

Whiteways Primary School

Inspection report

Unique Reference Number	106992
Local Authority	Sheffield
Inspection number	356067
Inspection dates	7–8 December 2010
Reporting inspector	Paul Lowery 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	511
Appropriate authority	The governing body
Chair	Mrs Maxine Greaves
Headteacher	Mrs Marcia Carter
Date of previous school inspection	11 July 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 20 lessons and observed 15 teachers teach. They held meetings with governors, staff, a representative from the local authority, and groups of pupils. They observed the school's work, and scrutinised records and planning documents including safeguarding procedures, policies, progress data and pupils' work. The 172 responses from questionnaires completed by parents and carers were considered together with those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether teaching enables pupils to make sufficiently rapid progress in order to narrow the gaps in attainment
- the effectiveness of leadership and management in monitoring the performance of different groups of learners
- whether weaknesses identified in the previous inspection in pupils' achievement, challenge in lessons and consistency in marking, have been resolved
- the quality of provision in the new Early Years Foundation Stage provision and how secure plans are for its development.

Information about the school

This is a larger than average inner-city primary school. The proportion of pupils known to be eligible for free school meals is high. Over 90% of pupils are from minority ethnic heritages other than White British, these being largely Pakistani, Yemeni, and an increasing number of East European. Most pupils speak English as an additional language and a small minority is at the early stage of learning English; 19 different languages are spoken at the school. A larger than average proportion of pupils has special educational needs and/or disabilities, although fewer pupils than average have a statement of special educational needs. Since September 2009, the school provision has extended to include Early Years Foundation Stage and from September 2010, Key Stage 1, Year 1 classes. During the period of transition from a junior into a primary school, the school has an additional part-time lead headteacher.

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: how good is the school?**4****The school's capacity for sustained improvement****3**

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to ensuring that pupils make rapid progress in order to raise attainment, especially in the core subjects of English and mathematics.

Pupils who join the school at the start of Key Stage 2 have skills and abilities below the level expected for their age. By the end of Key Stage 2, attainment is significantly below the nationally expected levels. Information from the 2010 national tests shows that too many pupils, in particular girls and the more-able in mathematics, do not make sufficiently rapid progress in order to narrow the gaps in their attainment. Pupils' work demonstrates that their literacy skills, spelling, punctuation and grammar, are below expected levels and insufficient opportunities are given to them to write extended pieces of work. Speech and language skills are improving because of the priority given to providing effective support for those pupils who are at an early stage of speaking English as an additional language. These pupils are making satisfactory progress. Pupils with special educational needs and/or disabilities make satisfactory progress overall, because of the effective additional support from teachers and well-trained teaching assistants.

A comprehensive training programme, with strong support from the local education authority, is improving teaching. The impact of this is shown in recent evidence from the school's testing that indicates pupils, in particular in Year 6, are making better progress. Pupils are receiving better guidance through the more detailed marking of their work. However, systems in lessons to assess and inform pupils about their progress, while stronger in Years 5 and 6, remain too variable. While pupils report that they enjoy school, inspectors judged their achievement to be inadequate.

Staff are particularly effective in using school routines, including lining up for lunch, to train pupils and establish clear expectations. Consequently, pupils behave well around school and show consideration to adults and other children. In lessons, most pupils are consistently well behaved. However, a small minority of pupils are too passive and require intensive staff direction and support in order to engage with their learning.

The quality of care, guidance and support provided to pupils is a particular strength. Pupils report they feel safe and appreciate the individual support they receive from staff. Pupils whose circumstances have made them vulnerable are particularly well cared for, and the school effectively meets the social and emotional needs of all pupils. Partnership work with parents and carers is strong. Careful attention to providing bilingual support gives families, who are new to the country, the confidence to come into the school. However, school leaders recognise that there is still more to do to help a small minority of parents and

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carers to support their children in developing positive attitudes to regular attendance and learning.

The newly established Early Years Foundation Stage is giving children a strong start to their learning. The Nursery and Reception are bright and stimulating environments. Exciting and carefully crafted activities are assisting these children to make increasingly rapid progress.

The headteacher, supported by the lead headteacher, together with the governing body, has a shared vision for the future development of the school and strong determination to raise attainment. Detailed self-evaluation gives leaders a clear understanding of the school's strengths and weaknesses and informs detailed development planning. This is helping to secure improvements in a number of areas: the Early Years Foundation Stage has been securely established; particularly strong support is provided to families whose circumstances have made them vulnerable, enabling their children to better participate in learning; and whole-school systems to monitor pupils' progress are now helping staff to target carefully additional support. This all indicates the school has satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment in English, and mathematics, so that at the end of Year 6, a greater proportion of pupils are securing at least the expected levels of attainment, by:
 - raising expectations of what pupils can achieve, in particular for girls and the more-able pupils in mathematics
 - ensuring higher attainment in literacy and communications at Key Stages 1 and 2
 - providing more opportunities to draft, redraft and produce extended pieces of writing
 - continuing to support families to appreciate that regular attendance is important if pupils are to attain well.
- Increase the proportion of good or better teaching, at Key Stages 1 and 2, by ensuring that all teachers:
 - deliver exciting lessons to encourage the active engagement of all pupils in their learning
 - provide greater challenge for the most able pupils
 - build assessment into lessons so that teachers can better guide pupils on how to achieve challenging targets.

