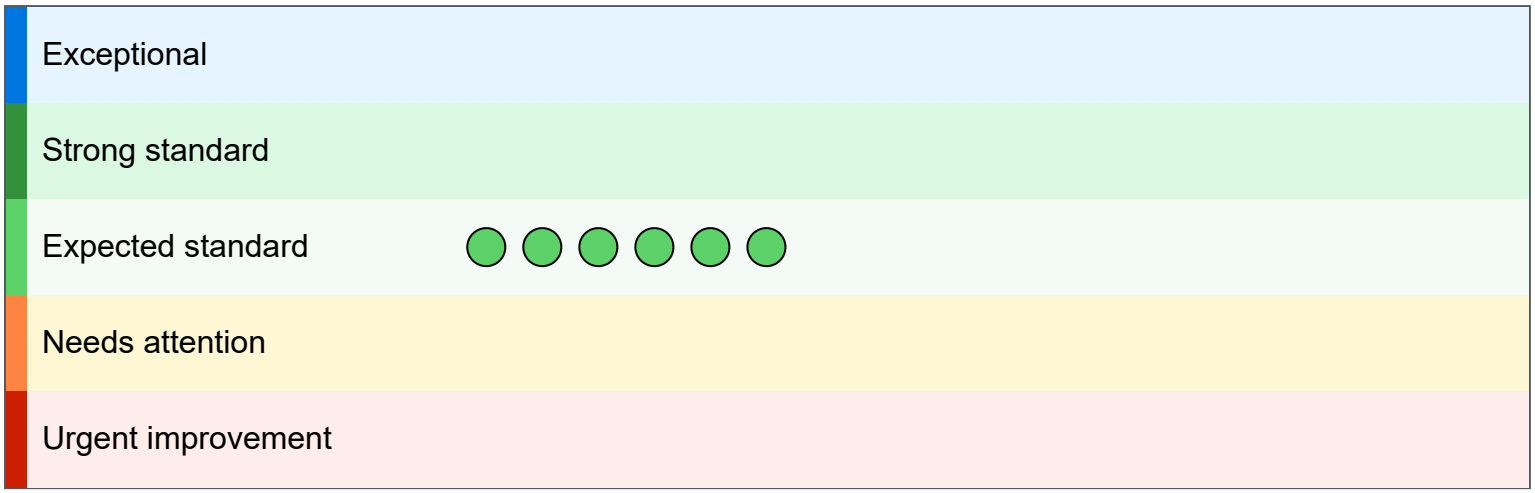
Westborough High School

Address: Stockhill Street, Dewsbury, West Yorkshire, WF13 2JE

Unique reference number (URN): 107775

Inspection report: 16 June 2026



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

Achievement

Expected standard

The school’s commitment to inclusion ensures that pupils are supported well to achieve. Their attainment in external examinations taken at the end of key stage 4 is broadly in line with national averages. Disadvantaged pupils make secure progress and also achieve outcomes that are in line with their peers nationally. Increasingly, pupils know more and remember more over time, across a range of subject areas. Pupils are able to talk confidently about their learning. Pupils, including those with special educational needs and/or disabilities, also demonstrate their interest through the quality of their written work.

Pupils secure key knowledge and skills, for example in numeracy and reading. This enables them to learn effectively. This also helps to ensure that they are ready for their next steps. In the main, pupils secure appropriate education, employment or training at the end of key stage 4 and are increasingly sustaining these destinations.

Attendance and behaviour

Expected standard

New systems are supporting leaders to have a deeper understanding of attendance. They understand how the school’s context affects attendance, and how factors such as religious festivals occurring during term time can impact this. Pupils' attendance is improving. Attendance for disadvantaged pupils and those with special educational needs and/or disabilities is close to national averages. Leaders carefully consider the barriers to attendance that pupils face. Leaders use their knowledge of pupils to inform the support provided, which helps them to attend more frequently. The number of pupils who are persistently absent has reduced over time and, while high, is becoming closer to the national average.

Leaders and staff have high expectations of pupils. Pupils understand these expectations. The ‘ready to learn’ team supports staff to consistently uphold high expectations. It also supports pupils to follow the behaviour policy. Where pupils use derogatory language or when bullying occurs, leaders respond to this quickly and effectively.

Disruption in lessons is minimal. If pupils struggle to behave appropriately, they receive reminders and support. Leaders are committed to ensuring that pupils receive help to regulate, so they can focus on their learning. In a small number of cases, pupils spend time out of class in 'reflections'. Here, staff work with pupils to understand their behaviour and identify triggers. This helps to ensure that pupils receive targeted support when needed.

Curriculum and teaching

Expected standard

Leaders have ensured that the school has a well-designed curriculum. The design of the curriculum supports pupils to know more and remember more over time. Leaders give careful consideration to how staff ensure the best possible experience for pupils in lessons.

