

# Whitefield Community Primary School

Victoria Avenue, Whitefield, Manchester, Lancashire, M45 6DP

**Inspection dates** 4–5 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils' behaviour is outstanding. They enjoy coming to school and care deeply about each other. Pupils relish the opportunity of taking on responsibilities, they are polite and welcoming and say that they feel safe at all times.
- Achievement has improved significantly this year, especially in mathematics and for boys. From very low starting points, all pupils make at least good progress throughout the school.
- Disabled pupils and those with special educational needs make similarly good progress to their peers.
- Good and improving teaching has ensured that the standards reached by pupils in reading and writing are continuously improving.
- The headteacher, supported by a very experienced senior leadership team, ensures that the quality of teaching and learning are always improving. Governors have very high expectations for the school and help to make sure that all staff reach challenging targets.
- Parents, carers, pupils and staff hold the school in very high regard.

### It is not yet an outstanding school because

- Standards achieved in reading and writing are not as good as those in mathematics.
- Marking is not always good enough to ensure that all pupils achieve as much as they can.
- Lessons do not always fully engage all pupils, or match their different skills and abilities.
- Occasionally, more-able pupils are not given work that is hard enough to fully challenge them, or allow them to work independently.

## Information about this inspection

- Inspectors observed 16 lessons as well as small group activities, parts of lessons, two assemblies and the teaching of phonics (letters and the sounds they make).
- Inspectors listened to pupils read from Years 1 to 6, and held discussions with two groups of pupils from across the school.
- Pupils' work was scrutinised with the headteacher and deputy headteacher.
- Meetings were held with the Chair and vice-chair of the governing body, and a representative from the local authority.
- There were too few responses to the online questionnaire (Parent View) for inspectors to consider. Account was taken of the school's own surveys of parents' views, as well as informal meetings held with 15 parents. Questionnaires completed by 19 members of staff were also taken into account.
- Various school documents were examined and included: monitoring records of the quality of teaching; school data on pupils' progress; minutes of the governing body meetings; development plans; external school evaluation reports; records of pupils' attendance; records of behaviour; and safeguarding documentation.

## Inspection team

Lenford White, Lead inspector

Additional Inspector

Clare Nash

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils from minority ethnic groups is above average, as is the proportion of pupils who speak English as an additional language.
- 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 twice the national average.
- The proportion of pupils for whom the school receives additional funding through the pupil premium is more than twice the national average. (The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals, children with a parent in the armed services, and those children that are looked after by the local authority).
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- Since its last inspection, the school's governing body has been restructured, and a number of new teachers have been appointed.
- The school runs a breakfast club every morning.

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

- Improve the quality of teaching so that more is outstanding, and in so doing raise the standards that pupils reach, particularly in reading and writing by:
  - ensuring that all lessons fully match pupils' needs, and provide challenging activities that stretch all pupils, including more-able pupils
  - ensuring that when marking pupils' work, all teachers include constructive comments that show pupils how to improve, and provide opportunities for them to respond.

## Inspection judgements

### The achievement of pupils is good

- Children enter Nursery with skills and abilities which are considerably lower than those expected for their age, particularly in language and communication. The school experiences high levels of mobility, with a significant proportion of pupils entering and leaving the school during term time. Many pupils speak English as an additional language, and some have complex learning difficulties.
- Achievement has significantly improved this year. Pupils are now making better progress throughout each year group and, by the end of Year 6, their attainment in mathematics is above average and rapidly improving in reading and writing. This is due to good quality teaching and learning, a new whole-school approach to teaching English and well focused support for any pupils who may be at risk of falling behind.
- Good training, effective nurture group support and regular monitoring of pupils' performance have ensured that disabled pupils and those who have special educational needs make good progress. They reach standards in reading, writing and mathematics that are at least in-line with those achieved by similar groups of pupils nationally.
- All pupils benefit from a very effective school-wide reading and writing scheme. This, coupled with one-to-one and small group teaching activities has ensured that pupils entitled to support through pupil premium funding make good progress overall and outstanding progress in mathematics. These pupils are currently, on average, one term behind their classmates. The gap has reduced since 2012, when eligible Year 6 pupils were around two terms behind their classmates overall.
- The school promotes equality of opportunity well, and ensures that boys' achievement in all subjects, at both Key Stage 1 and Key Stage 2, has improved dramatically this academic year. In 2012 no boy attained the higher levels in any subject. However, currently, the proportion of boys attaining the higher levels in mathematics is much higher than the national average, and improving in reading and writing. Girls' performance in all subjects is at least in-line with national expectations.
- Pupils from minority ethnic groups and those who speak English as an additional language achieve well. The school can point to examples of such pupils making outstanding progress to attain standards which are much better than those found nationally by the time they leave Year 6.
- Reading is good overall. Pupils enjoy reading and read widely. Less-able readers who read for inspectors used a good range of strategies, including their phonics skills exceptionally well. Less-able readers said that they liked to read with teaching assistants and that this had improved their reading.

