

Whitefield Primary School

Oaklands Drive, Penwortham, Preston, Lancashire, , PR1 0RH

Inspection dates

20–21 March 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 enjoy school and are enthusiastic about everything they do, which is one reason why their attendance is above average. The large majority of the parents say their children are happy and are kept safe.
- Pupils achieve well. Attainment is well above national expectations in English and mathematics. All groups of pupils, including those with special educational needs and those supported by the pupil premium, make good progress from their starting points.
- Teaching is good and some is outstanding. Good relationships and carefully planned activities keep pupils fully involved and actively learning.
- Pupils behave well in all situations. They are treated with respect and their considerate, helpful attitudes reflect the school motto ABC: 'Aim high, Be responsible, Care and Respect'.
- Pupils say they feel safe in school and that bullying is not an issue. They know they can seek help from all staff and are sure they listen to any worries and sort them out quickly.
- Senior leaders, staff and governors are fully united and committed to make the school even more successful. Professional training and regular checks on the quality of teaching have successfully increased the proportion that is good, which in turn has raised achievement.

It is not yet an outstanding school because

- Not enough teaching is outstanding and a small proportion requires improvement.
- Boys do not do quite as well as the girls in writing.

Information about this inspection

- The inspection team observed 19 lessons, visited small group sessions and heard some pupils read.
- They met with pupils and staff, parents and members of the governing body and the representative of the local authority.
- School and national data, procedures for gathering an accurate picture of the school's performance and assessing the quality of teaching and learning, and safeguarding arrangements were checked.
- Inspectors took account of the 68 responses to the online questionnaire (Parent View) and scrutinised the 28 questionnaires completed by staff.

Inspection team

Kathleen McArthur, Lead inspector	Additional Inspector
Jane Holmes	Additional Inspector
Sharon Lambert	Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals and those in local authority care) is 6%, which is well below the national average.
- The proportion of pupils supported through school action, school action plus or with a statement of special educational needs is well below the national average.
- The school meets the government's current floor standards, the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching so that a greater proportion becomes outstanding by:
 - ensuring tasks are always closely matched to pupils' different needs
 - always moving lessons along at a brisk pace and establishing routines so that no learning time is lost
 - improving the quality of provision and planning for learning outdoors in the Early Years Foundation Stage to match the good quality of learning provided indoors
 - further sharing the best practice already found in the school.
- Further raise boys' attainment in writing by:
 - enabling them to use a broader variety of words to enrich their work
 - improving their handwriting, the way work is presented and their ability to spell common words correctly
 - making better use of punctuation to add impact and effect.

Inspection judgements

The achievement of pupils is good

- Children enter the school with typical skills for their age. Caring relationships and good teaching ensure they quickly feel secure and safe, ready for learning. They progress well and most exceed the levels expected for their age when they enter Year 1.
- The proportion of pupils making and exceeding expected progress as they move through the school is above national figures. At the end of Key Stage 1, attainment in reading, writing and mathematics is above national expectations.
- Over time, attainment has been consistently well above the nationally expected levels in English and mathematics at the end of Year 6. In 2012 it dipped slightly to above, rather than well above, national levels. School analyses showed this was due to specific reasons that had not been identified early enough. Leaders acted swiftly to accelerate progress and raise attainment through additional support and focused interventions. As a result pupils made much more than the expected progress in the older classes but their attainment still did not match that of previous years. However, these pupils did particularly well in reading and almost two thirds exceeded the national expectation.
- School tracking, inspection evidence and the work in pupils' books shows that pupils currently in Year 6 are well on course to reach challenging targets that match earlier years. However, tracking also shows that boys' attainment in writing lags behind girls. Boys do not always use vocabulary or punctuation effectively, their spelling of common words is sometimes careless and variable handwriting can lower the quality of their writing.
- Careful use of pupil premium funds directs additional support to the very small number of pupils who are eligible for free school meals and those in the care of the local authority, such as learning in small groups. They progress at the same rate, and sometimes faster than their classmates, and although their attainment is almost two terms behind, the gap is rapidly closing.
- Pupils with special educational needs receive well organised provision, closely matched to their individual needs so they progress well in relation to their starting points and capabilities.
- The teaching of reading is well organised and younger pupils enjoy daily letters and sounds activities closely matched to their different abilities. Older pupils read widely, enjoy both fiction and non-fiction and name many favourite authors, and say reading helps them in all subjects. Pupils are well equipped for future learning.