Teachers generally use checks on learning well, addressing misconceptions when needed. Where questioning is most effective, teachers ensure that they use approaches that support

all pupils to engage equally. The school's approaches to providing feedback are not yet fully embedded across all subjects. In classrooms, teachers use their secure subject knowledge to deliver information clearly to pupils. The adaptations teachers make support more vulnerable pupils, including those facing barriers to their learning, to access learning alongside their peers. Leaders make adjustments to the delivery of the curriculum for some pupils. For example, pupils in the ‘succeed’ pathway benefit from smaller class sizes and a more structured approach to learning.

Teachers know which pupils have not yet secured key skills in numeracy and reading. Pupils who are not fluent readers receive support to read using phonics. Some pupils, such as those who speak English as an additional language, do not always have the breadth of vocabulary needed to access the curriculum fully. Teachers have received training to help them better support pupils with this. Teachers address this increasingly well through the teaching of key vocabulary in lessons.

Inclusion

Expected standard

Inclusion sits at the heart of leaders’ work. Staff know pupils well. Leaders accurately identify pupils’ barriers to learning by using a range of profiling tools. They seek advice from wider professionals when needed. Leaders' approach to inclusion is rooted in adaptive teaching in the classroom.

Pupils' barriers are shared with staff through pupil passports. This informs teachers' planning so that pupils receive appropriate support in lessons. Some pupils, such as those with special educational needs and/or disabilities, receive extra support in the 'step-up' space. Here, for example, they complete work that focuses on specific needs such as emotional regulation or literacy. Leaders use a range of approaches to evaluate how well pupils’ needs are being met. This means that the effectiveness with which leaders monitor the difference support is making is variable.

Leaders are compassionate in their approach to inclusive support. They carefully consider the pastoral support for pupils, including for those known or previously known to social care. Children in care receive bespoke support tailored to their individual needs. For a small number of pupils, leaders arrange alternative provision that is well matched to their individual needs.

Leaders use pupil premium funding effectively. They ensure that teachers receive evidence-informed training, which supports them to put in place agreed strategies. Leaders monitor this carefully to ensure that it makes a positive difference to disadvantaged pupils.

Leadership and governance

Expected standard

Leaders, including those responsible for governance, understand the school’s context and the community which it serves. They understand the school’s strengths and areas for development. Although leaders monitor the school thoroughly, for example by analysing a range of data across the school, sometimes they do not draw this information together systematically. As a result, the actions leaders take to make improvements in some aspects of their work are not as sharply focused as they could be. There is a shared commitment to providing the best possible education for all pupils. Leaders ensure that decisions are made

in pupils' best interests. Governors fulfil their statutory duties effectively. Their knowledge and expertise support them to provide thoughtful support and challenge to leaders.

Leaders provide professional learning for staff. This is tailored to the school's context and its areas for improvement. Staff value this support and recognise how this shapes their practice. Leaders also engage in a range of networks where they can share experiences and learn from other schools. Staff are proud to work at the school. They feel supported by leaders who take workload and wellbeing into consideration.

Leaders are developing positive relationships with parents and carers and are responsive to their feedback. The 'what's on weekly' provides regular communication and updates to parents. Governors, alongside parents, attend school events such as parents' evenings and celebration events. Governors also support the school to build relationships with the local community through their work and/or roles in the local area. Leaders have recently established a relationship with a nearby care home, which some pupils have been to visit. The school's partnership working with other schools supports the school further. This supports leaders to provide a range of opportunities for pupils, such as guest speakers and university visits.

Personal development and wellbeing

Expected standard

Throughout school, there is a clear focus on building pupils' knowledge, providing effective pastoral care and broadening pupils' horizons. There is a coherent personal development programme in place, which is tailored to the local context. This is delivered through the school's 'future citizen' curriculum activities, which are delivered in form time, as well as in lessons in religious and personal studies.

Pupils develop appropriate knowledge of this curriculum. For example, they learn about healthy relationships. Pupils know how to keep themselves safe both in the community and online. In Year 11, pupils benefit from a 'health morning', where they learn skills such as basic first aid and how to manage exam stress. Pupils learn about protected characteristics and fundamental British values. On the whole, pupils understand the importance of these. However, pupils' knowledge of different religions and faiths is more secure for some pupils than it is for others.

Leaders provide a range of opportunities that broaden pupils' experiences. For example, pupils visit a local church, and theatre productions have come into school. Pupils can also choose to attend extra-curricular activities such as cricket and music.

Leaders and staff act as role models for pupils. They build effective relationships that are the foundation for highly effective pastoral support. The 'ready to learn' team is available to provide support throughout the day to pupils. Pupils, including those known or previously known to social care, know how to seek support and where to find trusted adults if they need them.

