

Westgate Academy

Address: Westgate, Lincoln, Lincolnshire, LN1 3BQ

Unique reference number (URN): 137451

Inspection report: 10 February 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Pupils attend school regularly, and leaders' persistent, well-organised work has led to clear and sustained improvement. Attendance is now close to or above national figures, with steady year-on-year increases. Staff act immediately when pupils are absent, making early phone calls and carrying out safe and well checks if needed. Leaders track patterns carefully, including for those with special educational needs and/or disabilities, disadvantaged pupils and those known to social care. They work positively with families to remove barriers to regular attendance, leading to rapid improvement in most cases. Pupils understand why being in school matters and speak positively about rewards that celebrate good attendance.

Behaviour is calm, respectful and well established throughout the school. Pupils recognise their role in maintaining high standards of conduct. They behave maturely in lessons and move around the site sensibly. Clear routines and consistent expectations help them stay focused, and relationships between pupils and staff are warm and respectful. When issues arise, staff respond quickly and fairly. Pupils are confident that bullying is rare and that adults help them to resolve problems. Outdoor play is energetic but supervised well, and pupils feel safe in all areas of the school. The behaviour hub provides targeted emotional and behavioural support, helping pupils to reflect, regulate and return successfully to learning.

Expected standard ●

Achievement

Expected standard ●

Pupils generally achieve well. Leaders maintain a detailed, current understanding of each pupil's progress through the curriculum using regular assessment, work scrutiny and structured discussions with teachers. This enables leaders to identify pupils who need additional support and to put interventions in place that address gaps in reading, writing, mathematics and wider subjects. Work in pupils' books typically shows that pupils build knowledge securely and develop the skills that they need for the next stage. Older pupils in particular show pride in their writing and presentation.

While published outcomes show that pupils achieve well overall, variability remains in some areas. Pupils' fluency in multiplication tables is not consistently secure, and this is reflected in weaker outcomes in the multiplication tables check in recent years. Achievement for pupils who sit in the middle of the attainment range is also less secure. This is because targeted practice to extend their learning is not yet fully established. Leaders know this and have begun strengthening how staff support pupils to achieve all that they can.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is ambitious, coherent and well ordered so that pupils build new knowledge securely over time. Recent curriculum reviews have strengthened long-term plans and established clear progression across all subjects. Leaders check how well the curriculum is implemented through learning walks, book reviews, pupil discussions and structured evaluations, helping them understand typical classroom practice and identify where further improvement is needed.

In most lessons, teachers demonstrate the subject knowledge that they require to introduce new learning clearly. They follow well-established routines that help pupils understand what is expected. Recall activities help pupils to make links with what they already know. Support staff play an important part in helping pupils who need extra guidance to take part in lessons. Pupils respond positively to questioning and typically remain focused and ready to learn. There is a clear focus on ensuring any gaps in key knowledge, such as early reading skills, are closed quickly.

The curriculum is well structured and generally taught well. In some lessons, pupils use practical resources confidently to deepen their understanding, while in others these supports are not used regularly enough. This leads to variation in how securely pupils develop foundational knowledge. Leaders are strengthening expectations so that pupils experience consistently effective practice.

Inclusion

Expected standard 

Leaders have created a culture in which all pupils are known well and their needs are identified early. Staff collect a broad range of information to understand each pupil's strengths and needs. This includes insights into pupils' behaviour, sensory and communication needs, and how securely pupils read, spell and process new learning. Appropriately matched training enables teachers to make typically purposeful adaptations in lessons, such as scaffolds, visual prompts and structured routines. Support staff are deployed effectively. Pupils value the help that they receive to stay focused and succeed.

Pupils with special educational needs and/or disabilities, those who are disadvantaged, looked-after children and pupils known to social care access the same ambitious curriculum as their peers. Leaders ensure that additional funding, such as pupil premium, is used to support pupils to overcome barriers to learning or wellbeing. Many pupils benefit from targeted support, including mentoring to help to regulate their emotions and small-group work that strengthens their social communication and builds confidence. Leaders work closely with external professionals for specialist advice on communication, behaviour, learning and wellbeing. This ensures that support is coordinated and responsive to pupils' needs.

