

Inspection of Clapgate Primary School

Cranmore Drive, Leeds, West Yorkshire LS10 4AW

Inspection dates: 9 and 10 July 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Everyone is welcome and made to feel special at Clapgate Primary School. Pupils celebrate and value each other and the adults who work with them. In the words of one pupil, reflecting the view of many, 'Adults help me with my learning. I love it when they do this and I learn lots.'

Pupils relish their outdoor learning, especially looking after the chickens and goats. They say this helps their mental and physical health. Pupils are proud that the produce they grow on the school's allotment is used in the community kitchen.

Pupils know there is always someone to help if they have a worry or fall out with another pupil. Children are taught how to stay safe online and in the local community from the time they start in the early years. Pupils challenge adults, including inspectors, if their lanyards are of an unfamiliar colour.

Adults have the highest ambition for every pupil, including pupils with special educational needs and/or disabilities (SEND). They expect each pupil to try their hardest at everything they do. Pupils respond positively to these expectations and achieve well. Knowledge, spark, humanity, grit and team are the school's golden threads. They are woven through every aspect of pupils' education.

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

Children make a flying start to their education in the early years. They settle quickly into the school's routines. Adults are very skilled practitioners. They model speaking and listening skills with expertise. They encourage the children to join in. This helps children, including those with SEND, to make particularly good progress from their starting points. Adults plan classroom activities to inspire children with awe and wonder. Activities such as 'stay and play' help build positive relationships with parents and carers from the start.

The school prioritises reading as soon as children enter the Nursery. The school provides a free lending library for families at the front gate. Adults teach the school's phonics scheme consistently and accurately. They make sure that pupils' reading books are well matched to the sounds they know. Pupils read with enthusiasm. They try to read with expression. They show tenacity and resilience when reading unfamiliar or difficult texts. Pupils who find reading difficult receive the extra help they need to catch up and keep up.

The school regularly reviews the content of the planned curriculum in each subject. Curriculum leaders receive appropriate training. The curriculum is enriched with educational visits to museums and places of worship. These help pupils, including those with SEND, to achieve well.

The school has established systems to check pupils' learning. Some of these systems are not followed as consistently and precisely as they need to be. As a result, the

school is not sure that the curriculum in some subjects is being fully taught as planned.

The school has created a harmonious atmosphere where pupils behave consistently well. Pupils learn how to remain calm and deal with disagreements respectfully. Pupils work and play happily together. They display the care and consideration modelled to them by every adult in the school. Pupils' attendance is improving and is now close to the national average. The school makes every effort to build trust with families. Families support the school in its efforts to improve their children's attendance.

The school's work on pupils' personal development is exceptional. Pupils talk confidently to familiar and unfamiliar adults about their school. Older pupils relish the roles and responsibilities they can undertake. Members of the school council talk maturely about how much pupils' behaviour has improved. The arts councillors are proud of their role in writing and editing a termly magazine. They also curate the annual art exhibition in school. Pupils talk knowledgeably about respecting the protected characteristics such as disability and religion. They know about fundamental British values such as tolerance and democracy. Pupils explain how these values are evident in school. Pupils know about world religions and the importance of respect towards people whose views may differ from their own. Pupils' achievements in and out of school are valued and celebrated. They show a great sense of pride in the displays of trophies and certificates. Pupils' education is rich with experiences that equip them very well for the next stage of their education and life outside of school.

The school has successfully created a culture of care, compassion and high expectations. Governors support and challenge leaders well to make the school even better. Governors and leaders are very positive role models. Adults and pupils follow their example and strive to be the best they can be. Staff feel supported by the school. Leaders are considerate towards staff well-being.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not check on the implementation of the intended curriculum closely enough in some subjects. This means that plans to further improve the quality of education that pupils receive are not sufficiently precise. The school should ensure that its systems to check on pupils' learning are adhered to consistently.

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

Unique reference number	107958
Local authority	Leeds
Inspection number	10320343
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	442
Appropriate authority	The governing body
Chair of governing body	Dave Bache
Headteacher	Natasha Singleton
Website	www.clapgateprimaryschool.co.uk
Date of previous inspection	27 March 2019, under section 8 of the Education Act 2005.

Information about this school

- This school is much bigger than the average-size primary school.
- The proportion of pupils with SEND who receive support is well above average.
- The school does not use any form of alternative provision.
- The school has a before-school club managed by the governing body.

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.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During the inspection, the inspectors met with the headteacher, other school leaders and governors. Inspectors also spoke with a representative of the local

authority.

- Inspectors spoke with parents at the start of the school day and considered the responses of parents to Ofsted’s online survey, Ofsted Parent View, and comments gathered through free text.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and design and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils’ work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff, and pupils; reviewed documents; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.

Inspection team

Stephen McMullan, lead inspector	Ofsted Inspector
Jo Robinson	Ofsted Inspector
Lee Swift	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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