

Westbrook Lane Primary School

Address: Westbrook Lane, Horsforth, Leeds, West Yorkshire, LS18 5AH

Unique reference number (URN): 107861

Inspection report: 10 March 2026

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.

Expected standard

Attendance and behaviour

Expected standard 

Overall, attendance rates compare favourably with national averages. Instances of persistent absence are low. The school has established effective systems to monitor attendance. Where pupils' attendance dips, the school takes effective and timely action. The school's work to improve attendance is having a marked impact on particular groups, such as pupils in receipt of free school meals.

Pupils demonstrate consistent behaviour routines as they move around school in an orderly manner. The school environment is calm. Staff resolve behavioural issues swiftly. They have high expectations of pupils' behaviour, and pupils respond well to these. More serious issues are infrequent and managed proportionately. The school has established a positive, inclusive environment in which any form of discrimination, disrespect or unkindness would not be tolerated. Staff are well trained and consistent in their approach. Pupils demonstrate positive attitudes towards their peers and adults. Relationships are typically respectful. Where there is variability in teachers' expectations for pupils to be attentive and maintain focus, some pupils can become disengaged.

Early years

Expected standard 

Leaders have developed a comprehensive early years curriculum that identifies key knowledge for all areas of learning. The school takes account of children's starting points or particular interests when planning their experiences. For example, there is an emphasis on purposeful adult interactions. Staff focus on developing children's communication and language, and prioritise key vocabulary. They extend conversations with children, who listen attentively, and support them to express their ideas.

The Reception Year environment is positive and language-rich. Daily story time celebrates books and promotes a love of reading, and associated discussion deepens children's understanding. The school's chosen phonics programme is well structured, and children benefit from daily sessions that develop their early reading skills. The teaching of early mathematics is carefully sequenced. Children apply their mathematics knowledge in the learning environment.

Provision is well considered and supports children's development across all areas of learning. They develop fine motor skills using tweezers or by making models with LEGO. Model making of robots with boxes and cardboard tubes promotes children's creativity. Routines and high expectations lead to a purposeful environment. Children demonstrate sustained concentration and independence. Staff know the children well. Children achieve well from their starting points and are generally well prepared for key stage 1. The school works well in partnership with parents to promote learning at home and school.

Inclusion

Expected standard 

The school accurately identifies pupils' needs and understands the barriers some pupils face, including those with special educational needs and/or disabilities (SEND). Leaders

know families well. They work closely with families and external agencies to support disadvantaged pupils. The school tracks individual needs and the impact of its actions. Where necessary, the school puts in place reasonable adjustments.

Leaders have established an effective culture of belonging. Support for pupils entering school is particularly thoughtful. For example, the school provides supportive 'soft starts' for anxious pupils or those who might struggle to regulate their behaviour at the start of the day. Adaptations such as flexible workspaces ensure that pupils with SEND participate meaningfully. Sensory circuits and the school's sensory room prepare pupils for learning. Targeted, therapeutic provision supports pupils' emotional regulation. Well-trained staff model play, language and social interaction effectively, enabling vulnerable pupils to feel more confident.

The school uses targeted interventions well where necessary. These include focused phonics sessions and additional reading opportunities. The school collaborates well with external agencies. These partnerships bring welcome expertise and support. Additional funds, including pupil premium funding, are used well, for example in allowing pupils to access experiences they may not have beyond school.

Leadership and governance

Expected standard 

Leaders have a deep understanding of the school's context and challenges. They have an accurate insight into the strengths and areas for development. Leaders have identified appropriate priorities for improvement and focus on the right areas. These include consistency in teaching and prioritising handwriting, spelling and punctuation skills. Leaders know pupils and their families well and use this knowledge to support pupils' welfare and learning.

Governors understand their statutory duties and carry them out effectively, holding school leaders to account. They help to define and safeguard the school's vision, ethos and strategic direction. Governors use evidence to support and challenge leaders, assuring themselves of the impact of leaders' work. They have effective oversight of funding, including pupil premium funds.