While inclusion is well considered, leaders recognise that practice is not yet fully consistent. In a minority of lessons, some pupils do not receive the practical supports that they rely on. Leaders are working to embed these expectations so that support is of a consistently high quality across all subjects.

Leadership and governance

Expected standard 

Leaders have established a clear, ambitious vision for the school. This is rooted in inclusion, high expectations and strong relationships. Their self-evaluation of the school's work is accurate and honest. The priorities for improvement reflect what pupils need most and are decided on with pupils' best interests in mind. Subject leadership is developing well. Leaders monitor the curriculum through learning walks, book reviews, pupil discussions and structured action planning.

Staff value the professional learning that they receive. This includes training on special educational needs, behaviour, subject leadership and evidence-informed teaching approaches. Leaders consider staff's wellbeing and workload when making changes. This has contributed to a purposeful, positive culture where staff feel supported, motivated and proud of their work.

Governance is well organised and purposeful. Governors and trustees understand their roles and lines of accountability clearly. They draw on a broad range of skills to provide challenge and support. Using detailed information from leaders, trust assurance processes and external reviews to inform their work, they understand how well the school is performing. Trustees ensure that their statutory duties are met. For example, safeguarding oversight is robust.

Leaders' actions are improving the school, but some work is still becoming embedded. Systems for special educational needs and disability identification and planning are cohesive, but classroom practice does not always fully reflect leaders' expectations across all subjects. Similarly, curriculum intent is secure, yet implementation sometimes varies between classes. Leaders and governors recognise these remaining inconsistencies and have plans in place to address them. Strong staff confidence, clear structures and trust-wide support mean that the school is well placed to continue improving.

Personal development and wellbeing

Expected standard 

Pupils benefit from a broad programme that helps them to grow socially, emotionally and morally. They take part in a wide range of experiences, including trips linked to their lessons, outdoor learning, musical activities, drama opportunities, sports clubs and themed curriculum weeks. These experiences help pupils to make sense of the world and develop confidence, curiosity and resilience. Pupils talk proudly about these opportunities and how they contribute to their enjoyment of school.

Leadership roles such as online safety ambassadors and school council members help pupils to develop their communication skills and an understanding of responsibility and teamwork. Pupils value having a voice and describe wanting to make the school a better place. Leaders are expanding these opportunities further by strengthening the visibility and routine of pupil leadership groups so that pupils' contributions have an even greater influence across the school.

Support for pupils' social and emotional wellbeing is a significant strength. When appropriate, pupils access counselling, family support work and targeted programmes that help them understand their feelings, manage their emotions and build positive relationships.

Staff training in areas such as attention, communication, emotional development and sensory needs means pupils receive thoughtful, informed support. Pupils describe 'the hub' as a place where adults listen, help them to reset and give them space to regulate. Pupils who face barriers to their learning or wellbeing benefit from structured routines, including carefully planned transitions that help them to settle calmly into learning.

Pupils demonstrate a secure understanding of kindness, equality and respect. Many speak positively about learning that helps them to appreciate difference, understand others' experiences and contribute to the school community. However, the impact of the teaching of fundamental British values is not always clear. Pupils say they would welcome more opportunities to revisit these ideas so they feel more confident applying them in everyday life. Leaders have begun strengthening how these important concepts are embedded through curriculum content, assemblies, discussions and wider opportunities.

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

Pupils arrive to a warm welcome each morning. They quickly settle into calm, purposeful routines that help them to start each day positively. Pupils who need extra support are met and greeted so that they are supported to be ready to learn. Pupils feel safe at school. They trust staff to listen and help if they have any worries. Pupils demonstrate mature behaviour around the school site and understand leaders' expectations of them. At social times, pupils play energetically and happily together; minor disagreements are resolved quickly. Bullying is rare, and dealt with well when it occurs.

Pupils enjoy their learning. They talk confidently about the subjects that they study, the trips that they take and the responsibilities that they hold. Pupils take pride in contributing to the school community. They value the opportunities that they have to develop their confidence, teamwork and leadership skills, for example by being reading ambassadors or eco-ambassadors. Many pupils describe the school as a place where they feel welcomed and respected.

