

Whitton Community Primary School

Shakespeare Road, Ipswich, IP1 6ET

Inspection dates

4–5 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has made rapid progress since its last inspection, especially in raising standards and in improving teaching.
- The rate of improvement is much faster than for all schools nationally and pupils achieve well from very low starting points.
- The relentless drive of the headteacher and deputy headteacher to tackle any gaps in learning means that almost all groups of pupils are doing well.
- Leaders set demanding targets for staff and use outstanding systems to check how well pupils are performing.
- Pupils' behaviour is consistently good in class and exemplary around the school. All parents who expressed a view agreed that their child was safe at school.
- The school makes good use of its support staff so that pupils receive the help they need when they need it.
- The governing body energetically checks how well the school is doing. The 'Governor of the Month' makes sure that governors are fully involved in visiting the school and seeing it in action.

It is not yet an outstanding school because

- There is not enough outstanding teaching that really inspires pupils to apply their skills in a range of subjects.
- There is some inconsistency in marking, particularly in mathematics.
- Some activities are not hard enough, especially for the more-able pupils.
- Not all pupils have sufficient opportunities to use and apply their numeracy skills in real-life situations.
- Children in one Reception class have limited space for outdoor activity.

Information about this inspection

- Inspectors observed 28 lessons or parts of lessons, some of which were joint observations with senior leaders. All class teachers and support staff were seen working with the pupils.
- Inspectors also heard pupils read from Years 1, 2, 4 and 6, attended an assembly, and undertook a scrutiny of pupils' work with the headteacher.
- Inspectors looked at a wide range of school documents, including development plans, policies, self-evaluation reports, monitoring files, safeguarding and curriculum materials, local authority reports on the school, evidence of the school's partnership work and information for families.
- Meetings were held with groups of pupils chosen at random. Discussions were held with the headteacher and senior leaders, class teachers, the Chair of the Governing Body and other governors, and a representative of the local authority.
- Inspectors took account of the 12 responses to the online questionnaire (Parent View), and spoke individually with several parents and carers during the course of the inspection.

Inspection team

Nick Butt, Lead inspector

Additional Inspector

Graham Gossage

Additional Inspector

Cecilia Davies

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school. Some pupils are taught in mixed-age classes.
- Most pupils are of White British heritage, or other White ethnic backgrounds.
- The percentage of pupils from other minority ethnic backgrounds is average.
- An above average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils with special educational needs supported through school action is average. The proportion of those supported by school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils who join and leave the school outside normal times is greater than is usually found.
- The school meets the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - building on work to inspire pupils through programmes of study linking subjects together in themes that enable them to apply their literacy and communication skills in a wide range of different contexts
 - ensuring that the school's marking policy is being consistently applied by all teachers so that pupils know exactly how to improve their work, especially in mathematics.
- Close the few remaining gaps in achievement by:
 - ensuring that activities fully challenge all pupils, particularly the more able
 - giving more opportunities for pupils to use and apply their mathematical skills in real-life situations.
- Extend the Reception outdoor area to enable all children to engage in more physical activity.

Inspection judgements

The achievement of pupils is good

- Children join the Nursery and Reception classes with skills and abilities that are very low, especially in their speech and communication. They make good progress because of the rich learning environment in the classrooms and the wide range of stimulating activities for them to enjoy.
- In one Reception class, physical activity outside is constrained because the space is too small for wheeled toys or climbing apparatus.
- In 2012, Year 2 pupils made very rapid gains and ended the year with attainment that was a little above average in reading, writing and mathematics. The school successfully closed a gap in writing between boys and girls, as girls had done better in previous years.
- Year 6 pupils attained average standards in their 2012 national tests, representing good progress from their starting points and a rapid increase from 2011. Pupils who were supported by the pupil premium did a little better than other pupils, although all pupils achieved well. This was because the school spent the money wisely on additional teaching and one-to-one tuition to benefit these pupils.
- Disabled pupils and those who have special educational needs make good progress, like their peers. This is because they are well supported by teaching assistants and work is carefully planned to meet their particular needs.
- Pupils from minority ethnic groups perform as well as other groups of pupils because of the impact of good teaching. Pupils who join the school later than usual make rapid progress because their needs are assessed promptly and specific assistance is given to enable them to do as well as their classmates.
- There remain a few small pockets of underachievement resulting from past staffing changes, especially among some more-able pupils who have not been sufficiently challenged, and in mathematics, where some pupils have not had enough opportunity to use and apply their skills to solve real-life problems.

The quality of teaching is good

- Teachers are enthusiastic and have good subject knowledge. They make lessons interesting and enjoyable for pupils using a wide range of resources and technology. For example, Year 3 pupils published informative factsheets about wild animals they had been researching.
- Good questioning extends children's understanding in the Early Years Foundation Stage. For example, Nursery children were making pirate hats as part of their project and were asked about why they had chosen to fold them in a certain way. This helped children to talk about the decisions they were taking.
- Well-trained support staff are deployed effectively to assist groups and individuals of all abilities. They work very closely with teachers to plan and carry out specific programmes that are tailored to pupils' particular needs. This enables different groups of pupils, such as disabled pupils and those who have special educational needs, to make good progress.

