

Inspection of an outstanding school: Western Primary School

Cold Bath Road, Harrogate, North Yorkshire HG2 0NA

Inspection dates:

20 and 21 March 2024

Outcome

Western Primary School continues to be an outstanding school.

The headteacher of this school is Tim Broad. This school is part of Red Kite Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Richard Sheriff, and overseen by a board of trustees, chaired by Chris Tulley.

What is it like to attend this school?

Pupils are extremely proud to attend this happy and vibrant school. Pupils flourish here. They talk with enthusiasm and interest about their learning. The school supports pupils' emotional needs well. All pupils, including pupils with special educational needs and/or disabilities (SEND), thrive at this school.

Pupils behave consistently well both in lessons and during social times. Their behaviour reflects the school's values. Pupils demonstrate high levels of respect and kindness towards one another. Relationships across the school community are highly supportive. Pupils are safe. They trust staff to look after them. Pupils enjoy coming to school.

Pupils benefit from an extensive range of opportunities outside of lessons. These opportunities contribute strongly to pupils' personal development. The school carefully plans activities that broaden pupils' interests and experiences. Pupils take on leadership roles in the school. For example, some pupils are captains of the school's 'houses'.

The vast majority of parents and carers speak overwhelmingly positively about the school. They value the focus leaders place on pupils' personal as well as academic development. One parent said, 'Staff want the best for our children and do all they can to deliver that.' This is a view echoed by many parents.

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

The school has a rich and inclusive curriculum. The school ensures that all pupils achieve well. Staff understand pupils' individual needs. Staff adapt lesson activities effectively to support pupils. Pupils with SEND access the same curriculum as their peers.

All subjects are well sequenced and progressive. Staff implement the curriculum extremely well. Pupils have many opportunities to revisit and build on their prior learning. This means that pupils learn deeply the most important knowledge they need. The school's use of questioning and technology in lessons is highly effective. Staff quickly identify, and address, any misunderstandings pupils may have. Pupils can confidently remember, and use, what they learn across the curriculum. In geography, for example, pupils in Year 3 clearly recall the four layers of rainforest vegetation and what each layer does. Pupils in Year 5 explain in detail how tectonic plates rub together, creating friction and seismic activity.

Last year, the published outcomes in mathematics were not in line with previous years. Some pupils struggled to make the most of the support provided by the school. Overall, however, the school's implementation of the planned learning in mathematics is strong. The school is swift to intervene if pupils are struggling to master a particular concept. Pupils speak very positively about mathematics. They enjoy, for example, participating in the quickfire questions that start every mathematics lesson. Pupils display a secure understanding of what they have learned.

Children in the early years display a love for learning. Children are highly motivated. They sustain concentration in their play. Right from the start of school, children benefit from well-planned activities. For example, to engage more reluctant readers, staff suggest that children read a favourite book somewhere unusual, then take a photo of this to talk about in school. Staff demonstrate a strong understanding of early childhood development. Children are well prepared for Year 1.

The school promotes a love of reading. Libraries and book areas around school are full of high-quality texts for pupils to enjoy. Pupils talk with excitement about the wide range of books they read. Well-trained staff implement the school's phonics programme expertly. Pupils read books that match the sounds they know. The school provides highly effective, targeted support to pupils who need it. Pupils catch up quickly if they fall behind.

Pupils have very positive attitudes to learning. They attend school well. Pupils are confident learners. They show determination in lessons. The school works relentlessly to support pupils' well-being. Pupils learn to understand and manage their emotions effectively.

The provision for pupils' personal development is exceptional. Pupils gain a rich understanding of the world beyond school. They learn about different careers, such as those of an osteopath and an artist. Pupils experience different cultures. This includes learning to speak some Mandarin. Pupils visit local places of interest, including Jorvik, Magna Science Adventure Centre and Harlow Carr. Pupils understand the importance of equality. They respect lifestyles that are different to their own. Older pupils talk with confidence, for example, about protected characteristics. The school has what it calls 'The Western 10 X'. These are well-designed activities on offer to every pupil each year. Pupils speak highly of these experiences.

Trustees and governors provide highly effective support and challenge to the school. Leaders at all levels ensure the impact on pupils is at the forefront of every school decision. The determination for all pupils to be successful is a priority shared by all. Staff appreciate the professional development they receive. The school is considerate of staff's well-being and workload. Staff feel valued and enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 outstanding in June 2018.

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	142220
Local authority	North Yorkshire
Inspection number	10323066
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	499
Appropriate authority	Board of trustees
Chair of trust	Chris Tulley
CEO of the trust	Richard Sheriff
Headteacher	Tim Broad
Website	www.westernps.co.uk
Dates of previous inspection	5 and 6 June 2018, under section 5 of the Education Act 2005

Information about this school

- The school is part of Red Kite Learning Trust.
- The school has provision for two-year-olds.
- The school uses one registered alternative provider.

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 and spoke to the headteacher, senior leaders, curriculum leaders and other staff from the school. The inspector also met and spoke to the CEO and Director of Primary Education from the trust.

- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector 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.
- 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 views provided by parents and carers via Ofsted Parent View. The inspector gathered the views of pupils and staff through meetings and Ofsted's online surveys.

Inspection team

Lynn Chambers, lead inspector

Ofsted Inspector

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