

Hugh Gaitskell Primary School

Address: St Anthony's Drive, Beeston, Leeds, West Yorkshire, LS11 8AB

Unique reference number (URN): 107959

Inspection report: 17 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 have appropriate systems to identify pupils' different needs in the school. A large number of pupils join and leave the school at different times during the year. This includes a number of pupils who are new to English. Leaders have ensured that appropriate interventions are provided to support these pupils in their first steps in speaking English.

The school also has a number of pupils who have special educational needs and/or disabilities (SEND). Leaders use a clear step-by-step approach to support these pupils. Barriers to learning are quickly identified, and interventions help pupils overcome barriers to accessing education. Leaders monitor the impact of these interventions to ensure they are working as effectively as possible. Staff have had a number of training sessions that have supported them to provide appropriate adaptations, such as dyslexia-friendly flipcharts and the use of pictures alongside words. Leaders work positively with external agencies, such as local outreach services, to further improve the provision for pupils with SEND.

The pupil premium strategy reflects how leaders will remove barriers to learning for disadvantaged pupils. The funding is used appropriately to provide additional support for these areas of learning, such as phonics or attendance trips and visits.

Personal development and wellbeing

Expected standard 

Leaders value the need to support pupils' emotional wellbeing. A number of pupils join the school at different points in the year. The school has developed systems to help these pupils feel included in school life. Pupils learn about different cultures and faiths. Leaders have also ensured that the books read at school represent the wide range of cultures within the school. This helps pupils to feel represented and included. Therefore, pupils appreciate those with different life experiences from their own and show curiosity about them.

The school's 'talk matters' strategy gives pupils time in the day to ask questions about world issues. For example, Year 6 pupils used their talk strategies to debate about conflict in WW2. Pupils also regularly discuss rules, why we have them, and how they link to laws. This ensures they are ready for life in modern Britain.

The personal, social, and health education curriculum clearly identifies what pupils are expected to learn. Leaders have recently strengthened this curriculum. Pupils learn how to stay safe, including online. They speak confidently about managing their health and wellbeing. Pupils also learn how to maintain healthy relationships and can identify the signs where this is not the case.

Leaders consider disadvantaged pupils in the personal development offer. Leaders reduce barriers to accessing clubs, visitors, and trips through their pupil premium strategy. This means they can access the exciting trips and clubs that the school offers for pupils. For example, pupils develop their singing skills through the school choir. They also learn vital safety skills during the school's overnight residential. Pupil leadership groups also provide

pupils with opportunities to teach others about equality. For example, dyslexia ambassadors raise awareness of disability and challenge potential stereotypes.

Needs attention

Achievement

Needs attention 

Over time, pupils have not achieved well enough in national tests and examinations. This includes disadvantaged pupils, who do not achieve as well as they could. While outcomes in national tests are affected to some extent by pupils joining the school at later points in their school journey, leaders have not responded sufficiently well to these low outcomes to drive further improvement.

The quality of work that pupils produce across the curriculum is variable. Pupils in key stage 2 generally present their work well and show a suitable knowledge of what they have learned. However, some pupils across the school are not always able to recall previous learning. Some pupils are not given sufficient opportunities to embed their basic skills in subjects such as writing. This means that these pupils struggle to access new learning and continue to demonstrate errors in their basic skills. Leaders have recognised this and are beginning to take action. This is in its early stages and it is too new to evaluate the impact of these actions.

A high proportion of pupils have special educational needs and/or disabilities. Many of these pupils make suitable progress from their starting points. Pupils who are new to speaking English also make the progress needed in their language development to ensure they can access the curriculum effectively.

Attendance and behaviour

Needs attention 

A number of pupils do not attend school regularly enough. Leaders have identified some of the causes of persistent pupil absence. They also know that overall attendance is affected by the number of pupils who leave and join the school throughout the year. However, leaders have not routinely analysed absence trends, leaving them unsure of the exact reasons why other groups and individuals do not attend school. Overall, pupil attendance remains below national averages, although there has been some improvement over time, including for pupils with special educational needs and/or disabilities and for those who are disadvantaged. Pupils who are disadvantaged continue to miss school more regularly.

