

# Whingate Primary School

## Inspection report

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<b>Unique Reference Number</b>	107969
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	356276
<b>Inspection dates</b>	2–3 March 2011
<b>Reporting inspector</b>	David Byrne

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	440
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Louise Craven
<b>Headteacher</b>	Mr Stuart Myers
<b>Date of previous school inspection</b>	12 September 2007
<b>School address</b>	Whingate Road Leeds West Yorkshire LS12 3DS
<b>Telephone number</b>	0113 2638910
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## Introduction

This inspection was carried out by four additional inspectors. Inspectors observed teaching and learning in 27 lessons, taught by 16 teachers, and held meetings with representatives of the governing body, staff and pupils. The inspection team observed the school's work, and looked at a wide range of documentation provided by the school, including records of pupils' progress, the school improvement plan and policies for securing safeguarding and child protection. The team analysed the questionnaires returned by 112 parents and carers and also evaluated those returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of teaching and whether its impact on learning and progress is as good as it can be.
- The level of involvement of pupils in their own assessment and the way teachers use assessment to match work to the needs of pupils.
- How well the curriculum is planned to match pupils' needs and enable them to make good progress in their basic skills.
- How effectively leadership and management ensure that provision and outcomes are good or better.

## Information about the school

This is a larger than average primary school. The percentage of pupils known to be eligible for free school meals is well above average. The proportion identified with special educational needs and/or disabilities is broadly average. The large majority of pupils are White British with a small minority from other ethnic backgrounds. A below average proportion speak English as an additional language. The school provides a base for a local authority Pupil Development Centre, which supports pupils, from this school and others in the locality, who are vulnerable due to their circumstances.

**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**

**1**

## Main findings

This is a good school which makes a positive difference to the lives of its pupils, their families and the local community. Parents and carers rate the school highly and their engagement with the school is excellent. Excellent leadership and management, including governance, drive the school forward and set high expectations for staff and pupils. Pupils make outstanding improvements in their personal development and make good progress academically. From low starting points to the Early Years Foundation Stage, the significant barriers to learning of many pupils are overcome and attainment rises to broadly average by the end of Year 6. This is the result of outstanding care, guidance and support alongside teaching that is good and at times, outstanding. An exciting, and increasingly creative curriculum inspires learners and is enriched by a wide range of activities, for example, pupils have gained international acclaim by representing England on World Mathematics Day. The detail in curriculum planning, however, is not refined enough to get the very best from links between literacy, numeracy and information and communication technology (ICT). Assessment is of a high quality and involves pupils very well. The quality of marking, whilst exemplary in some classes is not consistently specific enough in the suggestions for improvement and at times it is not followed up.

Very effective assistance is offered to families and to pupils with barriers to learning, which results in pupils participating in all that the school provides. The Pupil Development Centre complements the good behaviour management within the school to support and guide pupils. Great success has been achieved in improving attendance, which has risen rapidly in recent years to exceed that of similar schools. The school community is a harmonious and happy place to be; behaviour is good, pupils are polite and show good sensitivity to the feelings of others. Pupils make an excellent contribution to decision-making about the life in and outside school. Class views feed into the school council and these have influenced decisions about specific issues, for example, aspects of school lunches, changes to the playground, setting by ability in Key Stage 2 and choices of curricular topics.

Senior leaders have a good understanding of the school's religious, ethnic and socio-economic context, and promote community cohesion extremely well. Procedures for safeguarding pupils are outstanding; at all times the school is safe and secure. The school has made significant improvement since the last inspection. This good track record coupled with incisive and rigorous systems for school self-evaluation and a highly effective drive for improvement gives the school an outstanding capacity for further improvement.

## What does the school need to do to improve further?

- Raise the school's effectiveness from good to outstanding by:

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- bringing the quality of marking and its use in all classes up to that of the best practice
- refining the planning of the curriculum so that links between subjects are fully developed to raise attainment further.

## Outcomes for individuals and groups of pupils

2

Pupils' desire to learn is a contributory factor to their good achievement and good levels of enjoyment. They tackle new challenges enthusiastically, listen attentively to adults and ask pertinent questions. They work with motivation and good engagement in response to imaginative teaching and to the school's increasingly creative curriculum, which extends their knowledge within new contexts. Pupils respond particularly positively to practical activities that link different subjects together. This was clearly demonstrated in an excellent Year 4 lesson where pupils were engrossed in simple drama activities to explore emotive vocabulary connected to the feelings of children evacuated during World War 2.

