

# Inspection of The Westgate School

Cheriton Road, Winchester, Hampshire SO22 5AZ

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Inspection dates: 14 and 15 November 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Good**

Previous inspection grade

Good

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

Pupils embody the school's motto of 'learning together, achieving excellence' at this excellent all-through school. Staff have remarkably high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Pupils rise to meet these consistently. As a result, pupils achieve exceptionally well.

Dedicated staff champion pupils to enable them to learn deeply. Staff use regular reviews of pupils' progress to enable a sharp focus on pastoral and academic support. Pupils are confident that staff know them well and want the very best for them. This means that pupils share a strong sense of belonging to the flourishing school community.

Everyone knows that the school values, 'be kind, be respectful, be responsible', underpin much of what they do. Older pupils aspire to be on the school council and act as strong role models for younger pupils to look up to. Pupils feel they actively have a voice at the school. Some, who are 'digital leaders', administer the 'Big Ask' survey to their peers. The student council interrogates the results and uses this to inform discussions with senior leaders about improvements to the school. The extensive range of clubs and trips that extend and support the curriculum helps to broaden pupils' horizons.

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

The school is highly ambitious for all pupils. The curriculum is meticulously planned. 'Golden threads' run throughout, linking learning in the early years to specialist subjects in the primary and secondary phases. This coherent approach means that knowledge, skills and understanding develop and deepen over time very effectively. Early and accurate identification of pupils' needs ensures that pupils with SEND get the help they need as soon as possible. Teaching is expertly adapted so that disadvantaged pupils, including pupils with SEND, learn exceptionally well. The school ensures that everyone studies a broad and challenging curriculum. At key stage 4, a large proportion of pupils gain qualifications in the English Baccalaureate suite of subjects. This means that they are extremely well prepared for the next stages of their education.

Staff are highly skilled. Their subject knowledge is very strong. Regular opportunities to share expertise across phases mean that pupils benefit from a coherent and specialist curriculum across the school. Regular checks on pupils' learning enable teachers to accurately identify what pupils know and remember. Pupils' sophisticated understanding of their learning means they can explain their thinking confidently and accurately.

Reading is a top priority throughout the school. No time is wasted. Expert staff teach children to read from the minute they join the school. Books precisely match the sounds pupils are learning. Accurate and effective support helps pupils to catch up quickly if they have fallen behind. Pre- and post-teaching of vital phonics knowledge

supports pupils' learning. Older pupils relish supporting younger pupils to read, learn and appreciate the joy of poetry.

Children in Reception get off to a strong start, especially in reading and early mathematics. However, the school's sharp focus on embedding critical vocabulary is developing. As a result, some staff occasionally do not capitalise on every opportunity to extend children's learning further so that they achieve highly. The well-planned curriculum promotes social and emotional development effectively. Children quickly learn how to communicate effectively and become independent learners. This helps to prepare them well for key stage 1.

Pupils' behaviour is exemplary. Relationships between staff and pupils are remarkably positive. Strong pastoral support is individualised for pupils' needs. Staff teach pupils how to work together effectively and listen to each other respectfully. This leads to exceedingly positive attitudes to learning. At all ages, pupils behave with maturity and care for each other.

The school prioritises the wider development of pupils. From a young age, pupils learn vital leadership qualities and how to serve their own community. Younger pupils respect their older peers in positions of leadership and eagerly aspire to take on these responsibilities themselves. The 'Westgate Community Challenge' inspires all pupils in Years 7 and 8 to participate in a wide range of opportunities to develop their skills and to serve others. The house system promotes a strong sense of belonging. Careers information, education, advice and guidance is a significant strength of the school. Pupils receive timely and highly personalised information to support and inform their choices after school.

The school places a very high priority on the development and training of staff. There is a strong focus on excellence in all areas. Staff value the opportunities to refine their knowledge and skills deeply. Governance is a strength of the school. Governors are knowledgeable and passionate. They provide highly effective support and challenge. Leaders support staff very well. Staff are incredibly proud to work at this school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	116407
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10287903
<b>Type of school</b>	All-through
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1,625
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Penny Catchpole
<b>Headteacher</b>	Fae Dean
<b>Website</b>	<a href="http://www.westgate.hants.sch.uk">www.westgate.hants.sch.uk</a>
<b>Dates of previous inspection</b>	21 and 22 September 2022, under section 8 of the Education Act 2005

## Information about this school

- The school uses two registered and two unregistered alternative providers to meet the needs of a small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: Early reading, mathematics, science, music, geography, and design and technology (food). 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. Inspectors also visited a wide range of subjects on the second day of the inspection.
- Inspectors talked to a wide range of pupils and observed their behaviour in lessons and during social times.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with senior leaders, staff and pupils. They also spoke with a selection of governors, including the chair, and representatives of the local authority.
- Inspectors looked at a range of documentation provided by the school. This included the school's self-evaluation, published information about pupils' performance and minutes of governing body meetings.
- Inspectors considered responses to the Ofsted Parent View questionnaire, including free-text responses. They also took account of the responses to the staff survey and gathered the views of both staff and pupils throughout the inspection.

## Inspection team

Linda Culling, lead inspector	His Majesty's Inspector
Ed Mather	His Majesty's Inspector
Charlotte Wilson	Ofsted Inspector
Lea Hannam	Ofsted Inspector
Martin Hacker	Ofsted Inspector

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