

# Inspection of a good school: Westgate Primary School

Summerhill Road, Dartford, Kent DA1 2LP

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Inspection dates:

3 and 4 July 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

The headteacher of this school is Laura Crosley. This school is part of Cygnus Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Danielle Lewis-Egonu, and overseen by a board of trustees, chaired by Ryan Clifford.

## What is it like to attend this school?

Pupils flourish in this highly ambitious and inclusive community. They play an active role in making it an exciting and vibrant place to be. Pupils rise to staff's high expectations and relish the interesting opportunities the school provides. They show a zest for learning and are immensely proud of their work. Pupils develop independence and collaborate extremely well with others. They have the resilience to keep trying as they strive for excellence in all that they do. Consequently, pupils achieve highly across the curriculum.

Pupils are incredibly well behaved. Children in early years settle quickly and develop an enthusiasm for learning. The school's focus on supporting character development prepares pupils exceptionally well for their future lives. Pupils relish taking on positions of responsibility, such as class monitors, school council representatives, Year 6 ambassadors and play leaders.

Relationships between staff and pupils are warm and respectful. Pupils are safe and feel valued and listened to. They know that they are part of the 'Westgate family'. As one parent said: 'This school is second to none. As well as providing a top-class education, staff also develop our children's social and emotional skills, self-confidence, empathy, creativity and teamwork.'

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

The school places no limit on pupils' learning or aspirations. It has created a curriculum that is resolutely focused on all pupils achieving the very best they can. In each subject, the important knowledge and skills to be taught are identified and sequenced precisely so that pupils return to and deepen their understanding securely. This careful curriculum thinking means that children in early years develop strong foundational knowledge in readiness for Year 1. Disadvantaged pupils benefit particularly well. Staff identify pupils' additional needs accurately. Where necessary, they adapt lessons to meet pupils' special educational needs and/or disabilities (SEND) and to support those who speak English as an additional language.

Teaching staff are highly skilled and knowledgeable about the subjects they teach. They are well supported by school leaders and the trust. For example, staff share their knowledge and expertise with other colleagues from across the trust. Staff successfully develop and broaden pupils' vocabulary, enabling them to explain their ideas confidently and with clarity. Regular checks on what pupils know and can do ensure that any gaps or misconceptions are addressed swiftly. As a result, pupils achieve exceptionally well. This means that they are very well prepared for the next stage of their education.

Reading is central to all learning. Children are introduced to phonics from the moment they join the school. Expert staff ensure that pupils read books which are well matched to the sounds they know. For pupils who are new to English, or those who find learning to read more difficult, staff waste no time in providing well-targeted extra support. This ensures that pupils gain the reading skills they need to access the full curriculum effectively. They quickly learn to read fluently and with comprehension and develop a love of reading.

Pupils love coming to school and their attendance is high. In lessons, pupils are captivated by their learning and are motivated to gain new knowledge. They show high levels of concentration and engagement. This includes children in early years, who appreciate the wealth of exciting and fascinating learning experiences that await them, both inside and out.

The promotion of pupils' wider development is exceptional. A wide range of trips and visits enhance their interests and harness their talents superbly. All pupils, including the disadvantaged, take part in a rich range of extra-curricular activities. These include the ever-popular sports clubs, choir, art and cooking. Pupils learn about different lifestyles, cultures and beliefs. They talk maturely and with consideration about the importance of mutual respect and individual liberty. Pupils are very well prepared for life in modern Britain.

Leaders, including those responsible for governance, are highly ambitious for the school community. Trustees and local governors have an accurate understanding of the school's strengths and priorities for ongoing development. They challenge and hold leaders to account effectively. Staff express great pride about working here. They are well supported by leaders to provide the very best for pupils. Staff are appreciative of the many steps the school takes to support their well-being and manage their workload.

## Safeguarding

The arrangements for safeguarding are effective.

## 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 first ungraded inspection since we judged the school to be good in March 2019.

## 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>	142613
<b>Local authority</b>	Kent
<b>Inspection number</b>	10341797
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	212
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Ryan Clifford
<b>CEO of trust</b>	Danielle Lewis-Egonu
<b>Headteacher</b>	Laura Crosley
<b>Website</b>	<a href="http://www.westgateprimary.org">www.westgateprimary.org</a>
<b>Dates of previous inspection</b>	5 and 6 March 2019, under section 5 of the Education Act 2005

## Information about this school

- Westgate Primary School is part of Cygnus Academies Trust.
- At the time of the inspection, the deputy headteacher was the acting headteacher. The headteacher was on maternity leave. However, she was present during the inspection.
- In September 2023, a new chief executive officer and chair of local governing committee were appointed. The chair of trustees took up their role in January 2024.
- The school is not currently using any alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.

- The inspector met with the headteacher, the acting headteacher, school leaders, senior staff from the trust, staff and pupils. She also met with the chair of the board of trustees and the chair of the local governing committee.
- The inspector carried out deep dives in these subjects: early reading, mathematics and physical education. For each deep dive, she held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also considered the curriculum and looked at samples of pupils' work in history.
- To evaluate the effectiveness of safeguarding, the inspector: 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.
- The inspector considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school.
- The inspector took account of the responses to the Ofsted Parent View questionnaire, including the free-text responses.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspector reviewed a range of documentation, including the school development plan and the pupil premium funding plan.

### **Inspection team**

Louise Walker, lead inspector

His Majesty's Inspector

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