In lessons, pupils concentrate well and respond positively to the consistent routines that are in place. Most pupils complete their work with care. Older pupils show real pride in their writing and presentation. Pupils who find learning more difficult are usually supported effectively in class. Many pupils benefit from targeted emotional regulation work. These approaches help pupils to manage their emotions, sustain their focus and enjoy success in their learning. When pupils face additional barriers, they appreciate the support that they receive to help them to feel included. They successfully take part in learning alongside their peers.

Pupils attend school regularly and understand why coming to school every day matters. They talk positively about the rewards and celebrations linked to attendance. Pupils also enjoy many experiences beyond the classroom, including trips, themed events and sports or music activities. These help them to develop their interests, understand the world and feel part of a vibrant school community.

Next steps

- Leaders should ensure that all elements of provision for pupils with special educational needs and/or disabilities are consistently embedded across the school, so that pupils reliably experience the practical supports, adaptations and routines that enable them to access learning successfully.
 - Leaders should strengthen the consistency of curriculum implementation across all subjects and year groups, so that pupils build knowledge securely through well-established approaches and experience equally effective teaching regardless of the class they are in.
 - Leaders should refine the curriculum for personal development so that pupils develop an age-appropriate and secure understanding of fundamental British values and the protected characteristics, revisiting these concepts regularly so that pupils can apply them confidently in everyday situations.
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About this inspection

This school is part of Aspire Schools Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Scott Barlow, and overseen by a board of trustees, chaired by Sylvia Paddock.

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 members of the senior leadership team, teachers and support staff, trustees, governors, executive leaders, pupils, parents and carers during the inspection.

The school uses no alternative provision.

The school has undergone significant change since the last inspection, including with regard to the membership of a new trust and a new senior leadership team.

Headteacher: John Beaven

Lead inspector:

Nyree Parker, His Majesty's Inspector

Team inspectors:

Tim Leah, Ofsted Inspector

Anita Denman, Ofsted Inspector

Ian Pearson, 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 February 2026

School and pupil context

Total pupils

441

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

480

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)

36.73%

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

4.31%

Close to 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

17.01%

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

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	57%	61%	Close to average
2024/25 (revised)	58%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	51%	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	74%	74%	Close to average
2024/25 (revised)	73%	75%	Close to average
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	72%	73%	Close to average

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	71%	72%	Close to average
2024/25 (revised)	69%	72%	Close to average
2023/24 (final)	76%	72%	Close to average
2022/23 (final)	68%	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	74%	73%	Close to average
2024/25 (revised)	74%	74%	Close to average
2023/24 (final)	85%	73%	Above
2022/23 (final)	64%	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	40%	46%	Close to average
2024/25 (revised)	45%	47%	Close to average
2023/24 (final)	39%	46%	Close to average
2022/23 (final)	35%	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	64%	62%	Close to average
2024/25 (revised)	68%	63%	Close to average
2023/24 (final)	68%	62%	Close to average
2022/23 (final)	57%	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	57%	59%	Close to average
2024/25 (revised)	60%	59%	Close to average
2023/24 (final)	58%	58%	Close to average
2022/23 (final)	54%	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	56%	60%	Close to average
2024/25 (revised)	60%	61%	Close to average
2023/24 (final)	61%	59%	Close to average
2022/23 (final)	50%	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	40%	68%	-28 pp
2024/25 (revised)	45%	69%	-25 pp
2023/24 (final)	39%	67%	-29 pp
2022/23 (final)	35%	66%	-32 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	64%	80%	-16 pp
2024/25 (revised)	68%	81%	-13 pp
2023/24 (final)	68%	80%	-12 pp
2022/23 (final)	57%	78%	-22 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	57%	78%	-20 pp
2024/25 (revised)	60%	78%	-19 pp
2023/24 (final)	58%	78%	-20 pp
2022/23 (final)	54%	77%	-23 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	56%	80%	-23 pp
2024/25 (revised)	60%	81%	-21 pp
2023/24 (final)	61%	79%	-18 pp
2022/23 (final)	50%	79%	-29 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)	4.7%	5.2%	Close to average
2023/24 (3 term)	5.8%	5.5%	Close to average
2022/23 (3 term)	6.3%	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 term)	13.6%	13.3%	Close to average
2023/24 (3 term)	18.6%	14.6%	Above
2022/23 (3 term)	17.9%	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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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