

# Inspection of Whitecote Primary School

Wellington Grove, Bramley, Leeds, West Yorkshire LS13 2LQ

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Inspection dates: 24 and 25 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Inspire, nurture and challenge (INC) lie at the heart of Whitecote Primary School. Pupils are keen to know if they have won the 'INC' award in weekly assemblies. Since the last inspection, leaders and governors have improved the school. Parents appreciate staff being available every day, whatever the weather. Staff and pupils are proud to show off the 'Whitecote Way'.

School staff form trusted relationships with pupils. Pupils feel happy and safe. Staff have high expectations for all pupils. Bullying is rare. Pupils say that when bullying happens, adults are 'brilliant at sorting things out.' Pupils' mental health has been a focus since the COVID pandemic. A new system to support pupils is in place. Specialist staff give extra help to pupils when required. This is starting to have a positive impact. For example, pupils now attend school more often.

Subject leaders want pupils to know more about their community. For example, pupils learn about the Bramley born local suffragette Mary Gawthorpe. Visits bring the curriculum to life. Pupils loved their Viking visit to Murton Park.

Pupils take part in a wide range of clubs, such as rugby, football and choir. The curriculum includes life-skills content, such as learning about finance. All pupils get regular opportunities to understand the importance of money.

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

The teaching of communication and language is a priority. In early years, adults teach children how to speak clearly and listen carefully. The environment is language rich. Two-year-olds enjoy joining in with rhymes and stories. Staff build on children's early love of reading and develop this as they move through the school.

Leaders have transformed the teaching of phonics since the last inspection. Pupils achieve well by the end of Year 1. Staff are experts in teaching phonics. Phonics teaching begins in the first three weeks of Reception Year. Staff work hard to help pupils become more fluent in their reading over their time at school. They listen to the weakest readers regularly. This is starting to help improve pupils' confidence and fluency. Older pupils enjoy listening to adults read to them. They say the 'echo reading' in the classroom helps them to become confident readers.

Leaders have created an ambitious curriculum. Teachers plan subject-specific vocabulary carefully in subjects across all year groups. Subject plans set out what pupils need to know and remember from early years to Year 6. Teachers ensure that each lesson builds on what pupils already know. For example, during the inspection, pupils in Year 2 used their knowledge about London from previous geography work to help them with their history unit on 'The Great Fire of London'. These links in long-term plans help pupils remember more over time.

When pupils are introduced to new curriculum content, they are asked to recall any prior knowledge they might have. Teachers also recap on any related facts to establish what pupils know about the new unit of work. However, in some subjects, how and what teachers check is not consistent or precise enough. As a result, teachers do not have an accurate enough picture of what pupils need to be taught next.

There are a large number of pupils with special educational needs and/or disabilities (SEND). Teachers' support plans for pupils with SEND are in place and reviewed. Leaders check these support plans. However, for some pupils with SEND, the adaptations planned by teachers are not fully delivered. Consequently, a few pupils receive work which does not precisely meet their needs.

Pupils behave well in all areas of the school. They follow instructions and listen well to staff. Pupils are keen to talk about their learning. They aim for the gold level of their class behaviour pyramid. Some pupils get extra help to deal with their feelings and emotions. This helps them to concentrate more in the classroom.

Pupils enjoy taking on responsibility. They support each other, with older pupils helping younger pupils at lunchtime. They particularly love taking on adult roles on 'Take-over Day.' Leaders have prioritised pupils' wider development to help them prepare for life in modern Britain. Leaders provide well-planned experiences and visits. These experiences deepen the knowledge learned in the curriculum. School council elections not only teach pupils about the importance of democracy but also give pupils a greater voice in school-based decisions. Pupils show tolerance when talking about different faiths and cultures. There is a strong link with a local care home. Pupils engage and communicate with residents. Pupils have developed their understanding of respect and kindness from this link with the local community.

'The Whitecote Flourish Team' improves staff well-being. Staff say leaders consider their workload. They say the changes to the curriculum help them focus more on their teaching. Staff are proud to work at this school. They access high-quality training. Teachers at the start of their careers value the support they receive from their colleagues.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding procedures are strong. Leaders check the suitability of staff before they start working in the school. Staff training is up to date. New staff quickly get the support they need from the safeguarding team. Leaders know their local community and safeguarding risks well. They work well with a large number of agencies. There is a determination to make sure all pupils and their families get the help they need. Record-keeping is meticulous.

Pupils learn about a range of safeguarding issues. They know about staying safe online and scamming risks. Pupils know why it is important to keep location information secret.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- In some subjects, assessment procedures do not enable teachers to check what pupils know and remember precisely. As a result, curriculum content in some subjects does not always match pupils' needs. Leaders should review assessment procedures so accurate information can be used by teachers to inform next steps.
- Adaptations to the curriculum for pupils with SEND are not always implemented effectively. As a result, these pupils do not receive the curriculum content they need and therefore do not achieve as well as they should. Leaders should ensure that adapted planning for pupils with SEND is what they receive and that individual needs are met.

## **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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	107970
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10241004
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	464
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Suzi Delahunty
<b>Headteacher</b>	Frances Stead
<b>Website</b>	<a href="http://www.whitecoteprimary.co.uk">www.whitecoteprimary.co.uk</a>
<b>Date of previous inspection</b>	6 and 7 November 2019, under section 8 of the Education Act 2005

## Information about this school

- The school has provision for two-year-olds.
- The school uses one registered provider of alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders, members of the governing body, including the chair of governors, and a representative from Leeds local authority.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, art, geography and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to

teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Pupils' behaviour was observed during lesson visits and at breaktimes. Pupils shared their views on behaviour in discussions.
- Inspectors reviewed safeguarding records, including the single central record. Discussions with staff and pupils were held to check their understanding of safeguarding.
- The views of parents were sought face-to-face, and inspectors considered the responses to the online questionnaire, Ofsted Parent View.
- Inspectors considered the views of staff through discussions and from the responses to Ofsted's staff questionnaire.
- Inspectors held meetings with the special educational needs coordinator to consider the curriculum for pupils with SEND.

### **Inspection team**

Ian Clennan, lead inspector	Ofsted Inspector
Darren Marks	Ofsted Inspector
Judy Shaw	Ofsted Inspector

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