

Inspection of Lower Wortley Primary School

Lower Wortley Road, Leeds, West Yorkshire LS12 4PX

Inspection dates: 24 and 25 September 2024

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

What is it like to attend this school?

Pupils enjoy learning and are happy at this welcoming school. Pupils behave well in lessons and around the school site. Pupils care for each other and positive attitudes are established early in school.

Pupils are keen to attend school and have strong relationships with their teachers. Pupils feel safe and have trusted adults that they can approach for help. They learn about road and water safety.

Most pupils show good progression through the curriculum. Children in early years are well prepared for key stage 1. However, pupils in key stages 1 and 2 do not routinely learn enough knowledge to develop a thorough understanding in some wider curriculum subjects. In these subjects, pupils do not know enough subject-specific vocabulary to help them explain what they have learned. Pupils struggle to apply their knowledge in these subjects. Pupils' gaps in knowledge are sometimes not identified and dealt with quickly enough.

Pupils are encouraged to take on positions of responsibility and contribute to school life. For example, some pupils represent the school via the school council or become elected as team captains. Pupils participate in a range of extra-curricular clubs, such as choir, dancing and eco-club.

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

The school has prioritised curriculum development in core subjects. Most pupils, including those with special educational needs and/or disabilities (SEND), achieve well in these subjects. However, pupils do not make the same progress through the curriculum in some subjects beyond that of English and mathematics. They do not consistently learn enough knowledge or subject-specific vocabulary to be well prepared for secondary education.

In some subject curriculums, it is unclear what precise knowledge and vocabulary pupils need to learn at different stages. As a consequence, teachers are sometimes unclear what knowledge should be taught and when. This means that pupils do not routinely develop more complex knowledge and understanding over time. The school has introduced new ways to check how well pupils have learned the curriculum. However, these systems are not yet working effectively to identify pupils' gaps in knowledge.

There is clarity in the design of the early years curriculum. Staff carefully select learning tasks that develop their communication and language skills and build their wider knowledge. They make a good start to learning phonics. This was not previously the case. The use of a new phonics programme is having impact. Staff deliver this with expertise, making sure they give children plenty of opportunity to practise their sounds outside of the structured phonics sessions.

Pupils encounter a range of high-quality texts to develop their love of reading. Pupils enjoy reading and talk about their favourite stories. Pupils who are weaker readers are identified quickly and receive additional support from trained staff.

The strong behavioural routines begin from the outset in early years. For example, children are taught to line up sensibly, move around the school quietly and be respectful to others. Pupils develop highly positive attitudes to learning as they progress through the school. Pupils are attentive in lessons and enjoy learning. Those with specific needs are supported in various ways. For example, the school has new behavioural systems, which allow pupils to communicate and regulate their feelings. Pupils learn about mental health and well-being and know where they can find support.

Pupils develop a moral code of positive values through the school's personal development programme. The school's 'life' curriculum ensures that pupils are prepared for the wider world. Pupils learn about pertinent topics such as discrimination and about healthy relationships. They learn about changes to their bodies during puberty. Pupils develop a sense of responsibility through various leadership positions. For example, some pupil leaders support younger pupils in key stage 1 with the school's 'Scrap Shed' project.

The school is on an improvement journey. The school has a strong culture of respect for diversity. This is well established. However, leaders are keen to prioritise their immediate improvement work on other areas of the school. Leaders are aware, for example, of the need to provide training for subject leaders to support them with their curriculum responsibilities. Governors fulfil their statutory responsibilities and challenge leaders at the school. They monitor staff workload and 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 has not identified the precise knowledge and subject-specific vocabulary that pupils need to learn in the foundation subjects. As a result, pupils do not develop detailed knowledge and understanding in these subject areas. The school should ensure that precise knowledge and subject-specific vocabulary are identified throughout the curriculum.
- Methods of assessment are used inconsistently across the school. In some lessons, the methods used to check pupils' learning is less effective than others. This means that gaps in pupils' knowledge are sometimes not identified. The school should ensure that there is a consistent approach to assessment across the school, and that teachers are supported to accurately determine what pupils have learned, so gaps in knowledge are readily addressed.

- The school has not provided leaders of some foundation subject areas with sufficient subject-specific training. This limits their ability to plan a high-quality curriculum. The school should ensure that leaders of foundation subjects have had sufficient subject-specific training so that they can effectively lead on their areas of responsibilities.

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	107972
Local authority	Leeds
Inspection number	10346216
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	331
Appropriate authority	The governing body
Chair of governing body	Alison Ferguson
Headteacher	Jayne Geldard
Website	www.lowerwortley-pri.leeds.sch.uk
Dates of previous inspection	26 and 27 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative providers of education.
- The school is a larger than average-sized primary school.
- The proportion of disadvantaged pupils for whom the school received the pupil premium funding is average.
- The proportion of pupils with SEND is below average.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- To evaluate the effectiveness of safeguarding, the 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 spoke to senior leaders, including the headteacher and a member of the local governing body.
- Inspectors spoke to a representative from the local authority.
- Inspectors carried out deep dives in these subjects: mathematics, early reading, geography and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors evaluated responses from parents to Ofsted's online survey. They spoke with some parents. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online surveys.

Inspection team

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