

# Whittle-le-Woods Church of England Primary School

Preston Road, Whittle-le-Woods, Chorley, Lancashire PR6 7PS

**Inspection dates** 2–3 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Whittle-le Woods School benefits from close relationships with the local community and as a result is regularly oversubscribed.
- Leadership and management are good. The headteacher is a strong leader. Staff and governors share her ambitious vision. Together, they demonstrate the commitment and capacity to drive further improvements in teaching and achievement.
- The quality of teaching is good. Pupils enjoy learning and are motivated by the interesting topics which they themselves often suggest. Teachers have high expectations of all pupils and marking gives clear guidance on how pupils can improve their work.
- All groups of pupils, including disabled pupils and those with a special educational need, achieve well and make good progress from their starting points. Pupils' attainment at the end of Key Stage 1 and Key Stage 2 is consistently above national levels. Reading, writing and mathematical skills are applied well to a range of subjects.
- Pupils are proud of their school, they like their teachers and want to do well. Behaviour is good and pupils report that they feel safe and that there is no bullying in school. They believe that were any to occur, staff would deal with it quickly and effectively. Attendance is high and improving.

### It is not yet an outstanding school because

- There is not enough outstanding teaching. Variations in the pace of delivery means that in some lessons pupils can become distracted and progress in learning slows.
- Attainment in reading remains above national levels but is declining slightly year on year at Key Stage 1.
- Presentation of pupils' written work is inconsistent across the school.

## Information about this inspection

- Inspectors observed 16 lessons, one of which was a joint observation with the headteacher. In addition, the inspection team made a number of short visits to lessons and small group sessions and listened to pupils read.
- Meetings were held with groups of pupils, members of the governing body, a local authority representative and school staff.
- Inspectors took account of 62 responses to the on-line questionnaires (Parent View), the results of previous questionnaires distributed by the school and a letter from parents.
- A range of documents were looked at, including the school's self-evaluation and development plan, data on pupils' progress, planning and monitoring documentation, records relating to behaviour, attendance and safeguarding documents.

## Inspection team

Louise Murphy, Lead inspector

Additional Inspector

John Shutt

Additional Inspector

## Full report

### Information about this school

- Whittle-le-Woods Church of England School is an average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well below the national average.
- The proportion of pupils supported at school action and those supported at school action plus or with a statement of special educational need are below the national average.
- Most pupils are from a White British background and the majority have English as their first language.
- The headteacher has supported local schools in her role as leader of good practice in curriculum development.
- An advanced skills teacher and a leading Early Years Foundation Stage teacher provide support for other teachers within the local authority.
- The school meets the government's current floor standard, which set the minimum expectation for pupils' attainment and progress.
- Inspectors were aware during this inspection that a serious incident which occurred at the setting since the previous inspection is under investigation by the appropriate authorities. While Ofsted does not have the power to investigate incidents of this kind, actions taken by the setting in response to the incident were considered alongside the other evidence available at the time of the inspection to inform inspectors' judgements. None of the school's permanent staff are involved in the investigation.

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

- Ensure that there is a greater proportion of outstanding teaching by:
  - sharing the practice of those teachers who consistently deliver outstanding lessons amongst all teaching staff
  - ensuring a brisk pace is maintained in all lessons.
- Sustain the improved standards in reading and writing by:
  - working with parents to ensure that pupils always understand what they are reading, as well as knowing how to link letters and the sounds that they make
  - ensuring teachers model good handwriting skills and follow the agreed method for presenting work.

## Inspection judgements

### The achievement of pupils

**is good**

- Children enter the Reception class from a range of different settings, their skills vary year on year but are generally in line or slightly above age-related expectations. Children settle quickly into the warm, welcoming environment. They are encouraged to make choices in their learning which helps them grow in self-esteem and quickly develop independence. As a result of careful assessment and activities planned to meet the individual learning needs of children, they make good progress and enter Year 1 with skills above national levels.
- Reading is taught regularly across the school. Pupils in Year 1 attained well when they completed the national reading assessment. Younger pupils are systematically taught how to match letters and the sounds that they make (phonics). Staff also provide opportunities for parents to learn how to help their child with matching letters and sounds. In some cases, this has reduced the emphasis on ensuring that pupils understand the meaning of what they read.
- Overall, pupils make good progress across Key Stage 1. Staff use the school's assessment information to ensure that interventions are put in place for any group with the potential to underachieve. For example, it was recognised that boys' attainment in reading was below that of girls. The school addressed this by planning activities that appealed to boys and that girls could also enjoy. Boys' reading has now improved and the school is now focusing on boys' writing to ensure that it does not remain below national levels. For example, following a walk in the locality, the Year 2 teacher had planned to use flowers as a stimulus for writing. However, she changed this to insects to appeal more to boys. All pupils were excited by the range of plastic insects that she showed them. They then produced a high standard of written work.
- The results at the end of Key Stage 2 were the highest that the school has ever attained. The proportion of pupils making better than expected progress has improved from below national figures to a much higher level, particularly in writing and mathematics. The proportion of pupils attaining at the higher levels in English and mathematics has also increased sharply, due to the extensive range of higher level learning activities provided. For example, the 'stretching mathematics' groups.
- Disabled pupils and those with a special educational need make good progress because teachers and other adults have a good understanding of their needs. Individual support for pupils with additional and complex needs is particularly effective and ensures that pupils make good progress even when they join the school later than the usual starting point.
- The pupil premium is used well to ensure that the pupils for whom it is provided engage in small group learning activities that accurately meet their needs.

