

# Whitefield Primary School

## Inspection report

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<b>Unique Reference Number</b>	119293
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	358529
<b>Inspection dates</b>	7–8 March 2011
<b>Reporting inspector</b>	Naomi Taylor

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	344
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mike Walker
<b>Headteacher</b>	Mrs Sarah Foster
<b>Date of previous school inspection</b>	8 May 2008
<b>School address</b>	Oaklands Drive Penwortham, Preston Lancashire PR1 0RH
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## Introduction

This inspection was carried out by three additional inspectors. They visited 14 lessons and observed the work of 14 teachers. Meetings were held with groups of pupils, the Chair of the Governing Body and staff. They observed the school's work and looked at a range of documentation including pupils' monitoring and assessment records, minutes of governing body meetings, school improvement planning and curriculum and lesson plans. They analysed 97 questionnaires from parents and carers, together with a sample from staff.

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

- Is the information on pupils' progress used to ensure that all pupils are fully challenged in lessons, particularly the more able?
- Does the curriculum provide enough opportunities to inspire different groups of pupils?
- Are there strategies in place to address continuous improvement needed for boys in English, particularly writing, and girls in mathematics?
- How good is the provision and use of outdoor learning space for children in the Early Years Foundation Stage?
- How effective are leaders and managers at all levels in driving improvement?

## Information about the school

This is a larger than average primary school. The proportion of pupils known to be eligible for free school meals is below average, as is the number of pupils with special educational needs and/or disabilities. Most pupils are White British. The school has Healthy School status and has been awarded the Lancashire County Council Silver Sports Award. Since the last inspection a new headteacher has been appointed. She took up post in January 2010.

**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?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

Whitefield Primary is a satisfactory and improving school. Pupils' progress and achievement by the end of Key Stage 2 are satisfactory and attainment is above the national average. Leadership and management are good and self-evaluation is rigorous and accurate. The headteacher together with senior leaders monitor the school's work rigorously and are very clear about what is needed to improve the school further. Significant changes have been made to address areas of weakness, for example, an initiative has been introduced to improve pupils' literacy skills. Some of these changes are in their early stages but are showing clear signs of improvement, although the impact on pupils' progress and achievement has yet to be fully realised. Senior leaders are beginning to involve teachers more in leading whole-school improvement initiatives to increase their accountability for pupils' progress.

Clear systems for tracking and assessing pupils' progress are in place and information is used effectively to provide extra help to those who need it to improve their learning. This is having an impact on the number of pupils attaining Level 5 by the time they leave school and accelerating pupils' progress across the school. The school is demonstrating a good capacity to improve further.

Pupils and parents and carers are very appreciative of the good care, guidance and support which contribute well to pupils' personal development. Pupils develop a good understanding of how to stay safe and healthy. Their behaviour is good and the attendance of all groups of learners is high. The school has strengths in the good partnerships it forges with other schools and specialist organisations; all of which support pupils' learning and well-being.

Children get a good start to their education in the Reception class and make good progress in their learning and development. There has been an increase since the last inspection on the number of pupils achieving Level 5 in English, mathematics and science. Writing is the weaker area. Teaching and learning are satisfactory and improving. Most lessons are well paced and teachers' knowledgeable and clear explanations extend pupils' understanding. In a minority of lessons, the pace of learning is slower when teachers talk for too long and pupils have fewer opportunities to learn independently and find out things for themselves. The school is not complacent and recognises the need to share good practice in teaching more widely to ensure all lessons are good or better.

Up to 40% of the schools whose overall effectiveness is judged to be satisfactory will receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and accelerate pupils' progress, particularly in writing, building upon the improvements in teaching so lessons are consistently good or better by:
  - sharing good practice in teaching more widely across the school
  - ensuring teachers consistently set work that effectively challenges all groups of pupils
  - improving the pace of learning and ensuring there are sufficient opportunities for independent learning
  - using target setting, marking and feedback to effectively guide pupils and help them to improve their work.
- Increase teachers' accountability for the pupils' progress further by involving them more in leading whole-school improvement initiatives.