- Teachers take good account of pupils' different stages of learning in mixed-aged classes and adapt their plans accordingly, enabling pupils to make good progress. The curriculum is effectively organised so that pupils do not repeat work in successive years.
- While much teaching is consistently good, not enough of it is outstanding to really inspire pupils and fire their enthusiasm for learning. The use of themes, when subjects are linked together, such as 'pirates' in the Early Years Foundation Stage and Key Stage 1, is moving this forward. For example, Year 1 pupils became very excited at the prospect of digging up a treasure chest on Felixstowe beach as they followed clues on a map and applied their mathematical skills.
- Pupils do not always have sufficient opportunities to apply their literacy and communication skills in dynamic and innovative ways through exploring different subjects. There is some variability in how much writing they are expected to produce, and in how the school's marking policy is applied. While all teachers give pupils some indication of how to improve their work, this is less effective in mathematics than in English.
- Reading is taught well throughout the school. Younger pupils learn the sounds that letters make and apply their skills to read unfamiliar text. Older pupils read widely and develop more complex comprehension skills, and discuss what they enjoy about particular authors.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning and are attentive in class. They apply themselves to whatever task they are given even if, in the case of more-able pupils, it is sometimes too easy for them. Any low-level disruption of classes is very rare.
 - The school has introduced a new behaviour policy which has been welcomed by pupils as it rewards consistently good behaviour. All staff are applying the new policy consistently and seeing the benefits in pupils' increased motivation.
 - Pupils say that bullying of any kind is extremely rare. They have a good understanding of different types of bullying, such as name calling or cyber bullying. The school's logbooks confirm that such behaviour hardly ever happens and is managed well by staff.
 - Parents agree with pupils that their children feel safe at school. Pupils have a good understanding of avoiding risk, and find 'crucial crew' days very rewarding when they find out about keeping safe around fire, water and railways. They also make risk assessments before science experiments and when going on trips.
 - Some of the pupil premium money has been spent on pastoral support for pupils whose circumstances may make them vulnerable, such as through afternoon nurture groups and additional staff. This has had a very positive impact on these pupils' behaviour and enjoyment of school. Leaders can point to examples of pupils whose behaviour has improved dramatically since they joined the school.
 - Children behave well in the Early Years Foundation Stage because routines are established very quickly and they understand what is expected of them. The wide range of stimulating activities retains their interest and enables them to develop powers of concentration.
-

The leadership and management are good

- The headteacher and other senior leaders demonstrate strong ambition to move the school to outstanding and their drive is shared by staff and members of the governing body. The school has made rapid progress since its last inspection, when it was found to be satisfactory, and has tackled all the issues it was set then successfully.
 - Excellent systems ensure that the monitoring of teaching and pupils' achievement is rigorous and systematic. A termly 'raising achievement plan' sets challenging targets for pupils' progress and the quality of teaching, and these are evaluated vigorously.
 - Self-evaluation is robust and penetrating so that everybody knows exactly how well the school is doing and how it can improve further. All staff are committed to meeting the school's key priorities for improvement and united in their resolve to overcome any barriers to reach them.
 - The impact of leaders and managers on improving teaching and raising achievement is good because staff are given clear feedback about areas to improve and this is linked to performance targets and pupils' progress. Regular meetings hold staff accountable for pupils' performance.
 - All staff have improvement plans that set out their targets for development. Leaders have high expectations of consistently good or better performance from each individual, whatever their role on the staff. In this way staff are held accountable to one another.
 - The school has established systems for staff to share best practice and learn from one another's expertise. The senior leadership team works very well together in promoting its vision for excellence. Leaders have identified that there remain pockets of provision and achievement that require improvement and are taking steps to tackle these, for example in challenging more-able pupils and raising achievement further in problem-solving in mathematics.
 - The local authority provides a good level of support for the school and has seen a positive impact in its work to support leaders in improving teaching through moderating their judgements during lesson observations.
 - The curriculum is planned along themes that take into account pupils' interests, and include enrichment activities such as trips and visitors. The school has identified that greater rigour is required to inspire pupils into making the most of their literacy, numeracy and communication skills in other subjects.
 - The curriculum promotes pupils' spiritual, moral, social and cultural development well both in lessons and through after-school activities. There are good links with local churches and other organisations, and pupils have a good understanding of the different cultures represented in the United Kingdom.
 - The school promotes the equality of different groups of pupils well and ensures there is no discrimination against any of them, fostering good relations with outside agencies. The school engages well with parents, who are overwhelmingly positive about its work. A variety of workshops and sharing afternoons encourage parents to become involved in their children's learning.
 - **The governance of the school:**
 - is fully involved in checking the school's progress against key priorities
-

- has an innovative ‘Governor of the Month’ scheme to include all governors in monitoring
 - provides lively and energetic levels of challenge to senior leaders
 - ensures all statutory requirements are met, including safeguarding arrangements
 - manages induction of new governors extremely well and appoints a mentor to support them.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124684
Local authority	Suffolk
Inspection number	402286

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	276
Appropriate authority	The governing body
Chair	Hamil Clarke
Headteacher	Richard Dediccoat
Date of previous school inspection	27 January 2010
Telephone number	01473 741225
Fax number	01473 742492
Email address	ad.whitton.p@talk21.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 123 4234, 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 information 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'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

