

Withinfields Primary School

Address: Withinfields, HX3 9QJ

Unique reference number (URN): 107502

Inspection report: 9 December 2025

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Inclusion

Strong standard ●

Leaders have ensured that staff are adept at identifying pupils with special educational needs and/or disabilities (SEND). Staff have a comprehensive understanding of these needs. They benefit from effective training delivered by experienced and skilled school staff as well as specialist education and healthcare professionals. This helps staff to support pupils exceedingly well. Staff confidently use a range of strategies and adaptations effectively to reduce any barriers to pupils' learning. This enables pupils to learn successfully and to play an active part in the life of the school. Pupils develop a real sense of pride in their achievements.

The school has implemented highly effective strategies to assess pupils' learning and development. Leaders work closely with parents and carers to understand and address pupils' individual needs. Staff routinely check on the progress that pupils make, including pupils with SEND and those who are disadvantaged. Pupils who need additional support benefit from timely and effective interventions. Consequently, pupils with SEND keep up well with the school's planned curriculum.

Leaders are well informed about any needs or barriers to learning that pupils who are disadvantaged may have. Leaders use this information effectively to make carefully considered decisions about the use of pupil premium funding. Disadvantaged pupils achieve well.

Expected standard ●

Achievement

Expected standard ●

Over time, most pupils, including those with special educational needs and/or disabilities and those who are disadvantaged, achieve well. Pupils typically leave the school having achieved the expected standard in national tests. As a consequence, most pupils are well prepared to move on to the next stage of their education successfully. The school maintains clear oversight of how well pupils achieve the aims of the curriculum. Typically, teachers use this information to address any gaps in pupils' learning swiftly.

Teachers use their knowledge of pupils and, where appropriate, pupils' education, health and care plan targets, to support their learning well. Pupils with a range of learning needs achieve well. The school successfully ensures that these pupils are ready for the next stage in their learning.

Attendance and behaviour

Expected standard ●

Leaders have taken appropriate action to improve pupils' attendance and punctuality. They have established clear processes to regularly review pupils' attendance. Leaders work closely with parents and carers and use their detailed knowledge of pupils' needs to provide

effective and timely support. This helps to remove barriers to pupils attending school. As a consequence, pupils' attendance has improved recently and is close to national averages. The school is rightly ambitious to ensure that rates of attendance improve.

Pupils know and understand the school's high expectations of them. They demonstrate these consistently in class and around the school. Pupils are polite and courteous to staff and visitors. They are respectful to their peers. This contributes to a calm and purposeful environment in which pupils thrive. Pupils know that it is important to treat other people fairly. This helps to create an environment, where bullying is rare. Staff take a consistent approach to swiftly and appropriately address any pupil behaviour that falls below their expectations. Pupils are proud to collect 'points' in recognition of the work they produce or their positive attitudes to learning. This pride is reflected in their mature approach to school life.

Curriculum and teaching

Expected standard 

The school has carefully designed an ambitious curriculum. The knowledge and skills that pupils must learn as they progress through the school are logically ordered. Over time, the school reviews and develops the curriculum to ensure that it supports pupils to learn and remember important knowledge. Where the curriculum is well developed, pupils usually recall what they have learned with confidence. In a small number of subjects, pupils sometimes struggle to remember prior learning. Leaders are addressing this as part of their ongoing development of the curriculum.

Leaders have prioritised teaching the basic knowledge that pupils must learn in reading, writing and mathematics. This provides pupils with a firm foundation upon which to build their learning. For example, the new writing curriculum is having a positive impact on pupils' vocabulary, letter formation and composition. Leaders recognise, and are addressing, the need to support older pupils who have not fully secured some of this important knowledge.

The school provides regular training to staff to develop their teaching. Staff demonstrate confidence in their subject knowledge. Where necessary, they skilfully and subtly adapt their delivery of the curriculum. This supports pupils, including those with special educational needs and/or disabilities (SEND), to learn well. The school supports pupils with a range of SEND particularly well. For example, curriculum resources are carefully tailored to pupils' individual learning needs.