The careers programme runs through all year groups. Leaders have a clear focus on raising pupils' aspirations and broadening pupils' awareness of the opportunities available to them. This includes visits from local employers into the school, as well as a careers fair. Pupils

also benefit from visits to colleges and universities. These activities are supporting pupils to move on to appropriate next steps.

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

Pupils start their day at Westborough High School ready to learn. Some pupils choose to arrive earlier to attend ‘early kick off’, the school’s breakfast and boardgames club. All pupils take part in morning routines, which focus on the school's 5 priorities: positive, punctual, prepared, proud and polite. Pupils' attendance is improving.

Staff have positive relationships with pupils. This helps staff to get to know pupils well. In lessons, pupils generally behave well and focus on their learning. At social times, some pupil interactions can be livelier. Pupils benefit from staff presence at these times, with reminders given about the school's expectations.

Pupils feel safe in school. They welcome the cultural diversity of the school and are keen to celebrate this. Bullying and derogatory language are not common, but when this does occur, pupils know that this will be addressed. Pupils appreciate that they can speak to an adult or contact the ‘talk to me’ email if they are worried about anything.

On the whole, pupils enjoy coming to school. They can talk about their work and can link new learning to what they already know. Typically, pupils achieve well, particularly those who are disadvantaged. Pupils who experience barriers to their learning, including those with special educational needs and/or disabilities, generally receive the support they need. This helps them to make progress from their starting points. Support from staff helps to ensure that pupils are well prepared for their next steps.

Pupils benefit from a range of opportunities through the curriculum, including learning from guest speakers, college taster days and theatre performances in school. There are also wider clubs that pupils can attend to develop their talents or broaden their experiences. For example, pupils enjoy taking part in science, technology, engineering and maths club, chess club and a range of sporting teams.

Next steps

- Leaders should ensure that highly effective teaching is embedded across all subjects and year groups so that pupils' achievement further improves.
- Leaders should continue to rigorously identify and tackle barriers to attendance to further improve attendance for pupils, including those who are persistently absent.
- Leaders should draw together their many strands of monitoring, so that they are better placed to adjust provision systematically and skilfully for pupils.

About this inspection

The chair of the board of governors in this school is Susan Timmins.

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, other members of the senior leadership team and other leaders during the inspection. The lead inspector also spoke with a local authority representative and governors.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school currently makes use of 3 registered alternative provisions.

Headteacher: Jennifer Cass

Lead inspector:
Lyndsey Reed, His Majesty's Inspector

Team inspectors:
Richard Crane, Ofsted Inspector
Joe Barton, Ofsted Inspector
John O'Hara, Ofsted Inspector
David Wadsworth, 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 16 June 2026

School and pupil context

Total pupils

919

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: 1,067

School capacity

900
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: 1,154

Pupils eligible for free school meals (FSM)

46.68%
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: 28.9%

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

1.63%
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: 3.09%

Pupils with special educational needs (SEN) support

22.52%
Well above average

What does this mean?

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

National average: 13.4%

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

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	36.0%	45.4%	Below
2023/24 (final)	34.8%	45.9%	Below
2022/23 (final)	37.9%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	42.6	46.1	Close to average
2023/24 (final)	42.4	45.9	Close to average
2022/23 (final)	43.4	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	0.17	-0.03	Close to average
2022/23 (final)	0.22	-0.03	Close to average

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' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (final)	25.3%	25.8%	Close to average
2023/24 (final)	23.0%	25.8%	Close to average
2022/23 (final)	26.6%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (final)	37.3	34.9	Close to average
2023/24 (final)	35.1	34.6	Close to average
2022/23 (final)	36.5	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.11	-0.57	Above
2022/23 (final)	-0.15	-0.57	Above

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	25.3%	53.1%	-27.8 pp
2023/24 (final)	23.0%	53.1%	-30.1 pp
2022/23 (final)	26.6%	52.4%	-25.9 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (final)	37.3	50.4	-13.1
2023/24 (final)	35.1	50.0	-14.9
2022/23 (final)	36.5	50.3	-13.8

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.11	0.16	-0.28
2022/23 (final)	-0.15	0.17	-0.32

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (revised)	84%	92%	Below
2022 leavers (revised)	90%	93%	Average
2021 leavers (revised)	89%	94%	Below

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 (3 term)	9.9%	8.4%	Above
2023/24 (3 term)	10.0%	8.9%	Close to average
2022/23 (3 term)	11.0%	9.0%	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 (3 term)	30.7%	23.4%	Above
2023/24 (3 term)	33.4%	25.6%	Above
2022/23 (3 term)	41.5%	26.5%	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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