

Whitecote Primary School

Inspection report

Unique Reference Number	107970
Local Authority	Leeds
Inspection number	356277
Inspection dates	7–8 December 2010
Reporting inspector	Sarah Quinn

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	409
Appropriate authority	The governing body
Chair	Mr Peter Riley
Headteacher	Ms K Allan
Date of previous school inspection	15 October 2007
School address	Wellington Grove Bramley, Leeds West Yorkshire LS13 2LQ
Telephone number	0113 2164800
Fax number	0113 2164848
Email address	allanke03@leedslearning.net

Age group	3–11
Inspection dates	7–8 December 2010
Inspection number	356277

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. Seventeen lessons, or parts of lessons, were observed and 14 teachers seen. Meetings were held with groups of pupils, governors and staff and some parents and carers. Inspectors observed the school's work and looked at a range of documentation, including that relating to pupils' attainment and progress and the school's management. They also took into account the views expressed in questionnaires returned by 100 pupils, 33 staff and 46 parents and carers.

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

- What is the current rate of learning and progress of pupils and are all pupils challenged in their learning?
- How robust and successful are teaching and the curriculum, and the management of these, in ensuring the school continues to improve?
- How does the school make sure pupils learn a variety of basic skills across the curriculum?
- Are pupils aware of our culturally diverse society and does the school help in preparing them for life beyond the local community?
- How do leaders and managers at all levels contribute to the overall effectiveness of the school?

Information about the school

This large primary school is situated within an estate in Bramley, Leeds. A large majority of pupils are from White British backgrounds but there is a small proportion from minority ethnic groups. Very few pupils speak English as an additional language. A larger than average proportion of pupils has special educational needs and/or disabilities. The proportion of pupils known to be eligible to receive a free school meal is above average.

The school runs a breakfast club that was observed as part of this inspection. Since the last inspection, the school has gained, or regained, the Stephen Lawrence Award, the Inclusion Chartermark, Investors in Pupils and an International School Award, Activemark, Healthy School status, ABC (Agencies Benefiting Children) Leeds Quality Mark, and has completed the ASE Yorkshire STEM (Science, Technology, Engineering and Maths) Challenge and the Stan Kenyon Annual School 'Lungs of the City' Challenge. In September, a new deputy headteacher was appointed and the structure of the management team changed as the assistant headteacher retired. There is now a headteacher and two deputy headteachers.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. There are some significant strengths to the school's work. Pupils' contribution to the community is outstanding and community cohesion is promoted extremely well. Pupils celebrate their own community, different languages, cultures and faiths found within the city, nationally and internationally and have excellent spiritual, moral, social and cultural understanding. They participate in local events and raise funds for a variety of local, national and international charities. The quality of care, guidance and support makes an outstanding contribution to pupils' outcomes. The school's engagement with parents and carers is exceptional and their appreciation of the school and its work is very clear. A typical comment from parents and carers is: 'This is an excellent school and I am surprised at the level of my child's progress. My child loves their teachers and it is lovely to see that they love my child too.'

Good leaders and managers have ensured effective systems and structures that contribute to the continuous improvement of the quality of teaching and the curriculum. This commitment to improvement has a positive impact on the progress of pupils, which is accelerating. Strong teamwork among the staff, and a sharing of skills and expertise, ensures that staff at all levels can make a significant contribution to the school.

Considerable emphasis is placed on pupils' learning and raising overall attainment. All staff are committed to doing the very best for the pupils and their families.

Children start school with skills and knowledge well below those typically expected for their age. Pupils make good progress across all key stages, particularly in their personal, social and emotional development and communication, language and literacy. Teachers throughout the whole school establish very good relationships with their class and pupils are enthusiastic learners. Occasionally, however, tasks are not always sufficiently challenging for pupils, and at times teachers do not make use of assessment opportunities in lessons to progress the learning of more-able pupils. An interesting curriculum is enriched by a wide range of additional activities.

Pupils thoroughly enjoy school and this is reflected in their above average attendance. They show considerable respect for others and relate very well to adults and to their peers. Behaviour is good in lessons and around the school.

The school's performance is reviewed systematically and effective action is taken to bring about necessary improvements. The governing body plays a significant role in the evaluation of the school's performance and holds the school to account effectively. Staff at all levels are reflective and continually appraise their performance and the success of each new initiative. Since the last inspection, pupils' progress in mathematics has improved significantly. This is because the school quickly identifies issues and works hard to address them. The school knows itself very well and demonstrates a good capacity to improve further.

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

What does the school need to do to improve further?

- Increase the level of challenge and raise attainment of children and pupils across the school by ensuring activities are appropriately matched to meet individual needs.
- Raise the attainment of the more-able pupils by ensuring teachers and teaching assistants capitalise on learning and assessment opportunities in all lessons to help more-able pupils make the best possible progress and move learning forward.

