

Whiteways Primary School

Inspection report

Unique Reference Number	106992
Local authority	Sheffield
Inspection number	377508
Inspection dates	2–3 February 2012
Lead inspector	James Kilner HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	551
Appropriate authority	The governing body
Chair	Karen Redfern
Headteacher	Stephen McMullan
Date of previous school inspection	7 December 2010
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Introduction

Inspection team

James Kilner
Jane Alexander
Steve Rigby

Her Majesty's Inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. The inspectors visited 17 lessons and observed 15 teachers, including a joint observation with a member of the school's senior leadership team. Inspectors held meetings with staff, members of the governing body and pupils, observed the school's work, and looked at a range of evidence including policies, improvement plans, pupils' work, and the school's records indicating pupils' progress and attainment. Also, inspectors analysed 151 parental and carers' questionnaires and others completed by pupils and staff.

Information about the school

The school is much larger than the average sized primary school and is going through a period of significant change from being an all junior to becoming a primary school by 2015. Consequently, this year there is no Year 3 class in the school. Over 90% of pupils are of minority ethnic origin, mainly of Asian background. The largest groups are of Pakistani or Yemeni heritage. A significant number of pupils join the school in each year group outside the normal point of entry; these include children of Eastern European heritage. The school roll fluctuates, as some families stay for only a short period of time. Nearly all pupils speak English as an additional language and in the Nursery Classes most are at a very early stage of learning to speak English. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those with special educational needs is above average and more pupils than usual have a statement of special educational needs. The school did not meet the current floor standard, which set minimum expectations for attainment and progress in 2011, but did meet it in the previous two years.

At the time of the inspection, the school was managed by an interim lead headteacher, recruited by the local authority.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	2

Key Findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

- Whiteways is a satisfactory school. It is emerging successfully from a period of low achievement and uncertainty. A dedicated senior leadership team and governing body, under the expert tutelage of the lead headteacher, have steadfastly steered the school through this turbulent period of change. Almost all parents and carers hold very positive views of the school, with one noting the 'huge improvements under the new leadership'.
- The school is at the very heart of this culturally rich and diverse community. It is highly effective in ensuring that the different faiths and social and cultural backgrounds of their community make a positive contribution to pupils' good spiritual, moral, social and cultural development.
- Pupils' learning and achievement, including that of children in the Early Years Foundation Stage, are now satisfactory overall. Progress accelerates in the Year 5 and Year 6 classes where teaching is more consistently good. While satisfactory overall, an increasing amount of teaching contains stronger elements. Progress in lessons is not yet rapid enough because there remain some inconsistencies in the marking of pupils' work to guide pupils to the next levels. Also, there are variations in pupils' knowledge and understanding of their targets as well as inconsistencies in teachers' effective use of questioning to fully probe and extend pupils' learning.
- Provision for children's learning in the Early Years Foundation Stage is satisfactory overall, although it is more effective indoors than outdoors. Some pupils leave the Reception class with gaps in their knowledge and understanding. They embark on a Key Stage 1 curriculum lacking the confidence to learn and require more opportunities to continue to learn through play-led activities. Consequently, there is initially some slowing of progress.

- Behaviour is satisfactory and pupils feel safe and secure in school. They are overwhelmingly confident that there is someone in school to turn to if there is a problem.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the amount of good and better teaching to enable more pupils to make accelerated progress by ensuring that:
 - pupils' work is consistently marked to a high standard, so that pupils are able to reflect on and improve their own work
 - pupils understand their individual targets and are able to assess their own progress towards achieving them
 - all teachers make effective use of probing questions to check and extend pupils' understanding.
- Improve outcomes for the youngest children in the school by:
 - enhancing the opportunities for children's learning in the Early Years Foundation Stage, by developing the provision out of doors
 - extending the creative and imaginative play opportunities, where appropriate, for children in Key Stage 1 classes.

