep pupils safe. The lead inspector reviewed the school's single central record with the staff member responsible for maintaining the record.
- Inspectors scrutinised a range of other documentation, including records of pupils' behaviour, governor meeting minutes and leaders' evaluation of the school.
- Inspectors spoke informally to pupils to gather their views on school life. They also talked to parents at the start of the school day.
- To gather parents' views, inspectors took account of the views of parents from Parent View, Ofsted's online questionnaire, including free-text comments.
- To gather the views of pupils and staff, inspectors took account of the staff survey and pupil survey.

Inspection team

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His Majesty's Inspector

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Ofsted Inspector

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