

# Whiston Junior and Infant School

Saville Road, Whiston, Rotherham, South Yorkshire, S60 4DX

**Inspection dates** 26–27 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- The declining performance that has characterised the school's recent past has been halted and quickly reversed since the arrival of the new leadership team.
- Standards have risen since the previous inspection as a result of the strong leadership of the executive headteacher and governing body.
- The headteacher is well supported by the head of school, all staff and the governing body.
- Teaching is mostly good and sometimes outstanding and pupils achieve well by the end of Year 6.
- Pupils' positive attitudes and good behaviour contribute to a strong sense of community. They enjoy coming to school.
- The support for pupils who are potentially vulnerable or at risk of underachieving is effective in ensuring they, too, make good progress.
- Parents are very supportive of the school and appreciate the many recent improvements.
- School leaders accurately measure how well the school is doing and so know what needs to be done next.

### It is not yet an outstanding school because

- There is some inconsistency in teaching: in marking so that not all pupils know how to respond to teachers' comments; in teachers' use of resources to make lessons more interesting; and the provision of extension activities and tasks to challenge pupils further, especially the more-able.

## Information about this inspection

- The inspectors observed 15 lessons taught by eight teachers. Two of the lessons were observed jointly with the executive headteacher.
- The inspectors examined the work in some pupils' books and a range of data about their current and past progress.
- The inspectors also heard pupils read and observed an assembly.
- The inspectors scrutinised a range of documents, including policies about keeping children safe and records showing how school leaders evaluate teachers' performance.
- The inspectors held discussions with pupils, teachers, the executive headteacher, senior leaders, a group of governors and a local authority officer.
- The views of 21 parents were analysed through the Parent View website. The inspectors also took account of the group of parents an inspector spoke to following the assembly.
- The inspectors considered the views expressed in questionnaires returned by members of staff.

## Inspection team

Henry Moreton, Lead inspector

Additional Inspector

Lynne Davies

Additional Inspector

## Full Report

### Information about this school

- The school is slightly smaller than most primary schools.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is much lower than the national average. Very few pupils speak English as an additional language.
- There are lower than average proportions of disabled pupils and those who are supported through school action, and also at school action plus or with a statement of special educational needs.
- The proportion of pupils supported through the pupil premium is much lower than the national average (this is additional funding for those known to be eligible for free school meals, in local authority care, or who have a parent in the armed forces).
- The school meets the government's current floor standards (these set the minimum expectations for attainment and progress).
- An executive headteacher and a head of school have been appointed since the previous full inspection.
- There have been significant changes to staff over the last 18 months or so.
- During the course of last year some pupils were taught off-site while building reparations were taking place.
- The school is part of a federation with two other local schools.

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

- Increase the proportion of teaching which is outstanding by:
  - remedying the teaching that requires improvement
  - sharing more widely the outstanding examples of teaching that exist in the school so that staff learn from one another
  - improving marking, particularly in mathematics, so that it is consistently at least good and offers constructive feedback on how to improve
  - use teaching resources effectively to complement the use of worksheets and make learning more interesting
  - setting extension work and activities, especially for the more-able pupils, to challenge them even more.

## Inspection judgements

### The achievement of pupils is good

- Attainment has risen since the previous inspection following a dip and Year 6 test results were above average in 2012. Inspection evidence and the school's accurate assessment information show that more pupils in Year 6 are now working at above-average standards from average starting points.
- Lesson observations, scrutiny of pupils' work and hearing pupils read as well as the school's own tracking data show that this accelerated progress is evident in all years.
- Pupils' progress is improving speedily in reading, writing and mathematics. As a result, pupils now achieve well and are well prepared for the next stage of their education.
- Pupils' progress in writing has been a strong feature of the school's recent work and this has borne fruit. Pupils take pride in the presentation of their work. They now write at length and make their writing interesting for the reader. This is seen in their high quality work displayed in classrooms and throughout the school, which also reflects their growing interest in art, geography, history and science.
- Progress is also improved in mathematics and the more-able pupils achieve well again.
- Pupils enjoy reading and benefit from the school's significant spending on reading books and other resources to encourage them to read. They talk about their favourite books and know what to do when they come across a word which they do not know. Pupils who find reading challenging are now given timely additional support.
- Pupils develop good skills in speaking and listening as they are encouraged to talk with a partner. Because classrooms are well managed they are given good opportunities to contribute in lessons.
- The school is successfully closing the gap in achievement in both English and mathematics for pupils who are known to be eligible for pupil premium funding. The funding is used well to provide additional adult support and to ensure that all pupils are ready and well-equipped to learn and to benefit for the school's good and improving curriculum. As a result, the school's promotion of equal opportunities is good and they are catching up with pupils not supported by the funding.
- Disabled pupils and those who have special educational needs make good progress because they are well supported.
- Expectations of what pupils can achieve are increasing. Pupils are positive about these improvements and respond well to the challenges. As a result, they enjoy school and are keen to learn.

