

Wykebeck Primary School

Address: Brander Street, Gipton, Leeds, West Yorkshire, LS9 6QH

Unique reference number (URN): 107933

Inspection report: 31 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

Inclusion

Expected standard

Leaders are eager to understand and meet the diverse needs of their pupils. For pupils with special educational needs and/or disabilities, the process of identification and assessment of needs is swift. This ensures support is ready to help pupils thrive. Leaders share information about pupils so that staff know the barriers pupils face. This helps them to adapt lessons creatively to meet pupils' needs. Staff receive relevant and specific training to help them do this.

Leaders' inclusion strategy ensures disadvantaged pupils are supported to succeed. Leaders use extra funding wisely to bridge any gaps between these pupils and their peers. For example, leaders break down the barriers to participation in enrichment activities disadvantaged pupils face.

The school has three dedicated areas to help pupils with additional needs. In 'Butterflies', 'Dragonflies' and 'The Bridge', pupils receive support that enables them to be calm, settled and engaged. The school works with chosen external agencies to help pupils and their families. This support makes a real difference.

Leaders check the impact of the school's inclusive provision often. While pupils' academic outcomes do not fully reflect the impact of leaders' actions, their commitment to helping every pupil to realise their potential is clear.

Leadership and governance

Expected standard

Leaders understand the school's strengths and areas for improvement. Their strategic planning provides clear guidance. Improving the educational experience for pupils is a key goal, and leaders' actions are paying off in the areas that need their attention most. Improvements in pupils' attendance and pupils' subject knowledge are evident. These positive markers are informing leaders' next steps.

Staff feel empowered and supported. They express a high level of positivity towards leaders. They value the clear vision, care for their wellbeing, and opportunities for growth. Leaders cherish and care for staff at all levels. Staff report manageable workloads and appreciate that leaders listen to their concerns. Professional development opportunities match the school's priorities. This helps early career teachers get effective support and advance quickly in their roles. The school is rich with stories of leaders helping others in their professional and personal lives. This is done with little fuss but makes a big impact.

Governors play an active role. They ask important questions and hold leaders to account. Governors check pupils' outcomes and ensure that funding is used wisely to support pupils in need. This includes those from disadvantaged backgrounds and pupils with special educational needs and/or disabilities.

The school prioritises the safety and wellbeing of all pupils, including those in social care. Leaders address concerns without delay when they arise. The governing body fulfils its

statutory role, for example overseeing safeguarding and equalities. All staff know their safeguarding duties. This strong culture of care is evident throughout the school.

Personal development and wellbeing

Expected standard 

Pupils' personal development is highly regarded. Teachers design and deliver the personal, social and health education (PSHE) curriculum to a high standard. Pupils learn about staying safe, healthy relationships and online safety. They can remember and use what they have learned during breaktimes and can support each other when needed. Leaders ensure the PSHE curriculum prepares pupils well for life beyond school.

Pupils learn about fundamental British values, such as democracy and the rule of law, which align with the school's values. Many pupils can name these values, explain their meanings, and relate them to their own lives. Assemblies and a varied curriculum enrich pupils' understanding of different faiths, cultures and religions. Pupils recognise the diversity of the school community in the resources and books used in lessons. Any form of discrimination is not tolerated.

The school's wider offer is broad and accessible to all pupils. There are clubs, trips and charitable activities available. These extend pupils' experiences, enhance the curriculum and teach them to be active citizens. Pupils' participation is closely monitored so that leaders know who benefits from these opportunities. They ensure that disadvantaged pupils and those with additional needs have equal access. When educational trips happen, for example the choir trip to Leeds, pupils experience pride in representing their school. Pupils find their interests and grow their talents through the school's wider offer.

Pupils can apply for leadership roles that develop their character and sense of responsibility. For example, prefects are treated with respect. As elected representatives, prefects are ready to support their peers. There is a focus through these roles on the school's values of kindness and fairness. A dedicated pastoral team supports pupils and their families. The school's wider offer prepares pupils well for life in modern Britain.

Needs attention

Achievement

Needs attention 

Too many pupils do not achieve well enough. Last year, the school's results in national tests in reading, writing and mathematics at the end of key stage 2 were below the national average in most areas. Pupils with special educational needs and/or disabilities receive appropriate support. However, too often, this does not help pupils progress fast enough. Leaders have made changes to teaching and learning and the impact of these are starting to show. However, it is not yet fully evident.