Pupils' conduct in school is positive, and pupils learn in an environment where any form of discrimination is not tolerated, including bullying. Staff know and understand the school's behaviour policy well. Leaders have spent time developing a calm and nurturing approach to managing pupil behaviour. A few pupils need additional support to develop their emotional regulation. The interventions provided for these pupils are appropriate and help them learn the skills they need to work positively with others. Pupils' attitudes to learning are mostly positive, and they engage well in lessons.

Leaders have not sufficiently identified how effectively teachers deliver the curriculum to ensure pupils have the skills and knowledge they need by the end of each phase. While the delivery of the curriculum for older pupils is more effective, younger pupils in the early years and key stage 1 are not given enough opportunity to practise and learn important concepts. For example, pupils do not regularly practise letter formation or writing words and phrases clearly. Pupils then move on to more complex learning before they have secured their basic knowledge. As a result, new learning is too hard for them. While teachers generally use appropriate strategies to check what pupils know and remember in lessons, this does not ensure that gaps in pupils' learning are addressed swiftly. At times, this means that these gaps in learning persist and pupils continue to make mistakes.

In some classrooms, teachers deliver lessons clearly and with precision. They demonstrate secure subject knowledge of the lessons they teach. Pupils with special educational needs and/or disabilities are generally given appropriate adaptations to support them in accessing their learning. Sometimes, the school is over-reliant on interventions to support pupils, and what they are learning in the classroom is not well matched to their starting points.

The curriculum across subjects is well considered. Leaders have identified the skills and knowledge they want pupils to learn. They are continuing to refine the curriculum. For example, leaders have recently refined the mathematics curriculum to ensure enough time for basic skills, such as understanding numbers, within these subjects.

Early years

Needs attention 

Gaps in leadership oversight mean the provision for children in the early years is not as effective as it needs to be. Leaders have now begun taking action to improve this. This is in the earlier stages, so it is too soon to determine the impact of this work. The curriculum across Nursery and Reception does not clearly outline what pupils need to learn across the different areas of learning. This makes it difficult for teachers to ensure that the activities given to children directly support their development of new skills. As a result, children are not fully ready for Year 1. Despite this, children are happy and safe. They build positive relationships with staff and enjoy their time at school. Staff work positively with parents and carers. This helps children in Nursery to settle well into school life.

Children develop an understanding of the early stages of learning to read through the school's chosen phonics scheme. Children practise new sounds and are given some opportunities to revisit these. Staff regularly speak with children to develop their language skills. While these opportunities are regular, some of the interactions are less precise. This is because the curriculum does not clearly specify which new words and phrases it wants children to learn and in what order.

Leadership and governance

Needs attention 

Leaders know there is more to do to ensure pupils leave the school with the skills and knowledge they need to succeed in their next steps. While leaders' intent is to ensure that all pupils are well supported, they do not always carry out their roles with the precision needed

to improve the school's provision as quickly as possible. Sometimes, leaders do not use their evaluations to identify the barriers to making this improvement. This makes it difficult to then know that these actions will support this improvement. As a result, achievement and attendance remain too variable. Leadership turbulence has delayed other needed improvements, such as the quality of the provision in the early years. This has left gaps in the overall quality of the setting.

Governors understand their role and their statutory duties. They want to seek further guidance to strengthen their skills and knowledge so they can better challenge the school. While governors are aware of the improvements that need to be made across the school, the support and challenge do not lead to sustained improvement.

Generally, staff feel well supported in their roles. Staff appreciate the professional learning opportunities they have, such as developing their understanding of specific special educational needs and/or disabilities. Early career teachers receive appropriate support to develop effectively in the early stages of their careers.

The school works positively with the school community. Most parents and carers appreciate the support given. Others do not share this view.

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

Hugh Gaitskell Primary School is a calm and friendly place. Staff build positive relationships with pupils. This means that pupils know who they can go to for help or support when they need it. This makes pupils feel safe. Bullying is dealt with quickly and effectively on the occasional instances that it occurs. Pupil behaviour around school is positive. They follow the school's expectations for conduct positively.

The school's 'Voyager' scheme broadens pupils' experiences. Pupils create a scrapbook of these experiences to share with friends and family. Pupils enjoy making dens with natural materials, visiting an art gallery and exploring the local area through this offer. This supports them in developing their cultural awareness and in being prepared to live in modern Britain.