Early years

Expected standard 

The school has recently revised its early years curriculum. This maps out what children will learn from Nursery through to the end of the Reception Year. Typically, it prepares children well for Year 1. Staff provide carefully considered learning opportunities for children. These enable children to learn the intended curriculum and build on their interests. Staff have established routines and expectations, which are well known by children. This enables them to settle quickly into the school and enjoy their learning. Children demonstrate high levels of independence, when learning in the school's inside and outside areas. They enjoy learning through play with their peers.

Staff skilfully promote and support the development of children's language and vocabulary through discussion. Staff model how to pronounce words and sounds effectively. This helps children to learn phonics successfully. Children enjoy opportunities to share books and listen to stories. They join in with rhymes and songs enthusiastically. Staff use their expertise to support children with additional needs well. This helps children to be included in all aspects of the setting.

Leaders work closely with parents and carers from the time their children join the school. Parents value the opportunities they have to find out how to support their child's learning.

Leadership and governance

Expected standard 

Leaders, including those with responsibility for governance, know and understand the school's strengths. They are rightly proud of their school. Leaders keep the school's inclusive culture and principles at the forefront of their thinking so that decisions are made in the best interests of pupils. This ensures that pupils receive a high-quality education and that pupils' individual needs are supported well.

Leaders are positive role models to staff, pupils and the wider school community. Leaders have created a culture of respect and support. Staff enjoy working at the school and feel valued. Morale is high.

The school ensures that staff benefit from regular training. This has supported the school's priorities in developing early writing and meeting the needs of the growing proportion of pupils with special educational needs and/or disabilities. Leaders have made astute decisions about assessment and the curriculum to support staff workload. For example, through the provision of suitable resources to teach the curriculum.

Governors use their skill and expertise to maintain clear and strategic oversight of the school. They typically provide high-quality challenge and support to leaders. The school has accurately identified its improvement priorities and appropriate actions to address these. Leaders regularly evaluate the impact of these actions on pupils' learning. However, at times, leaders lack clarity about how they know if their actions to improve the school are working. On occasion, this makes it difficult for leaders to be as detailed and insightful as they could be in their analysis of the school's ongoing improvement work.

Personal development and wellbeing

Expected standard 

The school provides a range of purposeful activities to enrich pupils' personal development. Pupils' understanding of their role in society is enhanced by opportunities to engage with events in the local community and with visitors to the school. These also help to raise pupils' aspirations.

Many pupils, including a high proportion of pupils with special educational needs and/or disabilities or disadvantaged pupils, participate in extra-curricular clubs. These help to foster pupils' talents and interests and encourage them to engage positively in the life of the school. The wide array of visits, such as to London, help to build pupils' confidence and interest in what they are learning. Pupils enjoy learning new skills.

Pupils are proud of the roles and responsibilities that they hold. For instance, classroom monitors diligently ensure that rubbish is separated at recycling stations around the school. Pupils explained to an inspector how this helps to reduce the amount of waste going to landfill sites. Members of the school council help to organise events in school, such as poetry competitions and talent shows. They have contributed towards the redesign of the school playground to make playtimes fun.

Leaders have ensured that the school's personal, social and health (PSHE) curriculum is carefully aligned to the school's context and pupils' needs. In the main, pupils build an age-appropriate understanding of growing up and living in modern society. Pupils know how to stay safe, including online. They learn suitable strategies to look after their physical and mental health as well as how to forge healthy relationships. Through assemblies and PSHE lessons, pupils learn about the similarities between the school's values and fundamental British values. Pupils recognise how these can be applied and can help them in their everyday lives. They know the importance of being respectful to others and treating people fairly.

