

Whittlefield Primary School

Tabor Street, Burnley, Lancashire, BB12 0HL

Inspection dates 12–13 February 2013

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.

- Pupils make good progress from their below average starting points and, by the time they leave school at the end of Year 6, they reach standards that are in line with those expected for their age.
- Teaching is now good. Teachers plan activities that meet the needs of all abilities and encourage pupils to do their best.
- The teaching of reading is highly effective and pupils achieve particularly well in reading across the school.
- Well deployed, skilful classroom assistants support and nurture pupils with special educational needs or disabilities very well, so that they make good progress.
- Pupils' behaviour is good. They are attentive in lessons and work together well. Pupils say that bullying is rare, they enjoy school and feel safe.
- The school is warm and welcoming and values all pupils equally.
- The headteacher, staff, governors and the local authority work well together. Since the last inspection they have successfully improved the quality of teaching and, as a result, pupils' achievement is now good.
- Leaders and governors ensure that the pupil-premium funding is used well to improve pupils' achievement. As a result pupils supported by the funding achieve well.

It is not yet an outstanding school because

- Not enough teaching is outstanding. Pupils are not always involved fully in knowing how well they are doing and how to improve.
- Teachers' marking does not consistently and clearly inform pupils of their next steps in learning. There is not always time allowed for pupils to respond to teacher comments.
- Pupil targets are not always focused on how to reach the next levels in learning.
- In some classes, there are not enough opportunities for pupils to write at length.
- Not all subject leaders have a good understanding of pupils' achievement in their subjects.

Information about this inspection

- The inspectors observed 13 lessons or parts of lessons taught by 10 teachers. One of these was a joint observation with the deputy headteacher.
- Discussions were held with members of the governing body, parents, subject leaders, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined.
- Inspectors spoke with parents during the course of the inspection. Inspectors took account of the small number of responses available to the online questionnaire (Parent View).
- Inspectors listened to pupils read from different year groups.

Inspection team

Yvonne Mills-Clare, Lead inspector	Additional Inspector
David Halford	Additional Inspector

Full report

Information about this school

- Whittlefield is a slightly smaller than average-sized primary school.
- A slightly above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care, pupils whose parents are in the armed forces and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is also above average.
- A well-below average proportion of pupils are from minority ethnic groups, with about half of that proportion speaking English as an additional language.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of pupils exceeding the expected rate of progress and ensure more teaching is outstanding by:
 - making sure that opportunities for pupils to write at length are consistently and regularly planned for across the classes
 - ensuring teachers' marking shows how well pupils are doing and how they can improve and clearly links pupils' targets to their marking so that comments are sharply focused on the steps pupils need to take to reach the next levels in their learning
 - creating time for pupils to respond to teachers' comments.
- Improve the effectiveness of leaders by developing the role of subject leaders, including first-hand analysis of data, so that they are better equipped to play a much fuller role in helping the school to improve.

Inspection judgements

The achievement of pupils is good

- An increasing number of children that enter the Nursery demonstrate knowledge and skills that are below those typically expected for their age. Across the Early Years Foundation Stage children make good progress. Because of this, by the time they enter Year 1, most children are closer to expected levels, except in aspects of numeracy and writing where skills are weaker.
- Between Years 1 to 6, pupils make good progress and by the end of Key Stage 2 reach standards in English and mathematics that are broadly in line with national averages and above average in reading.
- The school's thorough tracking of all groups of pupils show that pupils' progress is accelerating, particularly so in mathematics and writing. The proportion of pupils who make the expected rate of progress or better compares well with the proportions of pupils that do so nationally. Although the proportion of pupils that reached the higher Level 5 in the end of Year 6 national tests in 2012 was lower than nationally, this was due to their much lower starting points when they entered Key Stage 2.
- In the 2012 Key Stage 2 tests a higher proportion of pupils made expected progress in English than in mathematics. Through effective actions taken by the school, for example, in increasing opportunities for pupils to apply their mathematical skills to real-life problem solving, this disparity has been eradicated.
- A strong emphasis on developing reading saw pupils leaving Year 2 in 2012 with attainment in reading being above average. Pupils of all ages read widely, both at home and in school. Structured reading books, read with adults and teachers improve their skills well. Similarly, pupils enjoy a wide range of fiction and non-fiction books to fuel their excitement in reading
- The school demonstrates a strong commitment to ensuring equal opportunities for all pupils. Indeed, pupils who are eligible for the pupil premium, including those pupils who are entitled to free school meals, achieve as well as, and sometimes better than, other pupils in the school. Pupils benefit from the small group and individual teaching they receive and the availability of adults who support the teachers. Likewise, due to the carefully planned intervention and support they receive, disabled pupils and those with special educational needs achieve better than similar pupils nationally.

The quality of teaching is good

- The vast majority of teaching observed was good. Pupils' workbooks also confirm that the quality of teaching overtime is good and pupils make good progress. This is an improvement on the last inspection.
- Teachers and other adults provide good role models for pupils. Relationships between adults and pupils are good. Pupils are eager to learn and behave well. Teachers have a clear understanding of what they want pupils to learn and plan activities and tasks well to provide work that meets their different learning needs and encourage them to do their best.
- Pupils particularly enjoy lessons that offer opportunities for them to work independently and to think for themselves. This was particularly evident in a Year 5 mathematics lesson, where pupils were discussing the spacing of different numbers on axes for graphs. The different ideas generated interest and enjoyment that was tangible and promoted relevant debate with each other. Opportunities to work together and help each other effectively contribute to pupils' spiritual, moral, social and cultural development.
- Teaching assistants make a valuable contribution to pupils' learning through the effective support they offer to pupils. They pay good attention to the individual needs of the pupils in their groups.
- The school's highly effective organisation of the teaching of letters and the sounds they make to younger pupils is a key reason why standards in reading are rising and is now helping to improve

pupils' achievement in writing.