Children start school with skills that are generally lower than expected for their age. Inspection findings show that progress is good and accelerating strongly. This is because of improved attainment in the Early Years Foundation Stage and Key Stage 1 which is feeding into Key Stage 2. Attainment at Year 6 in 2010 was broadly average in English and mathematics. Robust data held by the school and local authority confirms the good progress being made to reach average standards, thereby reflecting good achievement. Some differences in the performance of boys and girls are identified by the school and effective actions are narrowing the gap considerably. Pupils who speak English as an additional language soon settle and learn rapidly as their confidence in using English increases.

The behaviour of the majority is impeccable, but a few sometimes find concentrating difficult. Pupils make an excellent contribution to the community. They have improved the school and local environment, and are determined to contribute to preserving the planet. Pupils recall vividly the problems encountered on 'Green Day' when no electricity was used. In addition to not being able to use computers, the day posed considerable difficulties when preparing lunches. A range of well-planned activities contribute particularly well to the pupils' good spiritual, moral and cultural development. Pupils are generous fundraisers, making considerable donations to charity. They have an excellent understanding of keeping safe, and are keen to share their good awareness of a healthy lifestyle with others. Pupils are taught to be safe in and out of the classroom, for example, pupils from Year 2 to 6 are trained in lifesaving skills on a yearly basis and older pupils receive cycling and road safety training. Given their good academic achievement, good personal and social skills and confidence to use their initiative, pupils are given a good preparation for their next stage of education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> 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?

Teachers and teaching assistants are a very strong team who frequently 'go the extra mile' to support pupils and extend their learning experiences. Initiatives, such as focusing on the interests of boys in reading, establishing a range of strategies to promote writing and making imaginative use of computers adds to pupils' enjoyment of learning and accelerates their progress. Teachers make very good use of praise and positive encouragement. Children are exceptionally proud if they receive a raffle ticket from their teacher for good behaviour or learning! The opinions of pupils are valued and many opportunities are provided for speaking and listening. This good scope for talking successfully extends pupils' vocabulary, which in turn improves their writing and extends their thinking. Most lessons proceed at a good pace; pupils settle to work quickly and benefit from a good range of carefully selected learning activities. A particular strength of teaching is the sharing of the purpose of each lesson with the pupils; everyone knows exactly what the lessons are about. This enables the pupils to develop a relatively advanced understanding of what they have learnt and how to move their learning on to reach higher levels. Although marking is at times exemplary, the quality varies and in some classes is not consistently followed up to make sure that areas for improvement are responded to by pupils.

The curriculum provides a good array of rich and memorable experiences. These promote good personal development and raise academic attainment. Increasingly pupils have a say

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about what they learn and this ownership adds to their curiosity and desire to learn. The planning for this creative approach is currently developing and not yet refined enough to fully exploit links between subjects. Visits to educational venues in the locality add meaning and relevance to learning. For example, a visit to the Armley Mills, as part a topic looking at the Second World War, fired the enthusiasm of pupils and staff. Regular contributions by educational partners, such as the design and technology teachers in a local high school and sports coaches, widen pupils' experiences. Residential educational visits, for example, to an outdoor centre near Ingleton broadens pupils' horizons and gives them an insight into life in the wider world. The strong emphasis on promoting personal, social, health and citizenship education benefit all pupils enormously by enabling them to have the confidence to take advantage of the learning available to them.

Under the outstanding leadership of the headteacher and senior leaders, exemplary procedures support those pupils and their families, whose circumstances may make them vulnerable. The work of all staff, but in particular the Child and Family Support Manager and Behaviour Support Assistant worker, has effectively improved attendance and virtually removed exclusions. The Pupil Development Centre staff make a positive impact on the education of pupils. Together with the staff of the school, much success is achieved in raising the aspirations of pupils for their future lives. Excellent partnerships with a wide range of agencies from services within health, education and welfare, extend the outstanding quality of care available within the school.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher, together with the senior management team, provides the school community with an outstanding sense of shared purpose and sets high expectations for pupils' achievement. Staff morale is high and there is a genuine desire amongst all to do the best for the pupils. All staff are involved in monitoring the school and its performance. This rigorous monitoring, coupled with searching analyses of assessment data, enable the school to devise very well-focused improvement plans to tackle decisively any weaknesses. The governing body is extremely effective being fully aware of all aspects of school life. Governors play an important role in the school's success. For example, their exceptional understanding of data to track pupils' progress has resulted in leaders having to answer challenging questions and aspirational targets being set for both pupils and staff. Procedures for maintaining safeguarding are very effectively managed and organised to remove all reasonable risk. The procedures for child protection are exemplary, setting out in detail all procedures to meet the needs of all pupils and in particular those at risk.