Outcomes for individuals and groups of pupils

2

Pupils' current work, the lessons seen and school assessments indicate that current attainment is average overall by the end of Year 6. In Key Stage 1 pupils develop good basic skills to enable them to become more independent learners. Many strategies are used to support pupils and enable them to read, write and use numbers. In Key Stage 2, pupils make good progress to enable them to achieve Level 4 in the national tests and the number of pupils attaining Level 4 is above national averages. However, the school has not been as successful in moving more-able children to Level 5. This is because pupils are not always extended in lessons through sufficiently challenging activities. This means that pupils, and particularly the more able, do not all attain the higher level of which they may be capable. Pupils with special educational needs and/or disabilities make good progress because intervention techniques and adult support are put in place quickly. Both boys and girls are making good progress in English and mathematics and, while there are some differences between girls and their national counterparts, these are reducing because of focused attention on raising girls' self-esteem and aspirations.

Pupils develop into articulate and confident young people because of the considerable opportunities for them to contribute to 'talking partners', peer assessment and discussion. Effective teaching of basic skills like reading and writing, throughout all year groups, enable pupils to make good progress overall in these areas. Strategies to improve writing are working well. Pupils write for a range of purposes and in different styles, for example, they make Roman armour and then write a set of instructions so that others can make armour too. They apply and develop their basic skills effectively in other subjects. For example, pupils use information and communication technology (ICT) to develop their own web page. Considerable emphasis is placed on developing personal and social, and speaking and listening skills. This is evident as pupils work together to develop a background for a newly discovered tribe of people, or discuss how to improve a play script. They enjoy assembly where they discuss the theme with the person next to them and contribute to discussions. Good behaviour and positive attitudes to learning lead to a positive school ethos where the focus of pupils and staff is clearly on learning.

Pupils demonstrate an excellent commitment to their school. For example, Nursery children all made and contributed a sugar Santa for the Christmas cake, and older pupils take on responsibilities such as 'eco monitors', members of the school council and 'fit bods'. Pupils gain in confidence and social skills as they move through the school. They are extremely considerate, friendly and polite and show a very good understanding of, and response to, the 'behaviour pyramid'. They feel safe and extremely well cared for and show confidence that there is always a trusted adult in the school to turn to if they are upset or have a problem. The school council makes a significant contribution to the development of the school and joins senior leadership meetings. They report to the

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

governing body and put forward fellow pupils' ideas to contribute to improvements such as playground equipment. Pupils are well prepared for their future economic well-being. Their personal and social skills are very well developed. They make good progress in acquiring skills in literacy, numeracy and ICT.

Pupils have many opportunities for reflection and they understand the area in which they live very well. They show an insightful understanding of cultural and religious differences through the schools links with a diverse school in Leeds, with a school in South Africa and developing in Spain. They have an excellent understanding of right and wrong and work very well in teams and groups.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Attainment is improving rapidly because of a strong focus on tracking individuals, improved teaching strategies, and a curriculum that is being evaluated, revised and added to. Teachers develop positive environments in which pupils can learn. Many pupils identify lessons as the favourite part of their day and say that the school provides 'learning with a touch of fun'. Pupils have constructive attitudes to learning and respond positively and with enthusiasm to their teachers' clear instructions and suggestions. Tasks are well matched to pupils' abilities. However, occasionally tasks do not fully challenge the most-able pupils. The marking of pupils' work is effective and is well linked to the learning

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

intentions of the lesson. Constructive comments indicate how pupils can improve and the marking policy is consistently applied across the school.

The curriculum promotes strong progress in basic skills for pupils and contributes very well to their personal, social and emotional development, but a more exciting curriculum is evolving alongside a variety of creative partners. A good range of additional activities including clubs, trips and visitors enrich pupils' learning. Popular clubs include, flex dance, street dance, football and gardening.

Outstanding care, guidance and support mean that pupils are very well cared for in this welcoming school. The school's commitment to children, parents, carers and families is clear and the school strives to find the right partners and professionals to support families in the right way. Early identification of pupils and families with specific needs ensures well-coordinated support from a range of agencies for those particular needs and this is another clear strength of the school. Excellent guidance and support for families have enabled attendance to improve to above-average levels and it continues to rise. Well-planned induction and transition procedures enable pupils to settle quickly and to thrive. The breakfast club is very well organised and runs smoothly; pupils show obvious enjoyment as they play snooker and chat together.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Systems to monitor and evaluate the school's performance are well established and improving all the time. Teamwork and acknowledgement of every member of staff's strengths and expertise have brought about good improvements. Leaders and managers continue to review the school's work. They continue to improve the curriculum, to address pupils' ongoing significant social and emotional issues, and to ensure improvements to pupils' attainment and progress are sustained. The school's journey of continuous improvement is part of an embedded professional culture of evaluation and reflection.

A range of interesting and mutual partnerships underpin much of the school's work with vulnerable pupils and families. The school works hard in developing and maintaining two-way partnerships with local, national and international partners for the benefit of the pupils, staff and community. The provision to safeguard pupils' well-being is well embedded and staff know the process to be followed in any event that may cause concern. Agency involvement with vulnerable pupils and families is strong and the monitoring and tracking of vulnerable pupils ensures appropriate action is taken quickly when necessary. Comprehensive risk assessments contribute to the health and safety of

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

the school and all staff and governors play an active role in monitoring the site. The school promotes equality of opportunity and this permeates throughout all that they do.