Inconsistent teaching means that gaps in pupils' knowledge often go unnoticed and are not addressed. By Years 5 and 6, for many pupils, these gaps have widened. This makes them hard to close. Leaders have implemented targeted support and developed personal plans for pupils. This approach is helping drive improvements. Current pupils are making suitable

progress across the curriculum. Younger pupils are making appropriate progress in phonics. Outcomes in key stage 2 are improving.

Attendance and behaviour

Needs attention 

Attendance is below the national average. It is improving, but has been stubbornly low. Leaders have made attendance a priority and have put plans in place to drive it up. These are beginning to make a difference. However, too many pupils miss school too often. This is especially true for disadvantaged pupils and those with special educational needs and/or disabilities. Leaders keep a close watch on attendance patterns. They focus on building strong family connections to address any concerns. This helps leaders to support families in overcoming barriers to regular attendance.

Behaviour is generally positive. Most pupils behave well in lessons and around the school building. When low-level disruption affects others' learning, staff respond with urgency. They apply the school's behaviour policy effectively in order to correct any inappropriate behaviour. Social times are calm and active. Pupils play cooperatively and without issues. Pupils feel safe. They know that staff deal quickly and effectively with any unkind behaviour they report. Instances of bullying and any use of discriminatory language are dealt with swiftly. Where pupils need help to manage their feelings and behaviour, staff make adaptations to support them. These adaptations include regular check-ins, structured activities on arrival at school and sensory breaks.

Curriculum and teaching

Needs attention 

Teaching of the curriculum is variable. The curriculum is well designed, has clear goals and is sequenced to help teachers build on pupils' existing knowledge. In some instances, teaching aligns with leaders' ambitious vision. Staff use recall of previous learning to evaluate pupils' understanding. They use questioning effectively to assess learning. These ongoing checks help staff address misconceptions right away. However, this high-quality practice is not consistent. Sometimes, tasks lack structure. This leads some pupils to lose their focus and engagement.

Reading, writing and mathematics are highly valued. Pupils have access to a wide selection of texts, so they can read about topics they enjoy and that link to their learning. Pupils with special educational needs and/or disabilities generally receive help that enables them to access the curriculum and complete tasks. Pupils who need it receive extra support that helps them keep up and catch up. However, the teaching of these core subjects is uneven. Sometimes, pupils' reading books are not well matched to their phonics level. Gaps in pupils' knowledge of the basics, such as letter formation and number skills, are not consistently well addressed. Leaders know teaching must improve. They give tailored support to staff to this end.

Early years

Needs attention 

Too few children are ready for the demands of Year 1 by the time they leave Reception because of variability in the teaching of the early years curriculum. In phonics, for example, some staff lack the confidence to teach phonics with precision. As a result, some children do

not make the progress they should. Staff interactions with children do not consistently move learning on. For example, sometimes, staff miss opportunities to play alongside children, maintaining their engagement and developing their language and vocabulary.

Leaders have made improvements. They have redesigned the early years curriculum, ensuring it builds knowledge and skills step by step. Staff have received guidance to deliver it well, including training to teach the phonics programme with precision. Current children are learning well and progressing through the curriculum.

The learning environment is organised to support children's development well. Resources are accessible and all areas of learning are set up to suit children's age and stage. This includes 2- and 3-year-olds, who follow clear routines from the start. They learn who to ask for help and how to get along with others. Staff use outdoor learning well. They ensure it provides experiences that support children's physical and cognitive development.

Leaders and staff have fostered positive relationships with parents and carers. The daily interactions during drop-off and pick-up times work hand in hand with formal communication methods, including letters and phone calls home.

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

Wykebeck Primary School plays a vital part in pupils' daily lives. Pupils value their friendships. They recognise the positive impact committed teachers have on them. The school's motto, 'know the way, go the way, show the way' helps leaders and staff to prepare pupils for their next steps in education and for life in modern Britain.

Pupils value learning and have a thirst for more. However, some pupils achieve well, but others do not. Leaders' actions to improve the curriculum and teaching have led to some improvements in pupils' outcomes. However, too many pupils are not ready for their next steps in education by the time they leave the school. In some instances, pupils find their work easy, and want lessons that are more challenging and inspiring. Other pupils need extra help to enable them to access the curriculum. Pupils with special educational needs and/or disabilities generally receive support that is well matched to their needs. This makes a big difference to pupils' learning experiences. Staff provide targeted support for disadvantaged pupils. This helps them participate fully in school life.