Outcomes for individuals and groups of pupils

4

The majority of pupils start Key Stage 2 with weak language and communication skills. Attainment at the end of Year 6 is consistently low. In the most recent 2010 tests, the attainment of girls was below that of boys in both English and mathematics. Too many pupils make insufficient progress. While overall, boys make satisfactory progress, significantly slower progress is made by girls and pupils of Pakistani heritage. School monitoring information indicates that pupils, especially those in Year 6, are currently

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making better progress because of improved teaching and carefully targeted additional support. Inspectors noted that too many pupils, especially girls, are passive learners and highly dependent on seeking support from staff. The progress made by the more-able pupils varied, depending on the level of challenge in their lessons. Pupils who receive specifically targeted additional support, in particular those with special educational needs and/or disabilities or those who are at an early stage of learning English, are making satisfactory progress.

In lessons, younger pupils demonstrate particularly weak written and oral communication skills. As a result of imaginative and effective information communication technology (ICT) teaching, pupils' ability to apply their ICT skills is strong. They also have a sound understanding of e-safety, which contributes to their good understanding of how to keep safe. Pupils demonstrate a good understanding of how to maintain a healthy lifestyle and are polite, courteous and keen to take on responsibility. Older pupils are keen to assist younger pupils during the regular reading mornings. Pupils mix extremely well with others from different ethnic groups and cultures, which support the school working well as a harmonious community. Attendance, while low, has improved as a result of effective partnership work with families. Increased recognition of the importance of regular attendance, coupled with stronger speech and language skills and good social skills, means pupils have the satisfactory qualities needed for the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

There is a clear focus on increasing the effectiveness of teaching. A carefully planned programme of whole-staff training and coaching has removed instances of inadequate teaching. Relationships in lessons are good and staff are increasingly using practical activities to engage pupils in their learning. In one particularly effective lesson, younger pupils took the role of prosecutors and suspects in a trial following an incident with 'Red Riding Hood'; they quizzed suspects, and prepared defence cases. Here, there was good progress in developing problem solving, teamwork, and investigative and oral questioning skills. The 'Talk Partners' programme is consistently used across classes and is encouraging pupils to develop their speaking and listening skills. In less effective lessons, a small minority of pupils, many of whom are girls, are insufficiently excited by the work and reluctant to take on responsibility for their learning. On occasions, staff talk for too long and this slows the pace of learning. Work is frequently organised for particular groups of learners. However, opportunities to assess whether the work is meeting their needs are occasionally missed. Some pupils, particularly the most-able, are not given challenging work to help them make the progress of which they are capable.

The school is reviewing its curriculum and moving to a more topic-based approach with a greater focus on basic skills. The curriculum provides rich opportunities to celebrate different cultures and this assists pupils to develop their sense of identity and self-esteem. Pupils warmly welcome the broad range of extra-curricular activities and the opportunities to take part in sporting challenges.

Effective systems ensure that good support is provided for individual pupils and those whose circumstances have made them vulnerable. Adults work hard to make the school a safe place to be in and pupils know they will assist them if they are worried. Considerable expertise has been built up to support pupils who speak English as an additional language. For example, the school encourages parents to take part in training classes on how to support their children's education. Strengthening partnerships with parents and carers are at the heart of the recent progress in improving pupils' attendance. Weekly attendance reviews, together with the higher expectations placed on the importance of regular attendance, are proving effective. Pastoral care is strong; good support is provided as pupils move into, and on from, the school. Staff work well in partnership with the local authority and external agencies to provide additional support where this is required. Systems to track pupils' progress and identify those in need of additional support have recently been strengthened.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

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How effective are leadership and management?

Senior staff give a high priority to caring for pupils and are increasingly ambitious for their academic success. This is visibly reflected in the school's development plan. Clear strategies have been put in place to raise attainment, and early indications from assessment information indicate that pupils are making better progress. The monitoring of teaching and learning has identified where weaknesses are present and this is being used effectively to target training. The school has an accurate view of the quality of its teaching. However, many of the initiatives to improve teaching have not been fully embedded. Good partnership with the local education authority has brought in particularly effective additional leadership capacity during a period of significant change as the school has successfully moved from a junior to a primary school.