## Outcomes for individuals and groups of pupils

**3**

When children start in reception the overall level of their skills are above average. Whole-school initiatives driven by the headteacher, are leading to an acceleration in pupils' progress. This has already resulted in more pupils reaching Level 5 by the end of Key Stage 2 which was an issue at the last inspection. Pupils work hard, concentrate well and enjoy learning. In lessons, pupils were seen to be making at least satisfactory and sometimes good progress where teaching was stronger. For example, in one lesson the good opportunities for discussion, using the theme of heroes, increased pupils' ability and enthusiasm to write extended stories. Boys and girls alike were enthused by using heroes that they could readily relate to. However, progress and achievement remain satisfactory across the whole school because the impact of relatively recent initiatives has not fully taken place. Pupils with special educational needs and/or disabilities make similar progress to their peers. They receive constructive support from teachers and teaching assistants which gives them the confidence and skills to succeed. Attainment for pupils in Year 2 and Year 6 is rising but writing remains the key area for further improvement.

Pupils behave well in lessons and around the school. They treat each other, staff and visitors with kindness and respect. They have a clear understanding of right and wrong and willingly take on responsibilities, for example, as members of the Pupil Leadership Team. Attendance and punctuality by the vast majority of pupils is high, they develop good teamwork and information and communication technology skills. These qualities together with their above average literacy and numeracy skills, means they are well equipped for their future lives. Pupils enjoy taking part in a wide range of sports and after-school activities. They speak knowledgeably about how to lead healthy lives and say that they feel safe in school and know how to keep themselves safe outside school.

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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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</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>2</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>	1
<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?

The schools' records of monitoring lessons, show teaching is improving and there is an increasing amount of good teaching. Teachers plan their lessons making good use of varied resources to meet the learning needs of pupils and to ensure progress. In the better lessons, work proceeds at a quick pace and is well matched to pupils' needs. In some lessons, too long is spent on whole-class teaching and this limits the opportunity for pupils' to work independently and to find out things for themselves. The monitoring of individual learning carried out by teachers is thorough. However, the information from this is not always used well enough to plan lessons, so that all pupils are consistently stretched and challenged, particularly the more-able pupils. There is regular marking of work but it is not always consistent in informing pupils of their targets, next steps and raising their ambitions to progress more rapidly and aim even higher. The school identifies and meets the needs of pupils with special educational needs and/or disabilities and those whose circumstance make them vulnerable. Teaching assistants are effective in ensuring the progress of these particular groups of pupils.

The curriculum has been reviewed recently. Initiatives, such as giving pupils more opportunities to talk about what they are going to write, are starting to have an impact on extended writing skills. Links with topics are increasing the pupils' enjoyment of learning. Pupils engage well with extra-curricular activities, particularly sport and this increases their

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personal development and team building skills. Older pupils were keen to tell inspectors of the opportunity in Year 6 for a residential trip to develop team building skills.

The good care, guidance and support make a strong contribution to pupils' progress and to all aspects of their personal development. The school works closely with the West Ribble cluster of schools and outside agencies to ensure that all groups of pupils, particularly the most vulnerable and those with special educational needs and /or disabilities, get the expert help they need. Good links with nurseries and secondary schools ensure that pupils move smoothly between the different stages of their education.