Leaders take all decisions with pupils' best interests at heart, particularly those who are disadvantaged or who have special educational needs and/or disabilities. They are committed to ensuring all staff have access to a meaningful professional learning programme. Leaders take reasonable steps to address workload through streamlined processes. Staff value the school's consultative approach to improvement. They appreciate leaders' concern for their happiness and wellbeing. The school has developed very productive relationships with parents. Parents are overwhelmingly positive about the school.

Personal development and wellbeing

Expected standard 

The school provides a coherent personal development and wellbeing programme that runs through the taught curriculum and wider experiences within school and beyond. Discrete personal, social and health education (PSHE) lessons, supported by a structured scheme, cover health and wellbeing, relationships and safety in age-appropriate ways from the early years onwards. Pupils learn about the importance of physical and mental health, online

safety and healthy relationships. Visitors such as health professionals support this learning. Pupils recall their learning well, including topics such as first aid, consent and online safety.

The school develops pupils' understanding of fundamental British values, protected characteristics and different faiths through assemblies and curriculum content. This leads to pupils speaking confidently about why discrimination is wrong and demonstrating their knowledge of democracy. Pupils talk with maturity about the suffragette movement and its impact on voting rights for women. The school has developed an inclusive and respectful culture. Pupils feel listened to and valued. The school deliberately plans for pupils to have experiences, read books and access resources that reflect the cultural diversity in modern Britain.

Pupils develop confidence and responsibility through a range of opportunities. They take on roles such as buddies, school councillors and eco-committee members. These roles help them to develop leadership skills and a sense of contribution to the community. Pupils benefit from a residential visit and other enrichment activities, such as visits to museums. Leaders actively support disadvantaged pupils to participate in these opportunities. The school's pastoral support is well considered and responsive. Staff know pupils well and provide precise help and guidance when necessary, for example through access to sensory spaces or through opportunities to take 'brain breaks'.

Needs attention

Achievement

Needs attention 

Although published outcomes in national tests have been historically positive, inspection evidence indicates that current pupils do not consistently demonstrate the secure knowledge they need across the curriculum, including the foundational skills they need in handwriting. A significant minority have gaps in their learning that hinder their achievement. Variability is evident in pupils' work, including inconsistencies in handwriting and letter formation. These gaps are not closing quickly enough.

Inconsistencies in curriculum implementation mean that key knowledge is not always reinforced effectively. Pupils' knowledge is not consistently embedded. Many pupils remember isolated activities rather than connecting their learning across lessons and themes. This means that some pupils are not well prepared for their next steps. Staff support pupils with special educational needs and/or disabilities to make progress from their starting points.

Curriculum and teaching

Needs attention 

The school's curriculum is not taught consistently well across the school. Leaders are aware of this and are taking steps to address these weaknesses. On occasion, teaching lacks clear explanations or reference to previous learning. This hampers pupils in securing existing knowledge and learning new concepts. When this is the case, it can lead to pupils becoming confused or disengaged. Teachers' strategies to check on pupils' knowledge do not consistently identify gaps. This means that misconceptions persist, and gaps in some pupils'

knowledge remain. Where pupils have special educational needs and/or disabilities, teachers make appropriate adaptations in response to their needs.

The school has developed an ambitious curriculum where knowledge is set out in a clear sequence. However, this is not always used effectively to build pupils' knowledge over time. For example, in geography, pupils' work relating to maps is sometimes too difficult and not based on previous learning. Teachers have secure subject knowledge, and this has a positive impact in subjects such as mathematics. Children learn to read through focused phonics sessions. They practise reading with books that are well matched to their knowledge of phonics. However, pupils do not secure the basics of writing as effectively as they do in reading.

The use of assessment to check pupils' progress is inconsistent in foundation subjects. Leaders have identified this as an area for improvement.

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

Leaders have a clear, inclusive vision. The whole school community lives and breathes the school's values of 'caring hearts, curious minds, confident individuals'. Pupils develop positive relationships with adults and each other in an environment where they are nurtured. Pupils with special educational needs and/or disabilities receive caring, individualised support that enables them to participate meaningfully in school life.