- The teaching of writing is developing well and for many pupils is now their favourite subject. Pupils are given plenty of time to plan the content of their stories in many different ways. However, opportunities offered to pupils to write at length are not yet consistent across all classes.
- Teachers diligently mark pupils' work. However, the comments teachers make are not always specific enough to ensure pupils are aware of how well they are doing, or clear about what they need to do to improve. Most pupils have targets for their learning and older pupils know where to find them. However, often pupils' targets do not link closely enough to the comments made in teachers' marking, outlining the steps they need to take to reach the next level in their learning. Pupils are not always given time to respond to the teacher's comment to show they have understood them.

The behaviour and safety of pupils are good

- Pupils say they are very happy and feel safe at school. Most come to school regularly and attendance is average and improving.
- In lessons, pupils behave well, are keen to learn and listen well to their teachers and other adults. Only when lessons are less exciting do a few pupils begin to become disengaged. At break times they play well together and are polite and caring to each other and to adults and visitors.
- A particular strength of the school is its success in supporting pupils' individual needs and helping those who have found it difficult to cope in other schools.
- There are opportunities for pupils to support each other, discussing and working together in the classroom. Older pupils enjoy working as 'reading buddies' during indoor break times to support those younger than themselves. Such opportunities ensure that they develop patience and caring attitudes towards each other and this contributes well to their spiritual, moral and social development.
- Pupils are adamant that bullying is rare. They know about the different forms of bullying, for example, on the internet and by mobile telephones, and know how to keep themselves safe. They know who to approach for help and are confident that if it does happen the school would deal with it swiftly and effectively. A minority of the small number of parents who responded to Parent View expressed a concern about bullying in the school. This was explored by inspectors during the inspection through discussion with parents and by scrutinising results from the school's own parent questionnaire; the inspectors were satisfied that this does not appear to be an on-going problem.
- Good behaviour is rewarded. Relationships between adults and pupils are strong and pupils feel secure in the knowledge that teachers and other adults will always help them.

The leadership and management are good

- The headteacher has steered the school well on its journey from satisfactory to now a good school. She is well respected by her staff and supports and inspires them to work well. She has worked collaboratively with other leaders in the school and with governors to engage with the good support from the local authority to move the school forward at a good rate.
- The regular and rigorous checks on the quality of teaching and learning and the effective training delivered to staff by school colleagues and external consultants has helped to improve the quality of teaching and, as a result, improved pupils' achievement.
- Regular meetings between senior leaders and staff ensure teachers are now held responsible for the progress their pupils make. The progress made by every pupil is reviewed regularly and carefully so that if any pupil starts to fall behind it is tackled swiftly.
- Reviews of teacher performance, including the teaching assistants are used well to support the

school's priorities and are linked appropriately to teachers' progression along the salary scale.

- The school has an accurate view of its own performance and clearly identifies its strengths and weaknesses. These are reflected in the school's development plan, which is evaluated on a regular basis for progress so that leaders know whether their actions are successfully improving the quality of education on offer to the pupils.
- There are planned activities for monitoring, which are communicated to all staff and carried out regularly. However, although subject and middle leaders undertake some monitoring, not all are routinely analysing the data that shows how well pupils are achieving for themselves. As a result, they do not, yet, play a full part in whole-school improvement.
- The school works hard with parents to involve them in their children's learning, providing information and meetings, to enable parents to understand how the school teaches basic skills. Parents who responded to Parent View and those who spoke to inspectors, together with the parents' responses to the school's own questionnaire confirm that the vast majority of parents were happy with the school and felt that it provided for their children well. The school involves and works in partnership with external agencies whenever necessary.
- The curriculum is good and is enriched by visits, visitors and themed weeks in school. A range of after-school activities are enjoyed by pupils in different age groups. Opportunities are available for pupils to practise their basic skills through other subjects and pupils regularly use information and communication technology to enhance their work and presentations. However, opportunities planned for pupils to write at length are not yet consistent across the school.
- The school uses some of its pupil-premium funding to help pay for trips so that all pupils are able to 'widen their horizons' and so no-one is left out.
- **The governance of the school:**
 - Governors are well informed and increasingly provide a good balance of challenge and support to the school. The governors have formed a school effectiveness committee that meets regularly with the headteacher and the local authority adviser to discuss the school's progress against its priorities. They have a good understanding with regard to the quality of teaching and of how well the school is doing and how it needs to improve. This is because they have links to individual classes, working alongside pupils in their lessons, and undertake some first-hand monitoring in the school. They ensure that the pupil premium is used to good effect, by providing extra support through additional teachers and teaching assistants. They know that this has a positive impact on improving pupils' achievement.

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	119262
Local authority	Lancashire
Inspection number	401825

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	222
Appropriate authority	The governing body
Chair	Mr P Sandiford
Headteacher	Mrs J Caygill
Date of previous school inspection	9 June 2010
Telephone number	01282 429419
Fax number	01282 459356
Email address	head@whittlefield.lancs.sch.uk

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 2013

