

Inspection of a school judged good for overall effectiveness before September 2024: West End Academy

Regent Street, Hemsworth, Pontefract, West Yorkshire WF9 4QJ

Inspection dates:

26 and 27 November 2024

Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

The headteacher of this school is Chris Johnson. This school is part of the Waterton Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Dave Dickinson OBE, and overseen by a board of trustees, chaired by Steve Johnson.

What is it like to attend this school?

Pupils attending West End Academy receive an exceptional education. They are safe in school. The school has extremely high ambitions for its pupils. Pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND), achieve highly. A range of trips and experiences enhance learning. Visits to a local university, and visitors talking about a range of careers, raise the aspirations of pupils.

Pupils respond well to the school's high expectations of behaviour. They are excellent role models. There are many opportunities for pupils to become leaders. They take their responsibilities seriously. One reading ambassador said, 'We spread the magic of reading throughout school.' Other pupil leaders help younger pupils to play games outside. Some are members of the school council or well-being ambassadors, supporting the mental health of their peers.

The curriculum is designed to ensure that pupils become global citizens. Pupils know they have a voice. They understand that they can make a difference in the wider world. Pupils learn about other faiths and cultures. They are tolerant and accepting of others. Pupils from other countries have recently joined the school. They have received a warm welcome. Pupils are happy and want to come to school. They attend well.

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

The school has a broad and rich curriculum. Leaders are clear on the key knowledge they want pupils to learn. Pupils remember well the things they have been taught. They have many opportunities to revisit previous learning. These greatly support pupils' understanding. For example, pupils revisit topics in history as they move through year groups in order to deepen their understanding. The curriculum makes careful links across subjects. For instance, teachers encourage pupils to apply their mathematical knowledge in their geography work. In writing lessons, pupils use their knowledge of environmental topics to give their writing a strong sense of audience and purpose. The school is constantly refining the curriculum offer to ensure that pupils focus on the most important knowledge they need. This is reflected in the high academic outcomes published at the end of key stage 2.

In the Reception class, children learn important knowledge and skills from the outset. Staff are skilled at identifying what children need to learn. They know each child very well and what they need to do to flourish in their learning and wider development. Staff help children to get the most from their learning while playing together. The early years curriculum is carefully designed to support children with early reading and mathematics.

Teachers have excellent subject knowledge. Lessons are delivered with clarity. Within lessons, staff quickly spot and address any misconceptions in pupils' learning. They allow time for pupils to respond to the feedback. This stops pupils from repeating errors in future work.

Pupils work hard in lessons. They take great pride in their work and are genuinely proud of their achievements here. By the end of Year 6, pupils are ready for future learning. Pupils with SEND are supported to achieve well. Leaders are quick to identify the needs of these pupils. The school makes sure that the curriculum and resources are adapted so that pupils with SEND access the curriculum alongside their peers.

Reading is a high priority in the school. As soon as they are ready, pupils practise the letters and sounds they learn. They quickly become fluent readers. Communication and language skills are a key focus in the early years. Staff regularly introduce and explain ambitious new vocabulary. Any pupil falling behind receives the extra support they need to catch up quickly.

The school's work to increase attendance is exemplary. This work is well supported by the trust. Parents and carers are clear on the expectations of the school. Staff build excellent, trusting relationships with the families they serve. They provide support for families who need it. The school is a calm and happy place. Pupils enjoy coming to school.

Pupils are well prepared for life in modern Britain. They are taught what is happening in the wider world through children's news programmes and newspapers. Pupils discuss and debate issues in lessons, considering different opinions and viewpoints. For example, teachers use drama and discussion activities to encourage pupils to talk about important topics. Pupils learn about fundamental British values and understand what protected

characteristics are. This helps them to understand why inequality and discrimination should not be tolerated.

Pupils enjoy attending clubs. As well as sports clubs, pupils can attend choir, sign language and art clubs. Pupils develop a range of knowledge and skills through these extra-curricular opportunities. They attend a range of trips. For example, visits to Leeds City Museum were linked to learning about Ancient Greece and the Egyptians.

Leaders take staff workload into account and prioritise well-being. Staff are happy to work in this school. Governors and the trust support the school well and carry out their statutory responsibilities appropriately.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the school to be good for overall effectiveness in May 2015.

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 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	140003
Local authority	Wakefield
Inspection number	10346512
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	Board of trustees
Chair of trust	Steve Johnson
CEO of the trust	Dave Dickinson OBE
Headteacher	Chris Johnson
Website	www.west-endacademy.org
Date of previous inspection	2 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses no alternative provision.
- This school is part of the Waterton Academy Trust.
- The trust operates a pre-school unit on the school grounds.

Information about this inspection

- 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. The inspector 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 inspector met with the headteacher and other senior leaders. The inspector met with leaders with responsibility for pupils with SEND, safeguarding, behaviour, attendance and pupils' wider development.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of work.
- The inspector met with representatives from the trust and the chair of the governing body.
- 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 respective responses to Ofsted's online surveys for parents, staff and pupils.

Inspection team

Helen Haunch, lead inspector

Ofsted Inspector

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