

Westgate Primary School

Scarborough Road, Westgate, Otley, LS21 3JS

Inspection dates

11- 12 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- Under the visionary guidance of the restructured leadership team, the school has made considerable improvement, particularly in the last 12 months and has demonstrated excellent potential to continue to do so. Leaders have successfully created an environment where everyone is valued and encouraged to have the highest of aspirations. High quality professional development is driving the school forward.
- Teaching is good with many outstanding features. Teachers' imaginative ideas for lessons enthuse pupils and make learning meaningful. Support staff are skilled and contribute significantly to pupils' learning.
- Behaviour is outstanding and pupils have an excellent understanding of keeping safe. Pupils thoroughly enjoy being in school and feel they are very well looked after. They respond exceptionally well to the outstanding provision for their spiritual, moral, social and cultural development.
- Achievement is good. All pupils make good progress, with some making outstanding progress, so by the end of Year 6, attainment is above average in writing, well above average in reading, and even higher in mathematics.
- The provision for pupils who are disabled or who have special educational needs is excellent. Consequently, they thrive, as well as making remarkable progress. Similarly, the school enables pupils who have a gift or talent to excel.

It is not yet an outstanding school because

- Pupils do not consistently make as much progress in writing as they do in reading
- The quality of teaching is not yet outstanding.

Information about this inspection

- Inspectors observed 14 lessons, of which two were joint observations with the headteacher. In addition, the inspection team made a number of other short visits to lessons.
- Meetings were held with two groups of pupils, the Chair of the Governing Body, other governors and staff, including senior and middle managers.
- Inspectors took account of the 51 responses to the on-line questionnaire (Parent View) in planning the inspection. In addition, they looked at the responses to the school's own survey conducted two months prior to the inspection.
- They observed the school's work, and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance and documents related to safeguarding.

Inspection team

Katharine Halifax, Lead inspector

Additional inspector

Carol Machell

Additional inspector

Full report

Information about this school

- This average-sized primary school is situated on the outskirts of the town.
- At 5%, the proportion of pupils eligible for pupil premium is below average.
- The proportion of pupils identified as disabled or with special educational needs is broadly average, though those at school action plus or with a statement of special educational needs is below average.
- Almost all pupils are of White British heritage. A small number are from minority-ethnic groups, mostly of Asian or mixed background.
- By Year 6, the school meets the current floor standard set by the government for pupils' attainment and progress.
- A new headteacher took up post a year ago.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring planning identifies the knowledge and skills pupils will acquire in each lesson
 - ensuring the teaching of writing is cohesively planned and implemented in all subjects.
- Ensure all pupils consistently make as much progress in writing as they do in reading by:
 - using every opportunity to reinforce pupils' spelling, punctuation, grammar and sentence structure in all subjects
 - providing more opportunities for pupils to write at length and for different purposes in all subjects.

Inspection judgements

The achievement of pupils

is good

- Inspection findings endorse the views of parents that pupils make good progress. Their progress in reading is well beyond that expected. It is excellent in mathematics and when speaking and listening. However, pupils do not make quite the same very rapid rate of progress in writing. Their progress in spelling, grammar, punctuation and sentence structure is not always consistent. In addition, while they write for different purposes, such as instructions in science, captions in geography and letters in history, they do not have enough opportunities to write at length in these and other subjects.
- Though in their first few days of education, children in the Early Years Foundation Stage have settled quickly and are already familiar with routines. Children enter the school with skills broadly expected for their age. As the result of effective provision they make good progress and are well-prepared for Key Stage 1 and the National Curriculum.
- The above average attainment for pupils in Key Stages 1 and 2 has been maintained since the previous inspection. However, attainment in English at Key Stage 2 is not as high as in mathematics because of pupils' writing. Leaders ensure every pupil has equality of opportunity. As a consequence, differences between boys and girls, and between different minority-ethnic groups are quickly remedied so all make similar progress.
- Reading is of a high standard throughout the school. Daily phonics (the connection between letters and the sounds they make) sessions enable younger pupils to acquire a range of skills to help them recognise new words. The very good progress continues through Key Stage 2, so by Year 6, pupils are fluent and read with deeper understanding. Pupils enjoy reading. They show a good knowledge of a wide variety of authors and confidently compare texts.
- The school caters successfully for a wide range of disabilities and special educational needs. Leaders make very good use of teacher and governor knowledge, and of skilled support workers in the provision for these pupils. As a result these pupils visibly grow in confidence and make considerable strides in their learning.
- Equally, pupils who have a gift or talent are quickly identified and provided for. This has enabled, for example, excellent musical performance using a variety of instruments, including the ukulele, and participation for some pupils to play in the town's well-respected brass band. Similarly sporting achievement is fostered and built upon. Those who shine academically are helped further their knowledge through challenging work and clubs.

The quality of teaching

is good

- Pupils make good progress because adults are knowledgeable about the subjects they teach and how their pupils learn. The teaching of mathematics is first rate with pupils receiving a rich diet which extends their mental agility and problem-solving skills very successfully. Equally, adults' enthusiasm for literature and the opportunity to read widely contributes significantly to pupils' learning. While considerable improvement has been made in the teaching of writing, leaders recognise work still needs to be done.
- Assessment is accurate and used effectively when planning further work. However, where teaching has less impact, the planning sometimes identifies the activities to be covered, rather than the knowledge and skills the pupils will acquire. Lessons are planned conscientiously and are introduced through posing a searching question at the start of each lesson. This motivates pupils. For example, pupils in Year 1 were bursting to start work on 'Can I write a caption?' After listening carefully to the steps they needed to go through to be successful, they applied themselves well and produced interesting captions.
- Tasks are carefully matched to pupils' abilities enabling all to make progress. Teachers promote numeracy and reading well in other subjects. However, while all teachers plan for pupils to write in all subjects, opportunities are missed, for example to record the key

vocabulary for the lesson, or to write at length in different subjects.