Main Report

Achievement of pupils

Pupils' attainment is below average. Pupils' achievement is satisfactory overall but is stronger at the end of Key Stage 2 where the quality of teaching is more consistently good. As a result of highly individualised support programmes, based on a thorough analysis of their needs, disabled pupils and those with special educational needs, and those recently arrived who are new to speaking English, make good progress. Pupils enjoy using their literacy and numeracy skills when exploring the school's successful creative curriculum. For example, in a Year 6 mathematics lesson pupils drew well on their good literacy skills to fathom the solutions to problems based on popular sports and television programmes. A highly effective programme for the teaching of reading and phonics (linking sounds and letters) ensures that pupils' progress in reading is satisfactory. Pupils make effective use of skills to enjoy reading from a wide range of appropriately challenging books in the classrooms. There is a real 'buzz' of learning at the morning family learning session when pupils read with volunteers. Consequently, by the end of Year 2 and Year 6, pupils' attainment in reading is average. Parents' and carers' responses to the questionnaires were almost unanimous in their view that the school helps to develop their children's literacy and numeracy skills which is reflected in the inspection findings.

Children enter the Early Years Foundation Stage with starting points which are well below those typical for their age. The strong focus on the promotion of children's early language experiences and imaginative activities to develop personal and social skills, means that children are generally adequately prepared for their future learning by time they start Year

1. However, when they move to the Key Stage 1 classes some pupils who have not made expected progress, particularly in communication and social skills, find it difficult to learn in the new classroom environment. Some lack the confidence to fully engage with their lessons without the opportunity to continue exploring their learning through a play-led curriculum. Older pupils in Key Stage 2 are increasingly confident writers, work well collaboratively in group activities and enjoy the many opportunities for discussion. For example, in a geography lesson considering the ethical questions around recycling and Fair Trade, pupils were keen to offer their opinions which were valued by their peers. Inspection evidence indicates that the pupils' achievement is on target to improve further this year as more pupils make accelerated progress.

Quality of teaching

The quality of teaching is satisfactory overall although the profile of good teaching is moving forward rapidly, particularly, but not exclusively, for older pupils. This is a result of a concerted effort by senior leaders to remedy deep-seated inadequacies and weaknesses, which have been tackled successfully. Parents and carers are overwhelmingly positive about the quality of teaching in the school and pupils also say that they enjoy their learning.

A well-constructed thematic curriculum meets pupils' needs well as it centres on their interests and cultures. Pupils' learning is further enriched through the carefully planned investigation and celebration of Sheffield's industrial heritage. As one pupil said, 'We learn about where we are in the world right now' summing up the important contribution the curriculum makes to their sense of belonging. This contributes much to pupils' good spiritual, moral, social and cultural development. Strengths in teaching include teachers' good subject knowledge, good and consistently applied behaviour management and the use by all teachers of a common planning format which ensures that individual needs are met. When deployed effectively, support by classroom assistants is a major factor in enabling disabled pupils and those with special educational needs, and those new to learning English to make more accelerated rates of progress. An appropriate range of child-initiated and teacher-led learning opportunities contribute successfully to children's development in the Early Years Foundation Stage. There is, however, an imbalance in the provision for learning in and out of doors. The colourful and lively indoor provision is only partially mirrored outdoors. Consequently, some opportunities to promote children's learning in an outdoor environment are missed.

In the main, teachers' good questioning skills help to deepen pupils' understanding. Teachers make regular use of opportunities, such as talking in pairs, for pupils to discuss and to clarify their understanding. For example, in an English lesson, pupils not only had to devise a sweet making machine, they had to pitch their ideas to their peers in the role of Willy Wonka and be questioned in depth. However, questioning is less effective when pupils are not consistently encouraged to give such fulsome explanations and teachers take a simple one word answer before moving on without fully checking pupils' understanding. Although the majority of pupils' work is accurately assessed and regularly marked, teachers do not make the fullest use of marking to ensure pupils take the steps identified to improve their own work systematically and securely. Equally, pupils are not always clear about at which level they are working and the steps needed to meet the next level.

Behaviour and safety of pupils

The majority of pupils display positive attitudes to their learning in lessons, taking pride in their work and being eager to be involved. Occasionally, when standards fall below expectations, pupils' need reminding of the school's recently introduced behaviour policy. There has been no exclusion this academic year representing an improvement since the last inspection. Playtimes are lively with organised activities led by supervisors for the younger pupils. The school plans to extend these opportunities this term to the older pupils in order to improve behaviour and safety even further.