The school is extremely successful in engaging parents and carers and there are excellent relationships which benefit the pupils. Parents and carers say that they feel very welcome in the school and they appreciate all the methods in which the school communicates with them. For example, the new text messaging service enables the school to send immediate messages to parents and carers. Their views are valued and acted upon, like the recent change to the reporting format to make it meaningful to all parents and carers. They enjoy attending many workshops and activities like 'mad science' and 'bedtime story' sessions and these sessions give parents and carers confidence and skills to support their children.

Governors are visible in the school and community and are keen that the school continues to engage with and strengthen the local community. Statutory requirements are met and there are good procedures to ensure that pupils are protected and safeguarded. Governors are supportive of the headteacher and the school. They show a very good understanding of the school's strengths and hold the school to account through constructive questioning and significant challenge. Resources are monitored and deployed effectively to achieve value for money.

Community cohesion is a great strength and the school has an excellent understanding of the community it serves. This is because of careful monitoring and the excellent relationships established with a variety of agencies and groups such as neighbourhood watch, local police, church, and a variety of local businesses and care services. This has an excellent impact on the school and local community.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

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

Early Years Foundation Stage

On entry to Nursery, children have skills and knowledge that are well below national expectations. There are appropriate systems to assess and record children's learning journeys and sensitive observations contribute to the planning of children's next steps in learning and development. This ensures children make good progress, particularly in their personal and social development and communication, language and literacy. They show obvious enjoyment as they dress as Rudolph or wrap presents for Christmas. A range of interesting activities capture children's imagination and enthusiasm. Good partnerships with parents and carers and effective induction arrangements enable children to settle quickly in Nursery. The school works hard to give children and parents and carers the skills they need to learn and develop, for example, the 'little learners' groups encourages parents and carers to attend provision prior to starting at Nursery. Children enjoy attending the breakfast club.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
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 inspection team received few responses to the parental questionnaire. The vast majority of parents and carers, who responded to the questionnaire, are happy with their child's experience at the school. They are particularly pleased with the sense of enjoyment, the quality of teaching and their children's progress and the care that children receive. The inspection team agrees with the parents' and carers' positive views. A very small minority of respondents do not believe that they are kept sufficiently informed of their child's progress, and suggest that there are some issues with behaviour. The inspectors found that the school's engagement with parents and carers is very strong and that staff consider new ways of informing parents and carers regularly. The inspectors also found that children's behaviour is good. However, the school is not complacent and senior staff and governors seek to take effective steps to deal with any parents' and carers' concerns and suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whitecote 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 409 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	59	18	39	0	0	1	2
The school keeps my child safe	28	61	17	37	1	2	0	0
My school informs me about my child's progress	20	43	21	46	4	9	1	2
My child is making enough progress at this school	24	52	18	39	2	4	1	2
The teaching is good at this school	26	57	18	39	1	2	1	2
The school helps me to support my child's learning	20	43	22	48	2	4	1	2
The school helps my child to have a healthy lifestyle	19	41	22	48	3	7	2	4
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)	14	30	29	63	1	2	0	0
The school meets my child's particular needs	19	41	23	50	1	2	2	4
The school deals effectively with unacceptable behaviour	17	37	24	52	2	4	2	4
The school takes account of my suggestions and concerns	14	30	27	59	2	4	2	4
The school is led and managed effectively	21	46	22	48	1	2	2	4
Overall, I am happy with my child's experience at this school	25	54	19	41	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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 Whitecote Primary School, Leeds, LS13 2LQ

Thank you very much for making the inspection team feel so welcome in your school.

We enjoyed speaking to many of you about your work and about the school. We read your questionnaires, looked at the work in your books and on the displays around the school. We also saw you in lessons and spoke to many of your teachers and the headteacher. We found out that Whitecote is a good school. There are also some outstanding areas.

You are making good progress because you enjoy school and you know that it is important to attend. Also, your teachers are trying all sorts of new ideas to make the curriculum exciting. When you leave school, you are doing as well as other pupils your own age. You say that you feel safe at school and know how to stay healthy. The teachers take exceptionally good care of you and provide outstanding support and guidance. You make super contributions to the school and to the wider community and you know how you can help the community. You know what is right and what is wrong and have excellent knowledge of the world. We saw that you really enjoy using the computers to design web pages and to complete your topic work. The behaviour and attitudes you display in class are good.

The headteacher and staff are working hard to make the school even better. We have asked the school to do these things to help you do even better in your learning and enable you to make more progress in lessons by:

- giving you more challenging work, especially those of you who find learning easy
- making sure teachers and teaching assistants help you to use your skills more in class.

You can help the school by continuing to try your best in lessons and behaving well.

I wish you all success in the future.

Yours sincerely

Mrs Sarah Quinn

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.