The quality of teaching is good

- 'Teachers mould work around us to challenge and help us.' was a typical pupil comment. Inspection evidence and the school's own monitoring records show that rigorous systems to check the quality of teaching mean that most is good and some is outstanding. However, a small proportion still requires improvement. The large majority of parents agree that pupils are taught well.
- Good behaviour and relationships were observed in all lessons. Where pupils are particularly inspired and challenged, their behaviour is excellent and learning progresses rapidly. For example, in the outstanding lessons when Year 6 pupils plotted co-ordinates in quadrants on the classroom floor or Year 5 pupils made complicated mathematical predictions.
- Most lessons move along at a good pace, with well-planned, purposeful activities and tasks matched well to pupils' different needs and abilities. Information and communication technology is used well. Skilled questioning stimulates pupils' ability to think, reason and explain and is used regularly to check their understanding throughout the lesson.
- In the Early Years Foundation Stage, the small outdoor area limits the range of activities that can be planned and these do not match the good quality of activities provided indoors.
- Progress slows and pupils do not concentrate as well as they usually do when the pace of

lessons is slower, if pupils are not given clear directions about how to complete their tasks and work is not matched closely enough to their needs.

- Skilled teaching assistants provide good care and support for pupils, especially those with special educational needs, ensuring they can participate in all activities.
- Pupils' progress is thoroughly tracked and very closely monitored. Good quality systems provide clear information for staff to plan tasks and intervene if any fall behind. Pupils know what targets they are aiming for, and older pupils often help to set their own. Their workbooks show that the marking system is applied consistently and pupils say teachers' comments are helpful in showing them the 'next steps' to improve their work.

The behaviour and safety of pupils

are good

- Pupils say behaviour is good and most parents agree. Consequently, pupils work and play happily together, saying everyone is kept busy and they know how to deal with any issues.
- Consistent application of clear procedures for managing behaviour was observed throughout the school. Good behaviour was observed in nearly all lessons but, very occasionally, behaviour slips and learning time is lost as pupils move between different activities. Exclusions are extremely rare.
- Pupils know that school rules are in place to keep everyone safe, and say these are fair; they are aware that their actions may have consequences. Road safety and e-safety courses ensure pupils know how to care for their own safety.
- Pupils understand that there are different forms of bullying such as via the internet. They say that bullying no longer happens and the annual anti-bullying week ensures they know what to do if a problem should arise.
- Year 6 'Pupil Leaders' and the school councillors are proud of their positions, carry out their responsibilities sensibly and provide good role models for other pupils. Older pupils enjoy acting as 'Buddies' to the younger ones at playtimes and lunchtimes.
- Attendance is above average and pupils arrive in good time each day. Any absences are swiftly followed up.

The leadership and management

are good

- Highly focused plans to drive the school forward show school leaders' unswerving determination for on-going improvement. These plans show secure understanding of the school's strengths and what needs further improvement, such as further raising the quality of teaching and boosting boys' writing.
- Leaders carry out regular, rigorous checks on the quality of teaching and hold staff to account for their pupils' progress. Staff are keen to improve their expertise and expressed positive views about the quality and relevance of the professional training provided. This has increased the proportion of good teaching with a positive impact on progress and attainment. Examples of outstanding practice were observed but leaders have yet to build on and share this in all classes.
- The carefully planned curriculum meets all pupils' different needs. It ensures they gain the skills they need for further learning and promotes their spiritual, moral, social and cultural development well. The recent science week enriched learning and captured pupils' enthusiasm as they carried out experiments involving rockets, chromatography, acids or alkaline. The range of clubs is popular and pupils spoke highly of the visits out of school, including the annual residential trip.
- Subjects are linked well across the curriculum so literacy and mathematical skills are developed in all subjects. For example, writing about 'Fair Trade' farming in Ghana, describing the Blitz in history or making charts rating different flavoured chocolates.
- Equality of opportunity is given high priority to ensure the needs of all pupils are met so they can benefit from everything the school offers. For example, additional support for those

covered by pupil premium funding.

- Arrangements for safeguarding pupils meet all statutory requirements. Child-protection training is up-to-date and all staff know the procedures to be followed.
- The local authority provides light touch support for this good school, including staff training and assisting governors with data analysis.

■ **The governance of the school:**

- Governors challenge rigorously and hold school leaders to account, for example, asking searching questions about attainment in 2012. They use assessment data to compare the school's performance with that of others and ensure the outcomes of staff performance reviews are used to improve teaching and develop the skills of leaders at all levels. Shrewd financial management is illustrated by careful checks to ensure that pupil premium funds are used effectively to overcoming any barriers to learning. They are well informed through their class links and from committee reports. Governors have a very good grasp of the strengths of the school and what is needed to ensure further 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 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	119293
Local authority	Lancashire
Inspection number	405849

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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	341
Appropriate authority	The governing body
Chair	Mike Walker
Headteacher	Sarah Foster
Date of previous school inspection	7 March 2011
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