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Partnerships with parents and carers are excellent. Their views are valued and influence decisions made by the school. Many initiatives are in place to explain how to support learning at home and these are successfully raising pupils' attainment. The promotion of equality of opportunity is good. The school has successfully narrowed the gap between the performance of boys and girls and there are few racist incidents. The school makes an excellent contribution to community cohesion and promotes a harmonious community within it. Pupils and staff enjoy cultural and creative experiences that reflect the diversity of Britain and the rich ethnic make-up of the school. Strengthened interaction with an Arabic school has resulted in an advanced understanding and respect amongst pupils for different cultures.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

The Early Years Foundation Stage gives children a good start to their education. The provision is effectively managed to enable children to confidently and independently access a wide range of activities. Learning is promoted both indoors and out with particularly strong outdoor provision in the nursery. Constant language development is integral with all that goes on. A good emphasis is given to practical activities which interest children. Whilst making sandwiches, children were encouraged to talk about how to make them nutritionally healthy and confidently explained the steps they were taking. Adult support is always at hand but tends to be unobtrusive and encourages children to make good progress in their personal development and independence.

Assessment is accurate and used to guide planning to meet the needs of the children. From starting points that are low for their age, good progress increases the proportion of children achieving the expectations for their age by the end of the Reception Year. Attainment is currently close to the average for the children's age. This represents



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improved attainment over the last three years, which is subsequently raising attainment in Key Stage 1. Close and effective partnerships with parents and carers encourage good home/school links. Good quality records of children's progress in their 'Learning Journeys' assists in sharing children's progress with their parents and carers, as well as helping staff to plot the progress of individuals. The Early Years Foundation Stage is safe and secure and staff take very good care of all children.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Around a quarter of parents and carers returned their questionnaires. Most are very happy with the school and rate it highly. The large majority feel that they are well informed and say that teachers are always willing to talk if any concerns exist. Parents and carers comment that the school prepares their children well and gives them the confidence and perseverance to succeed. The view of one parent typifies that of the large majority by stating in their questionnaire that 'all staff members are very helpful and my child is doing very well and is encouraged to achieve at every level'. A few parents and carers had some reservations linked to a desire to have more frequent written information about their children's progress. The inspectors endorse the positive tone of the large majority of parents and carers. The suggestions for better information are expressed by a small minority. Inspectors found that communication by the school is of a high quality, although the school willingly considers the view of each parent and carer.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whingate 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 112 completed questionnaires by the end of the on-site inspection. In total, there are 440 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	59	45	40	0	0	0	0
The school keeps my child safe	75	67	37	33	0	0	0	0
My school informs me about my child's progress	57	51	48	43	7	6	0	0
My child is making enough progress at this school	59	53	48	43	4	4	0	0
The teaching is good at this school	63	56	46	41	2	2	0	0
The school helps me to support my child's learning	56	50	48	43	7	6	0	0
The school helps my child to have a healthy lifestyle	50	45	54	48	5	4	3	3
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)	43	38	59	53	1	1	0	0
The school meets my child's particular needs	58	52	50	45	3	3	0	0
The school deals effectively with unacceptable behaviour	48	43	58	52	2	2	0	0
The school takes account of my suggestions and concerns	53	47	53	47	1	1	0	0
The school is led and managed effectively	60	54	47	42	1	1	1	1
Overall, I am happy with my child's experience at this school	73	65	38	34	1	1	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



4 March 2011

Dear Pupils

**Inspection of Whingate Primary School, Leeds, LS12 3DS**

Thank you for being so welcoming when the other inspectors and I visited your school recently. My colleagues and I really enjoyed talking with you. We found that Whingate is a good school. You benefit from dedicated teachers who care for you extremely well. Your parents and carers like your school very much and praise all that it does. Most of you said in your questionnaires that you like school. That was very obvious to us because so many of you were smiling during lessons and playtime. The school is very much an important part of your local community.

You make good progress in your work and you behave well and get on happily together. Teachers make lessons lively and interesting and the school keeps a close eye on how well you are getting on with your learning. Events, such as the World Mathematics Day and by learning through topics, such as the Second World War are really imaginatively planned and make lessons fun. The quality of planning for the topics you study is not yet as developed as it could be. We have asked the school to look at ways of improving this so that your skills of literacy, numeracy and ICT are fully developed. Your teachers mostly give you work that is not too easy or too hard but just right. Your knowledge of how well you are doing in lessons is very good and helps you all to improve your work. Marking is often very useful and helps you all to reach your targets, but at times this is not the case. We have asked your school to look at marking to make sure that it always moves your learning forward.

Your school is exceptionally well led and managed. The headteacher and staff work tirelessly to help you. The level of care and support you receive is second to none. We were very pleased to see how much your attendance has improved. Well done!

Yours sincerely

David Byrne

Lead inspector

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