What it's like to be a pupil at this school

Pupils enjoy attending this school. They like to learn new things and are proud of the work they produce. The school's friendly and welcoming ethos enables new pupils to settle in quickly. Staff foster positive relationships with pupils and care for them with kindness and sensitivity. Pupils demonstrate positive attitudes to school life. Older pupils mentor those in younger classes responsibly. They recognise the importance of setting a good example to others. Pupils like spending time with their friends. They consider the school a happy place to be and attend regularly. Pupils feel safe here. They know that there are staff that they can go to if they have a concern or are worried about something. Pupils do not consider bullying to be an issue because people treat each other fairly.

The school's strongly inclusive culture supports pupils to grow in confidence and maturity. This helps to prepare them for the next stage in their education effectively. As soon as pupils join the school, staff get to know them well. This enables leaders to identify and address any barriers to learning in an appropriate and timely manner. This, together with a well-designed and well-taught curriculum, helps pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, to achieve well. The school has a high proportion of pupils with SEND. Pupils speak with maturity and sensitivity about their own, or their peers', SEND. The school fosters an environment in which pupils celebrate difference and do not see disability as a barrier to achievement.

The school provides purposeful opportunities for pupils to develop a sense of community in school and locally. Pupils visit the local church and participate in events in the village. This helps them to learn about, and contribute towards, the world around them. It prepares pupils well for life in modern Britain.

Next steps

- Leaders should build on the school's effective work with families to continue to improve pupils' attendance.
 - Leaders should ensure that they know how their actions to improve the school are working and should use their analysis of these actions to inform further development, including that of the curriculum and teaching.
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About this inspection

The chairs of the board of governors in this school are Shirley Sunderland and Jamie O'Callaghan.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, deputy headteacher and other staff during the inspection.

An inspector met with representatives from the governing board and spoke to a representative from the local authority.

The inspectors confirmed the following information about the school:

The proportion of pupils with education, health and care (EHC) plans is well above the national average. The majority of these EHC plans are for pupils with autistic spectrum disorder.

The school does not use any alternative provision.

Headteacher : Helen York

Lead inspector:

Matthew Harrington, His Majesty's Inspector

Team inspectors:

Zoe Helman, His Majesty's Inspector

Kate Rowley, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 December 2025

School and pupil context

Total pupils

345

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

29.49%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

7.83%

Well above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.00%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	61%	Close to average
2024/25	59%	62%	Close to average
2023/24	70%	61%	Above
2022/23	69%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	74%	Above
2024/25	75%	75%	Close to average
2023/24	85%	74%	Above
2022/23	81%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	72%	Close to average
2024/25	66%	72%	Close to average
2023/24	83%	72%	Above
2022/23	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	80%	73%	Above
2024/25	75%	74%	Close to average
2023/24	78%	73%	Close to average
2022/23	86%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	46%	Above
2024/25	47%	47%	Close to average
2023/24	55%	46%	Close to average
2022/23	77%	44%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	62%	Above

Year	This school	National average	Compared with national average
2024/25	65%	63%	Close to average
2023/24	64%	62%	Close to average
2022/23	92%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	59%	Close to average
2024/25	59%	59%	Close to average
2023/24	64%	58%	Close to average
2022/23	77%	58%	Above

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	60%	Above
2024/25	59%	61%	Close to average
2023/24	64%	59%	Close to average
2022/23	85%	59%	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	68%	-9 pp
2024/25	47%	69%	-22 pp
2023/24	55%	67%	-13 pp
2022/23	77%	66%	11 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	73%	80%	-6 pp
2024/25	65%	81%	-16 pp
2023/24	64%	80%	-16 pp
2022/23	92%	78%	14 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	78%	-12 pp
2024/25	59%	78%	-19 pp
2023/24	64%	78%	-14 pp
2022/23	77%	77%	0 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	68%	80%	-11 pp
2024/25	59%	81%	-22 pp
2023/24	64%	79%	-16 pp
2022/23	85%	79%	5 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	5.6%	5.2%	Close to average
2023/24	5.9%	5.5%	Close to average
2022/23	5.7%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 terms)	14.6%	13.3%	Close to average
2023/24	16.3%	14.6%	Close to average
2022/23	17.3%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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