*These are the grades for the quality of provision*

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

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

The leadership and management of the headteacher have been instrumental in bringing about improvements to the school. Her very clear vision for improvement is shared by all staff. Staff feel valued and morale is high. Improvements to the quality of teaching, to leadership and management at all levels and in the use of assessment data are accelerating pupils' progress, raising attainment further and improving achievement. The governing body knows the school well and has provided stability over a period of changing leadership. It plays an active part in the strategic direction of the school and in challenging the senior leaders to drive the school forward. Good partnerships with other schools and external agencies support the curriculum and enhance pupils' learning. Parents and carers are increasingly engaged in the life of the school and actions are underway to improve further the information provided for them. Safeguarding arrangements are good and well managed. Staff are well trained and adopt good practice in all areas of risk assessment and child protection. The school is working diligently to identify any groups who are underachieving and provide equality of opportunities for all to succeed. The school promotes community cohesion well within the local and wider community and is developing its work further with communities overseas.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children settle quickly when they start in reception and are soon happy and secure because of effective induction arrangements. The Early Years Foundation Stage leader engages well with parents and carers and with other nurseries. Children make good progress in their learning. There have been good improvements in developing children's writing skills which have yet to have an impact in later years in the school. Teachers and the teaching assistant work effectively to ensure children make particularly good progress in their personal development and are equipped with the skills that are needed to learn. They are well taught and have a good range of indoor and outdoor learning opportunities and settings which are effectively organised to stimulate play and learning for boys and girls. These include garage settings with a range of vehicles, opening hours displayed and motor magazines alongside the book corner. The children enjoy being at school, play happily together and form good relationships with adults. The progress of children is assessed carefully and their individual needs are met well. The Early Years Foundation Stage is well led and managed. Staff work together to plan children's learning effectively and all safety and welfare requirements are met well.

*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	2



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Stage

## Views of parents and carers

The vast majority of parents and carers are very pleased with the education the school provides and an overwhelming majority believe the school is well led. They see the school as an integral part of the local community and welcome the recent changes and how much the school has improved. A small minority would like to be better informed on the progress of their children and would like to know what they can do to support their learning. Recent changes, for example, parents' evenings, indicate that the school is addressing these concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Whitefield 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 97 completed questionnaires by the end of the on-site inspection. In total, there are 344 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	63	33	34	2	2	0	0
The school keeps my child safe	65	67	29	30	2	2	0	0
My school informs me about my child's progress	25	26	60	62	8	8	2	2
My child is making enough progress at this school	31	32	56	58	9	9	0	0
The teaching is good at this school	36	37	56	58	3	3	0	0
The school helps me to support my child's learning	25	26	59	61	10	10	0	0
The school helps my child to have a healthy lifestyle	38	39	53	55	3	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)	27	28	60	62	2	2	0	0
The school meets my child's particular needs	32	33	53	55	11	11	0	0
The school deals effectively with unacceptable behaviour	27	28	53	55	8	8	2	2
The school takes account of my suggestions and concerns	29	30	55	57	7	7	1	1
The school is led and managed effectively	43	44	49	51	0	0	1	1
Overall, I am happy with my child's experience at this school	45	46	47	48	4	4	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.**



10 March 2011

Dear Pupils,

**Inspection of Whitefield Primary School, Preston, PR1 0RH**

Thank you so much for making us welcome when we came to inspect your school last week. A particular 'thank you' to those who took time to talk to us about all the things you do and enjoy about school. Please thank your parents and carers for filling in our questionnaires.

Yours is a satisfactory school where you make satisfactory progress. There are many signs that your school is improving. The care, guidance and support you receive are good and the teaching you receive is improving and helping you to make better progress in lessons. The standards you reach by the end of Year 6 are above average and improving. You behave well and show respect for each other, the staff in school and visitors. Your attendance at school is high and this must be maintained to help you to prepare for your next stage in education.

We have asked the headteacher and teachers to:

- raise standards further and increase your progress, particularly in writing by making sure the work you are set challenges you enough especially those who learn quickly. We have also asked that your teachers explain your targets and when they mark your work they guide you on how to improve
- ensure all staff are involved in helping improve the school and the progress you make.

You can help your school to improve further by continuing to attend school regularly and working with your teachers to achieve the very best you can.

Yours sincerely,

Naomi Taylor

Lead inspector

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