There is a clear focus on recognising and rewarding effort. This helps to motivate pupils and fosters a culture of high expectations. Relationships across the school are generally warm and respectful. Behaviour in school is calm and, on the whole, positive. Bullying is rare. When it does occur, pupils inform staff without delay. Staff then act fast to support everyone involved. Pupils feel safe at school. Their attendance is improving, although too many pupils miss school too frequently.

A range of activities enriches pupils' experience of school life. Pupils work with local charities. They enjoy educational trips and take part in extra-curricular clubs, such as gardening club. There, they grow flowers to give to local residents.

Next steps

- Leaders should continue their determined efforts to secure and build on improvements in pupils' attendance so that more pupils benefit from the school's broad education offer.
 - Leaders should ensure that recent positive steps to improve provision in the early years are fully embedded so that more children are ready for Year 1 by the end of Reception.
 - Leaders should continue to support improvements in teaching so that the curriculum is implemented consistently well across all subjects and year groups and leads to all pupils systematically building the knowledge and skills they need to achieve well and to be ready for the next stage in their education.
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About this inspection

The chair of the board of governors in this school is Natalie Elizabeth Ball.

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.

Inspection activities:

Inspectors spoke with the headteacher, deputy headteacher, special educational needs coordinator, other subject leaders, a selection of governors and a representative of the local authority during the inspection.

The inspectors confirmed the following information about the school:

The school does not currently use any alternative provision.

Headteacher: Vivien Watson

Lead inspector:

Richard Jones, His Majesty's Inspector

Team inspectors:

Helen Haunch, Ofsted Inspector

Lorraine Bamforth, His Majesty's Inspector

Andrew Yeomans, 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 31 March 2026

School and pupil context

Total pupils

413

Above 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)

55.49%

Well above 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

1.21%

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

21.79%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

Well above 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	43%	61%	Below
2024/25 (revised)	31%	62%	Below
2023/24 (final)	52%	61%	Below
2022/23 (final)	46%	60%	Below

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	54%	74%	Below
2024/25 (revised)	44%	75%	Below
2023/24 (final)	62%	74%	Below
2022/23 (final)	55%	73%	Below

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	54%	72%	Below
2024/25 (revised)	51%	72%	Below
2023/24 (final)	57%	72%	Below
2022/23 (final)	54%	71%	Below

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	54%	73%	Below
2024/25 (revised)	44%	74%	Below
2023/24 (final)	59%	73%	Below
2022/23 (final)	61%	73%	Below

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	39%	46%	Close to average
2024/25 (revised)	24%	47%	Below
2023/24 (final)	47%	46%	Close to average
2022/23 (final)	50%	44%	Close to average

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	48%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (revised)	35%	63%	Below
2023/24 (final)	58%	62%	Close to average
2022/23 (final)	55%	60%	Close to average

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	52%	59%	Close to average
2024/25 (revised)	43%	59%	Below
2023/24 (final)	56%	58%	Close to average
2022/23 (final)	58%	58%	Close to average

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	50%	60%	Below
2024/25 (revised)	39%	61%	Below
2023/24 (final)	56%	59%	Close to average
2022/23 (final)	58%	59%	Close to average

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	39%	68%	-28 pp
2024/25 (revised)	24%	69%	-45 pp
2023/24 (final)	47%	67%	-20 pp
2022/23 (final)	50%	66%	-16 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	48%	80%	-31 pp
2024/25 (revised)	35%	81%	-46 pp
2023/24 (final)	58%	80%	-21 pp
2022/23 (final)	55%	78%	-23 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	52%	78%	-26 pp
2024/25 (revised)	43%	78%	-35 pp
2023/24 (final)	56%	78%	-22 pp
2022/23 (final)	58%	77%	-20 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	50%	80%	-30 pp
2024/25 (revised)	39%	81%	-41 pp
2023/24 (final)	56%	79%	-24 pp
2022/23 (final)	58%	79%	-22 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 term)	8.0%	5.2%	Above
2023/24 (3 term)	7.4%	5.5%	Above
2022/23 (3 term)	7.6%	5.9%	Above

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)	26.4%	13.3%	Above
2023/24 (3 term)	24.6%	14.6%	Above
2022/23 (3 term)	25.4%	16.2%	Above

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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