

Inspection of a school judged good for overall effectiveness before September 2024: Farsley Westroyd Primary School and Nursery

Frances Street, Farsley, Pudsey, Leeds, West Yorkshire LS28 5BH

Inspection dates: 1 and 2 April 2025

Outcome

Farsley Westroyd Primary School and Nursery has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Community is important at this school. Pupils are proud to come here and have a strong sense of belonging. Parents appreciate the school's warm, nurturing atmosphere. Staff get to know pupils well.

Pupils value learning. Pupils show high levels of respect for others. The school sets high expectations of pupils' behaviour. Pupils meet these expectations. They understand the importance of attending school every day to help them to achieve well.

The school has developed an exciting curriculum that brings learning to life. For example, during the inspection, pupils were preparing for a visit from a 'knight', dressed in full armour. The school is ambitious for all pupils to achieve high standards. Pupils do their best to meet these high expectations. Overall, pupils achieve well.

Pupils enjoy participating in sports competitions, with some success. For example, they recently became local dodgeball champions. Pupils benefit from a range of activities to promote fitness and well-being. These include 'Skipping Schools', training with Leeds Rhinos rugby coaches and participating in 'Young Minds Day'.

Pupils contribute strongly to the local community. For example, they understand the importance of donating food to the local food bank, singing in the community café and participating in sustainability projects.

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

The school has been through a period of change since the last inspection. Leaders at all levels have a clear, ambitious vision. The new leadership team has carefully considered which areas of provision to prioritise. For example, the school has worked diligently to implement a new curriculum in the last 18 months. The new curriculum structure ensures that pupils build knowledge securely as they progress through the school.

The curriculum is ambitious for all pupils. Curriculum changes provide clarity around the most important knowledge that pupils need to learn. Approaches to teaching have a positive impact on pupils' remembering important subject content. For example, mathematics lessons are structured so that pupils recap prior learning before new content is introduced. Similarly, in science and geography, pupils revisit what they have learned previously. Teachers check pupils' understanding. They address any misconceptions pupils may have. However, in some subjects, the revised curriculum was introduced this year. Historic gaps in pupils' knowledge in these subjects means that, occasionally, they are not ready for the new learning that teachers introduce. This slows their progress through the curriculum.

Reading is at the heart of the curriculum. Children get off to a strong start in Reception. Staff teach the school's phonics curriculum well. Effective assessment ensures that staff have clear information to ensure pupils build knowledge securely. Pupils who find reading difficult are skilfully supported to catch up. Pupils practise reading often. This helps them to develop fluency and confidence. Pupils achieve well in reading. As pupils progress through the school, they enjoy reading the exciting selection of books on offer.

The school works effectively with external professionals to identify and assess the needs of pupils with special educational needs and/or disabilities (SEND). The school has created an inclusive environment where every pupil is supported to access the full curriculum and achieve success. The school ensures that staff have the expertise to adapt learning appropriately to enable pupils with SEND to benefit from the full, ambitious curriculum.

Starting in the early years, the school supports children effectively to identify and manage their emotions. Older pupils appreciate the 'calm spaces' in school. Staff support pupils' well-being extremely well. Pupils of different ages play cordially together at social times. They respect each other and the staff who help them. Consistent routines are established in the early years, where children learn to follow instructions well. As pupils progress through the school, they engage extremely well in their learning.

The school's work to improve attendance is highly effective. Leaders work well with families to remove barriers to regular attendance. As a result, attendance for most pupils is high.

The school prepares pupils for life beyond the school very well. Pupils learn to stay safe in the local community and when online. Pupils develop a clear sense of right and wrong by discussing and debating topical news items. They discuss differences in cultures and religious beliefs with maturity. Pupils know that discrimination is wrong. The school

ensures that pupils listen to believers from a range of religions to help pupils to develop tolerance and understanding.

Leaders at all levels understand the school's strengths and priorities. Governors fulfil their roles well. They support and challenge leaders to improve the school. Staff receive effective professional development to support them to teach the new, ambitious curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects where the curriculum is very new, the school does not know the precise gaps in pupils' knowledge. Some pupils have historic gaps in their knowledge. This means they are not ready for new learning and their progress through the curriculum is slowed. The school should ensure that teachers use assessment effectively to identify gaps and that teaching approaches skilfully close those gaps. This will enable pupils to develop detailed knowledge across all subjects.

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 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 first ungraded inspection since we judged the school to be good for overall effectiveness in November 2019.

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	107827
Local authority	Leeds
Inspection number	10394966
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair of governing body	Joanne Boyne
Headteacher	Jenny Pashley
Website	https://westroydprimaryschoolandnursery.co.uk
Dates of previous inspection	27 and 28 November 2019, under section 5 of the Education Act 2005

Information about this school

- The school makes use of one alternative provider.
- There have been significant changes in staffing and leadership since the start of the pandemic. The headteacher took up post in September 2023.

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 has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, two assistant headteachers, the special educational needs coordinator and other members of staff. The inspector also met with members of the governing body, including the chair, and a representative from the local authority.

- The inspector visited a sample of lessons, 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 observed pupils' behaviour during lessons and breaktimes. She also spoke with pupils about their experiences of school.
- To gain the views of parents and staff, the inspector considered the responses to Ofsted Parent View, including the free-text comments. The inspector spoke to some parents at the end of the school day. The inspector also considered the responses to Ofsted's survey for staff.

Inspection team

Kathryn McDonald, lead inspector

His Majesty's Inspector

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