### The quality of teaching

**is good**

- The most effective teaching is characterised by high expectations, lessons that are well paced, skilled questioning techniques and good subject knowledge. However, there are lessons in which the pace of learning slows and pupils become distracted.
- Books are regularly marked and there are opportunities for pupils to assess their own work which encourages independence in learning. However, the presentation of work in books is highly inconsistent. Older pupils will regularly print in pencil using erratic letter formation.
- Targets are shared with pupils so that they know how to achieve their next steps in learning. Older pupils appreciate the fact that both they and their teacher tick off targets when they are achieved, it gives them confidence that they have really acquired that particular skill.
- Staff and visitors provide a wide range of additional learning experiences for pupils. For example, the art lessons in which pupils can gain skills in an area that appeals to them. The work produced by these pupils is outstanding.
- During the inspection, many pupils' work books were looked at and it was evident that pupils are taught a wide range of interesting topics. Pupils contribute toward the curriculum by telling

teachers what they would like to learn. Teachers' planning then includes pupils' ideas and this ensures that pupils are highly interested and curious about what they learn.

- Staff work hard to promote an enthusiasm for reading from the start of school life. They use lots of singing and associate actions with letter sounds which children enjoy. Older pupils are encouraged to read a range of materials for enjoyment. For example, during a poetry lesson in Year 4 pupils, performed and recorded a poem which resulted in a more in-depth understanding and a greater appreciation of the poem. This is having a positive impact on their reading skills.
- Teaching assistants demonstrate good subject knowledge so that the pupils they work with make good progress. For example, they regularly work with pupils to ensure that they pronounce sounds correctly during phonics sessions. They are trained to support pupils with complex needs, so that those pupils can be supported by a number of adults and not become over reliant on any one person. This contributes toward the development of independence and the good progress made by disabled pupils and those with special educational needs.

### **The behaviour and safety of pupils are good**

- A number of forums are available through which pupils can make a valued contribution to school life. The Eco-committee ensure that the school remains environmentally friendly by arranging recycling activities. The Project Council plans fund raising events to boost their budget and enable the purchase of equipment. For example, hoops and balls for the playground. They also arrange events to raise money for charities. These activities can be advertised in the school newspaper which is written, edited and sold entirely by pupils which gives them a great sense of achievement.
- Most parents and carers believe that pupils at the school are well behaved and that any bullying is effectively dealt with. Pupils were insistent that there is no bullying in the school. Moreover, they were confident that if there were any it would be sorted very quickly. They also felt that if they had any concerns or issues that there would be an adult available who would listen to them and help them find a solution.
- Pupils enjoy good relationships with adults and with each other. For example, older pupils value their buddy role, which involves them in supporting younger pupils. Pupils have a very positive attitude toward learning and show a great deal of pride in their school. This is reflected in the high and improving attendance figures.
- Behaviour and safety is not outstanding because when teachers do not ensure that lessons maintain a brisk pace some pupils become distracted.

### **The leadership and management are good**

- Whittle-le-Woods is a highly inclusive school which promotes equality of opportunity by continually striving to meet the individual needs of all pupils.
- The curriculum is a strength of the school, it has many innovative features. For example, the extensive input of pupils and the range of activities and interventions to meet the needs of individuals.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils demonstrate a good awareness of diverse cultures and religions. For example, they have enjoyed working on a project with two local schools exploring multiculturalism through Olympic values and watching Asian dancers who visited the school. They also respond sensitively to opportunities provided during assemblies to reflect on how their actions impact on others. For example, an act of kindness will make someone else feel cared about and happy.
- Teaching is rigorously and regularly monitored by school leaders. The evidence from this and performance management procedures supports leaders in planning a programme of professional development that is closely linked to individual teacher needs and school priorities. This has had a positive impact on the quality of teaching and raising achievement. However,

there are limited opportunities for teachers to observe outstanding practice as most teaching is good.

- Safeguarding arrangements meet statutory requirements.
- The majority of parents believe that the school is well led and managed which is reflected in the popularity of the school.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
  - the strong support of governors for the headteacher is well balanced by the challenge they are able to provide by asking questions about the school's performance and new initiatives
  - governors are linked to subjects and committees in which they are particularly interested. For example, the governor linked to mathematics regularly works with more able pupils to develop their problem solving skills
  - the governing body makes a positive contribution to school improvement.

## 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 pupil's 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 pupil's 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

<b>Unique reference number</b>	119478
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	403391

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary Aided
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Councillor John Walker
<b>Headteacher</b>	Ms Clare Berryman
<b>Date of previous school inspection</b>	May 2008
<b>Telephone number</b>	01257 262732
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