### The quality of teaching is good

- The quality of teaching has improved markedly since the previous inspection. Most is now good, some is outstanding but some still requires improvement. All teachers have responded positively to the challenges set by school leaders. Morale is high.
- Teachers know their pupils well and because of the good relationships pupils feel confident about asking questions and giving their views. Tasks and activities are planned to build on what pupils of different abilities know and are able to do. Not often, but sometimes this does not always work and on these occasions teachers underestimate how quickly and easily pupils tackle the work set, especially if it is worksheet based.
- Reading and writing are taught well. Staff have a good understanding of how to teach phonics (the link between letters and sounds) and these sessions are well planned. High-quality learning resources are used very effectively to teach writing, with good habits encouraged from an early age. Language development is encouraged through the good quality interventions of staff, and some excellent writing by older pupils was seen by inspectors.

- Mathematics is also taught well, but the marking here is not as consistently strong as it is in English, and sometimes teachers do not ensure that pupils finish off their work or correct their past mistakes.
- The support provided by teaching assistants helps all groups of pupils to succeed, and staff are used effectively in lessons. Disabled pupils and those who have special educational needs, those eligible for the pupil premium and others who need extra help are given it. At the same time they do not miss out on what the rest of the class are doing. This ensures equality of opportunity.
- Teachers plan lessons which motivate pupils. They all organise the day well and these good, consistent routines give pupils confidence. While pupils' literacy and numeracy skills are well developed through all subjects, teachers also place good emphasis in encouraging pupils' interest in subjects such as art, French and music. The school effectively uses outside 'experts' for some of this work, but staff also have good skills and knowledge in these areas.
- Teachers' feedback to pupils in lessons is good and individual targets are used well. Marking of books is regular and identifies what pupils have done well and what they need to do to improve. However, teachers do not always ensure that past mistakes are corrected or work is finished, especially in mathematics.

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

- Excellent relationships promote good behaviour. Pupils are proud of the school. They are polite and courteous and liked to tell inspectors about their work. They value the school rules and work well together in lessons. As a result, attitudes to learning are very positive.
- The school's systems for managing behaviour are effective. There are no recorded instances of bullying. Pupils know about the different types of bullying. They know how to stay safe, including when using computers and mobile telephones. Pupils told inspectors they feel safe and there are no incidents of poor behaviour that prevents them learning. They said that they are confident that teachers and other adults deal with any issues that do occur. However, parents indicate that they are not sure how any incidents of bullying that may occur are dealt with.
- Pupils have very positive views of the school and this is reflected in their improving attendance which is in line with the national average. It also reflects their parents' views.

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

- The new senior leadership team has an accurate view of the school's strengths and areas for improvement. This is based on effective monitoring of teaching, pupils' work and analysis of data on the progress pupils are making over time.
- The executive headteacher has had a massive impact on the performance of this school in a relatively short period of time.
- Staff at all levels are developing their skills at a rapid pace under the school's two key leaders, who are first-class role models. Staff told inspectors they value the professional development opportunities they share with other schools in the federation.
- The school has responded very well to issues identified at the previous inspection. Changes have been made to just about every aspect of the school's work. As a result, achievement has improved for all groups of pupils, including those disabled, with special educational needs and those in receipt of pupil premium funding.
- The school makes good provision for pupils' spiritual, moral, social and cultural development. The social and moral aspects are particular strengths of the school. Pupils have opportunities to reflect on their learning and on different values and beliefs in subjects, but opportunities for reflection are missed in assemblies.
- Performance information from accurately assessing pupils' progress over time is used well to tackle any underachievement through individual and small-group support.

- The management of teachers' performance has resulted in significant improvements in the quality of teaching. Professional development is closely linked to school priorities. Questionnaire returns and discussions with staff confirm they value the new leadership's methods. There is a clear link between pay and performance. Opportunities to share and learn from the very best, while developing, are still underused.
- The school has good and improving links with its parents. The school's website provides useful information to parents and this includes how the money available through the pupil premium is spent.
- The local authority has provided good support to the school. This has included major renovations to the fabric of the building. Through good planning, disruption caused was kept to a minimum and had no detrimental impact of pupils' performance.
- The safeguarding of the school meets the government's current requirements.
- **The governance of the school:**
  - Since the previous full inspection governors' decision making has been decisive and strategic. They have a clear view of the school's strengths and weaknesses. They know the school and how well it is doing both in comparison to local schools and nationally. Governors know what the pupils are capable of achieving and have acted resolutely to ensure the downward trend in performance was halted, and successfully reversed. Finance is managed very well and so governors are able to plan for the future securely. They keep themselves up to date through training and know how the pupil premium is spent and about the links between the performance of staff and pay. Their outstanding recent leadership means that the school is now on an upward trajectory.

## 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

<b>Unique reference number</b>	106894
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	400870

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>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	200
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Bradbury
<b>Headteacher</b>	John Henderson
<b>Date of previous school inspection</b>	14 January 2010
<b>Telephone number</b>	01709 828189
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