Pupils' achievement is not consistently secure. Too many pupils do not demonstrate the subject knowledge they need across the curriculum. Some have gaps in what they know and remember, which hinders their achievement. This is particularly the case for pupils gaining important basic skills in writing. As a result, pupils are not as well prepared for their next steps as they could be.

The quality of teaching is variable. In some lessons, where teaching is effective, pupils revisit prior learning and build their knowledge over time. In other lessons, pupils' focus can wane as a result of activities or teaching that is not sufficiently engaging or where explanations lack clarity.

Pupils enjoy school. In the early years, children typically listen attentively, express their ideas and undertake activities with concentration and independence. They play and learn together in an engaging environment. Older pupils participate in a number of leadership roles, such as buddies and membership of the school council and eco-committee. They enjoy attending clubs and enrichment experiences such as residential visits or attendance at a singing festival.

Rates of attendance compare well with national averages. When this is not the case, the school works successfully and with urgency alongside families to address any barriers. Pupils' behaviour is generally calm and orderly, with clear expectations that permeate throughout the school. They typically demonstrate positive attitudes to school. Pupils feel safe. They know that adults will deal swiftly with rare instances of bullying. Pupils learn how to keep themselves safe online. They are well prepared for later life in wider British society.

Next steps

- Leaders should ensure that the curriculum is taught consistently well across all subjects, including early writing, so that pupils secure knowledge over time and are well prepared for their next steps.
 - Leaders should ensure that assessment is used systematically to track and monitor pupils' progress through the curriculum in foundation subjects so that gaps in knowledge are identified and addressed effectively.
 - Leaders should ensure that teachers consistently maintain high expectations for pupils' attitudes and engagement in all lessons so that pupils remain focused on their learning.
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About this inspection

The chair of the board of governors at this school is Katrina Newsome.

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 and deputy headteacher, as well as several other leaders, including those responsible for the school's curriculum, early years and provision for pupils with special educational needs and/or disabilities. Inspectors also spoke with representatives of the governing body and met with a range of staff.

Inspectors carried out learning walks across the school in a range of subjects and reviewed pupils' work. They met with groups of pupils and observed social times. Inspectors examined a range of school documents, including those related to the curriculum, school improvement, safeguarding, behaviour, attendance and governance.

The inspectors confirmed the following information about the school:

The headteacher has been appointed since the last inspection.

The school does not use alternative provision.

Headteacher: Helena Fishburn

Lead inspector:

Dughall McCormick, His Majesty's Inspector

Team inspectors:

Jo Robinson, Ofsted Inspector

Kerry Partington, 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 10 March 2026

School and pupil context

Total pupils

206

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

210

Below 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)

3.40%

Well below 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

0.49%

Well below 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

16.02%

Close to average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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	71%	61%	Above
2024/25 (revised)	67%	62%	Close to average
2023/24 (final)	80%	61%	Above
2022/23 (final)	67%	60%	Close to average

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	89%	74%	Above
2024/25 (revised)	87%	75%	Above
2023/24 (final)	93%	74%	Above
2022/23 (final)	87%	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	77%	72%	Close to average
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	87%	72%	Above
2022/23 (final)	67%	71%	Close to average

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	87%	73%	Above
2024/25 (revised)	90%	74%	Above
2023/24 (final)	83%	73%	Above
2022/23 (final)	87%	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	29%	46%	Below
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	57%	62%	Close to average
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	43%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	43%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	29%	68%	-39 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	57%	80%	-22 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	43%	78%	-35 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	43%	80%	-37 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 term)	2.9%	5.2%	Below
2023/24 (3 term)	3.4%	5.5%	Below
2022/23 (3 term)	3.4%	5.9%	Below

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 term)	3.9%	13.3%	Below
2023/24 (3 term)	4.4%	14.6%	Below
2022/23 (3 term)	4.4%	16.2%	Below

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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