Pupils' attendance is now consistently average representing good improvement since the last inspection. In the main, pupils are punctual, ready and eager to learn. When discussing behaviour and safety with the inspectors, pupils in Year 2 and Year 6 felt that bullying had been an issue in the past but were confident that should it ever occur they knew that it would be dealt with effectively. The school does much to encourage the celebration and appreciation of the diverse nature of cultures and faiths. The result is a harmonious community of children and adults who show respect for other faiths and communities. As one pupil said, 'we all learn from each others' lives.' The good relationships between adults and pupils have a positive impact on pupils' spiritual, moral, social and cultural development. Parents and carers have positive views about pupils' behaviour and feel their children are well looked after. The majority of pupils are also positive about behaviour around school and in their lessons.

Leadership and management

Leadership and management of the school are good. The governing body and school leaders ensure the effective promotion of equality of opportunity, and they tackle discrimination well. Indeed, the pursuit of equality of opportunity and high achievement are at the heart of the school. Strong and determined leadership has resulted in good improvements since the last inspection. Senior leaders ensure high levels of accountability for pupils' progress; the quality of teaching continues to improve. Each pupil's individual progress is scrutinised regularly so that any emerging gaps in learning can be actioned and remedied quickly. Consequently, by the time they reach Year 6, pupils' achievement is now satisfactory and improving rapidly. Under the expert guidance of the lead headteacher, the senior leadership team and the governing body have a strong understanding of the school's strengths and areas for improvement. High quality action plans, which are regularly reviewed and revised, provide the school with a clear path for further development. The school has satisfactory procedures to promote safeguarding and ensures all staff are suitable to work with children.

Parents and carers are regularly canvassed for their views and are welcomed in to the school to support their children's learning. A parent wrote, 'management is more open and willing to listen to our ideas'. A concerted effort by school leaders to forge effective links with community leaders has made impressive improvements to pupils' attendance and attitudes to learning.

The curriculum is good and has improved since the last inspection with links between subjects developing well. A concerted focus on the teaching of basic literacy, numeracy and key learning skills ensures all pupils are well prepared for the next stage of their learning. The Early Years Foundation Stage provides a language-rich learning environment, with well-planned activities for children to select for themselves. For example, children studying 'The

Meanies' were able to decide for themselves how to develop their learning further by devising their own recording methods and role play. The pupils' spiritual, moral, social and cultural development is good. It is promoted well through many subjects, school assemblies and the celebration of the lives of the city's positive role models such as the astronaut, Helen Sharman OBE. There are satisfactory opportunities for all groups of pupils to take responsibilities and extend their social and leadership skills through the school council. Pupils have played a significant role in planning and helping to organise the development of the school grounds.

Previous identified weaknesses have been tackled successfully. Senior leaders now have the skills and confidence to take the school forward on their journey to becoming a primary school. Consequently, the school's capacity to improve in the future is good.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



6 February 2012

Dear Pupils

Inspection of Whiteways Primary School, Sheffield, S4 8EX

Thank you for making us feel very welcome when we inspected your school recently. We enjoyed visiting you in your lessons, sharing lunch with you and joining you at playtimes. Your school is no longer giving cause for concern and is now satisfactory. Leadership and management of your school are good and the school has a good capacity to improve even further. These are some of the best things about it.

- Your school is well led and managed and it is at the heart of your community.
- You now make satisfactory progress through the school, although in some year groups, such as Year 5 and Year 6, it is more rapid.
- Your school is a harmonious community where you all get on well and celebrate each other's cultures.
- Your behaviour is satisfactory and you say you feel safe.
- You are able to use your literacy and numeracy skills effectively across many other subjects in the curriculum.
- You enjoy your lessons and teachers give you practical and fun things to learn about.

To help your school to improve even more, I have asked your headteacher and the governing body to make the teaching even better by:

- marking your work more consistently so that more of you are able to reflect on and improve your own work
- helping you to understand your individual targets so you can assess your own progress towards achieving them
- making sure teachers probe a bit more deeply when you answer questions to make you think more about what you are learning.

We have also asked them to develop the outdoor learning area in the Early Years Foundation Stage and to allow some children in Years 1 and 2 more chances for play related learning opportunities.

You can help by always trying your best, thinking hard and continuing to enjoy and attend school.

Yours sincerely

James Kilner
Her Majesty's Inspector