The school has a higher-than-average number of pupils with special educational needs and/or disabilities. These pupils are given appropriate support to reduce the barriers to school. A number of pupils also join and leave the school at different points in the year. These pupils are welcomed positively by staff and pupils.

Pupils receive a mixed quality of education at the school. While pupils in some phases of the school progress well through the curriculum, others, including in the early years, do not receive the same level of effective support. Over time, too many pupils have not been ready for their next steps. Pupils' outcomes in national tests and examinations have been below national averages over time.

A number of pupils do not attend as well as they could. While many pupils join and leave at different points in the year, others remain absent from school. This means they miss out on important learning.

Next steps

- Leaders, including those responsible for governance, should develop a more rigorous approach to identifying areas of the school's provision that are less effective than they should be. They should identify the underlying causes and use this information to make sustainable improvements quickly and effectively.
 - Leaders should ensure that the early years curriculum clearly identifies the knowledge and skills pupils need to be ready for Year 1, and that activities support children in learning these well.
 - Leaders should ensure that gaps in pupils' foundational knowledge and skills, particularly in writing, are identified and addressed promptly and effectively.
 - Leaders should ensure that learning is appropriately matched to pupils' starting points so that pupils receive the support they need to access and progress through the curriculum effectively.
 - Leaders should ensure that outcomes in national tests improve to ensure that pupils are fully ready for their next steps.
 - Leaders should analyse attendance across different pupil groups more closely to ensure that pupils attend more regularly.
 - Leaders should ensure that the pupil premium strategy is implemented and monitored effectively.
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About this inspection

The chair of the board of governors in this school is Chloe Lawson-Duffy.

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 other school leaders during the inspection. Inspectors also spoke with representatives from the local governing body, staff and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Headteacher: Kate McNulty

Lead inspector:

Katie Hall, His Majesty's Inspector

Team inspectors:

Andy Taylor, Ofsted Inspector

Rhian Williams, Ofsted Inspector

Mel Garlick, 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 17 March 2026

School and pupil context

Total pupils

562

Well 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

630

Well 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)

38.46%

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

1.07%

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

32.03%

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	41%	61%	Below
2024/25 (revised)	43%	62%	Below
2023/24 (final)	47%	61%	Below
2022/23 (final)	33%	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	50%	74%	Below
2024/25 (revised)	56%	75%	Below
2023/24 (final)	53%	74%	Below
2022/23 (final)	43%	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	55%	72%	Below
2024/25 (revised)	56%	72%	Below
2023/24 (final)	54%	72%	Below
2022/23 (final)	56%	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	48%	73%	Below
2024/25 (revised)	53%	74%	Below
2023/24 (final)	51%	73%	Below
2022/23 (final)	41%	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	33%	46%	Below
2024/25 (revised)	34%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	33%	46%	Close to average
2022/23 (final)	31%	44%	Below

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	43%	62%	Below
2024/25 (revised)	50%	63%	Below
2023/24 (final)	39%	62%	Below
2022/23 (final)	41%	60%	Below

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	45%	59%	Below
2024/25 (revised)	50%	59%	Close to average
2023/24 (final)	36%	58%	Below
2022/23 (final)	49%	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	40%	60%	Below
2024/25 (revised)	50%	61%	Close to average
2023/24 (final)	36%	59%	Below
2022/23 (final)	36%	59%	Below

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	33%	68%	-35 pp
2024/25 (revised)	34%	69%	-35 pp
2023/24 (final)	33%	67%	-34 pp
2022/23 (final)	31%	66%	-36 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	43%	80%	-36 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	39%	80%	-40 pp
2022/23 (final)	41%	78%	-37 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	45%	78%	-33 pp
2024/25 (revised)	50%	78%	-28 pp
2023/24 (final)	36%	78%	-41 pp
2022/23 (final)	49%	77%	-29 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	40%	80%	-39 pp
2024/25 (revised)	50%	81%	-31 pp
2023/24 (final)	36%	79%	-43 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	36%	79%	-43 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)	6.4%	5.2%	Above
2023/24 (3 term)	7.0%	5.5%	Above
2022/23 (3 term)	8.5%	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)	20.0%	13.3%	Above
2023/24 (3 term)	23.5%	14.6%	Above
2022/23 (3 term)	27.3%	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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