- Teachers are skilled in encouraging pupils to learn independently in class and at home. For example, homework questions such as, 'What do I want to know about India?' have produced some high-quality research and contributed well to learning.
- Pupils' thirst for learning is boosted through activities designed to have them on the edge of their seats. For example, when launching a new science topic, 'What am I like inside?' Year 3 pupils were bursting to identify an item concealed in a box. Through a game with 'yes' or 'no' answers, the teacher carefully checked their previous scientific knowledge. Pupils gasped as a sheep's skull was revealed prior to them embarking on work on the human skeleton.

The behaviour and safety of pupils are outstanding

- Inspection findings endorse the views of parents and pupils that behaviour is outstanding. As a result of exceptional relationships between adults and pupils, and a consistent application of the behaviour policy, those who have a history of emotional and behavioural difficulties respond exceptionally well to the systems in place. Right from the Early Years Foundation Stage, children and pupils make an excellent contribution to their own learning and to the community, through their exemplary behaviour and levels of interest shown.
- The well-above average levels of attendance demonstrate pupils' very positive attitude to all the school has to offer. Pupils are proud of their achievements, with Year 6 relating, for example, the skills they acquired planning and executing their Olympics Week. In addition, they say how the 'Aspirations Week' set them thinking about their personal attributes and the possible choices open to them in life.
- Pupils are courteous, articulate, and mature, and look out for each other. They say cases of bullying such as name calling are rare and when they do occur are acted upon immediately.
- Pupils say how they are influenced by the 'Westgate Way', striving to achieve the coveted weekly 'Westgate Always Person' award and to demonstrate the personal qualities expected as 'The Westgate Way' in all that they do.
- Pupils have a comprehensive understanding of keeping safe and are articulate about, for example, the dangers of using the internet.

The leadership and management are outstanding

- The ambitious leadership of the headteacher deputy headteacher and leadership team has inspired all staff. As a result of extensive professional development and personal teacher targets focused on the school priorities, pupils' learning is going from strength to strength. This is within the context of ensuring high quality pastoral care. Excellent links have been established with families, including those who find visiting school difficult. Effective links with a number of health and other professionals safeguard and protect all pupils, including those whose circumstances make them potentially vulnerable.
- Leaders are analytical and always looking for ways to improve the provision. Recognising the school's strengths, the local authority provides light touch support. Following the previous inspection, as a result of some inconsistencies in teaching, pupils' progress was not consistently good. The rigorous monitoring of classroom practice has eradicated the previous underperformance and inconsistency in teaching and consequently raised achievement. Staff training is relevant and having considerable impact on, for example, the teaching and learning of pupils with autism.
- Systems for tracking the progress of individuals and groups of pupils are robust and used successfully to provide additional help for pupils who learn more slowly, or who have gaps in their learning. Where appropriate, these are included in the school development plan. For example, leaders were quick to respond to the underperformance of girls in mathematics in

some classes. In addition to raising girls' attainment, by the end of the last Year 6, 20% of the class were working at the level expected in Key Stage 3. Leaders are aware that progress in writing is not as good as it should be. They aim to tackle this and appropriate strategies are identified in the new development plan.

- The imaginative curriculum provides pupils with memorable experiences. Imaginative themes inspire and engage them. Furthermore, it has been successfully adapted to reflect the school and community. For example, a topic researching a new bridge over the local river not only extended pupils' geographical, mathematical and design knowledge, but also furthered their understanding of citizenship. Over the past year, considerable improvement has been made to resources for information and communication technology. The school can now teach all the required elements and is raising attainment in information and communication technology. Pupils speak with pride and enthusiasm about their achievements in animation and film-making. Adults in the Early Years Foundation Stage are familiar with the new requirements and are already implementing these. Parents are appreciative of the weekly summary of progress in each topic.
- Conscious that the school has an almost all White population, to increase pupils' appreciation of diversity, fruitful links have been formed with schools in Kenya, Italy and Nepal. In addition, activities such as Black history month and the Stephen Lawrence Award have been instrumental in pupils' understanding of other cultures.
- Finances have been used imaginatively to adapt the Grade 2 listed building to give more teaching space and for attractive improvements outdoors. The allocation of pupil premium funding has been planned wisely to raise the attainment of the pupils it is designed to help.
- **The governance of the school:**
 - the governing body and leadership team works as an integrated team, fiercely challenging each other to drive school improvement.
 - their in-depth knowledge of education, interpreting data, health, the expressive arts and social care is of immense benefit to the school.

What inspection judgements mean

School

Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number 107879

Local authority Leeds

Inspection number 403052

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school All-through

School category Community

Age range of pupils 3 – 11

Gender of pupils Mixed

Number of pupils on the school roll 250

Appropriate authority The governing body

Chair Pippa McPherson

Headteacher Helen Carpenter

Date of previous school inspection April 2008

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