The governing body provides satisfactory leadership and has worked closely with the headteacher in developing the accommodation. Work to extend the accommodation, including the Nursery, Reception and Year 1 classrooms, has had a significant impact on improving provision. The governing body has a clear understanding of its statutory responsibilities and is increasingly holding leaders to account for the school's performance.

The good quality work on promoting community cohesion is a strength of the school. The development of learning managers, the family liaison worker and the employment of bilingual staff, have all had a considerable impact on forging community ties within school and in the local community. The commitment to celebrating diversity has bolstered pupils' global understanding. Strong systems to promote equality of opportunity, monitor the progress of groups, and tackle discrimination are in place. However, these have yet to narrow the gaps in attainment between different groups of pupils. Effective procedures ensure that safeguarding is good; systematic training in child protection takes place and staff demonstrate a good understanding of risk management. While systems for financial management are strong and closely linked to development planning, inadequate levels of achievement mean the school is giving inadequate value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

The Nursery and Reception classes are a particular strength within the school. Children enjoy a positive start to their schooling, joining a well-resourced and vibrant centre. Most children start with skills that are below, and in a few cases, well-below those expected for their age. Initial indications are that children make satisfactory progress in their learning and development, in particular, their physical development. However, their communication, language and literacy skills remain weak. Children enjoy their learning and work well independently, making choices about the activities they engage in. Adults are highly skilled at promoting learning through well-planned, exciting activities. Inspectors observed consistently good and imaginative teaching. Children were learning how to handle snow and take part in group singing. 'Hide bags' were used effectively to engage children in phonics (the sounds that letters make) development. The highly skilled staff team work effectively together. Teachers' planning is focused on meeting children's needs, but formal planning systems covering the whole two years of the Early Years Foundation Stage are not fully embedded. Staff maintain detailed records on children's progress. Relationships with parents and careers are strong and families are effectively supported to play their part in assisting in their children's learning.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents and carers who responded to the questionnaire were satisfied with the education provided and felt that their children enjoyed school. This was also reflected in the positive written comments made by parents and carers. A few expressed concern about how the school helped them to support their children's learning. Inspection evidence confirms that the school has a good partnership with parents and carers and is making increased provision to support family learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whiteways Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 172 completed questionnaires by the end of the on-site inspection. In total, there are 511 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	58	71	41	2	1	0	0
The school keeps my child safe	94	55	76	44	2	1	0	0
My school informs me about my child's progress	85	49	82	48	4	2	0	0
My child is making enough progress at this school	80	47	84	49	5	3	0	0
The teaching is good at this school	86	50	83	48	0	0	0	0
The school helps me to support my child's learning	81	47	78	45	8	5	2	1
The school helps my child to have a healthy lifestyle	75	44	90	52	5	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	75	44	85	49	6	3	1	1
The school meets my child's particular needs	70	41	96	56	4	2	0	0
The school deals effectively with unacceptable behaviour	69	40	93	54	7	4	0	0
The school takes account of my suggestions and concerns	57	33	102	59	8	5	0	0
The school is led and managed effectively	71	41	94	55	2	1	0	0
Overall, I am happy with my child's experience at this school	94	55	73	42	3	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.

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.



9 December 2010

Dear Pupils

Inspection of Whiteways Primary School, Sheffield, S4 8EX

Thank you for welcoming us to your school, taking the time to show us your work and talking to us during the recent inspection. We were impressed with your confidence in speaking to us and it is clear how proud you are of your school. You feel safe, get on well with adults in school and enjoy the broad range of opportunities available. We were particularly impressed with how well everyone gets on with each other and that older pupils were keen to help those younger than themselves. Your teachers are good at helping you to lead healthy lives and encourage you, through the school council, to share your ideas for improving the school. Adults are keen to ensure that you are well looked after and happy and give you extra help or support when it is needed. Nursery and Reception children have a good start to school life.

You behave well around school, but some of you do not always try your best with your work and your learning behaviour is affecting the progress you make. Sometimes you do not always take enough care with your writing and spelling. Teaching does not always help pupils in Year 1 and from Years 3 to 6 to make as much progress as they could in their literacy and numeracy work. To make the school better, we have asked the staff to do two things:

- help you to make better progress to reach higher levels in English and mathematics
- make sure that all lessons are interesting, work is not too easy, and teachers regularly check and tell you how well you are doing.

We have given your school a 'notice to improve'. This means that inspectors will visit your school again to see how you are getting on. We know your teachers are keen for you to make better progress and to do well. All of you can help by ensuring your attendance is good and that you always try to do your best with your writing.

Yours sincerely

Paul Lowery

Her Majesty's Inspector

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