### The quality of teaching is good

- In the overwhelming majority of lessons observed during the inspection, teaching was good. A close scrutiny of pupils' work revealed that teaching is also typically good over time.
- Lessons are calm and orderly because pupils know exactly what is expected of them. Pupils behave well and are eager to ask questions and share their ideas. Teachers are careful to develop pupils' skills of cooperation and mutual respect; pupils work very well together, they persevere with their tasks and listen carefully to what their peers and teachers have to say.
- Teachers and teaching assistants are very well trained. They aim to make lessons as engaging as possible and focus on themes which are of interest to pupils while ensuring that these closely link to literacy and numeracy.
- During the inspection, pupils were rehearsing their end of term play, 'The Pirates of The Curry-Bean.' Learning here was transferred to other subjects. For example, in a good mathematics lesson on data handling, a teacher skilfully worked with a mixed-age year group on frequency of

numbers. Pupils were asked to look at several pirate pictures and find out how many had a cutlass, a beard, a peg-leg or a parrot before plotting these on a chart. Similarly, in a Year 6 class, pupils were asked to focus on punctuation, stage directions, direct speech and talk in character while writing a play about pirates.

- The best lessons move along at a good pace, ensuring that all pupils are engaged and challenged to learn as much as possible. This was the case in a very demanding algebra lesson which focused on 'detective' work and murder mystery problem solving. In some lessons, especially in the Early Years Foundation Stage, pupils are encouraged to find things out for themselves but this is not always the case further up the school. Sometimes opportunities for pupils to work independently are missed and not all lessons sufficiently challenge, or fully match the needs of pupils with different abilities.
- All pupils have comprehensive folders which contain assessed work and targets; these are helping pupils to further develop their understanding of how well they are doing, and what they need to do to improve further.
- In the best books, for example in Year 2, 3 and 4, there is a good dialogue between teachers and pupils and marking is detailed. However, not all marking is as good as this and there are too few opportunities for pupils to read and respond to teachers' comments.

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

- Pupils' behaviour is exemplary. They say that they love learning and school, and that the best things about school are their teachers and friends. Pupils' behaviour in and around the school, at playtime and in class is impeccable. They are very polite and always open doors for each other, their teachers and visitors.
- Year 6 pupils relish all opportunities that they have to take on responsibilities. They enjoy their 'Sevens' work, where they help and lead a group which includes pupils from each year group, The Seven. During an assembly, all pupils were exceptionally well behaved as they enthusiastically applauded 'The Seven' with the greatest number of merit certificates as everyone sat in their mixed groups.
- Pupils learn within a culturally diverse environment, and while curious of each other's family background, culture and religion, friendships are based entirely on character. Pupils have a well developed understanding of prejudice and are adamant that no one is ever discriminated against on the basis of what they look like, or on where they come from.
- Pupils are very confident in sharing any concerns that they may have with any adult and say that any matters they raise are always taken seriously and dealt with promptly. Pupils say that bullying is rare. One Year 5 pupil described the school as 'bully free' and another commented that there is no name calling, 'because we all know to call people by their chosen names.'
- The school's own surveys and discussions with parents confirm that the vast majority of parents are of the opinion that behaviour is good in the school and that their children are always safe.
- Pupils know how to keep themselves safe while using the internet and know that cyber-bullying can happen on the internet and through hand-held devices such as mobile phones. They also know they should never give personal details to strangers.
- Younger pupils say that they feel safe because the school grounds are well protected and there are always adults and 'The Seven' leaders around.
- Pupils have a very good understanding of safe and unsafe situations. Younger pupils took great delight in telling inspectors what they would do in the event of a fire. The school ensures that pupils learn about staying safe through their lessons and through regular visits from members of the police and fire fighting service who talk to pupils about their work.

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

- The headteacher and deputy headteacher form a very successful partnership. They are

supported by other key leaders. Teamwork among staff is strong. The overwhelming majority of staff who completed the inspection questionnaire fully agreed that school leadership is effective and clearly directed.

- A number of changes, including the school's assertive mentoring system, regular pupil progress meetings and a new approach to the teaching of reading and writing, have led to marked improvements in teaching and learning. The achievement of all pupils in writing and mathematics this year is much better than last, especially for boys, and more pupils have reached the higher levels in all subjects.
- Pupil's spiritual, moral, social and cultural development is good. They work outstandingly well together and respect each other. Their spiritual knowledge is well developed through personal, social and health education and through visitors who come to the school to talk about different religions.
- Teachers say that training and professional development is good and that they appreciate opportunities to share good practice through the Bury Primary Learning Collaborative, and beyond. Recently, the school has shared its pupil nurture work with other schools through the local authority.
- The curriculum includes many memorable experiences and school leaders ensure that no pupil is disadvantaged because of difficult financial circumstances. Teachers do all they can to broaden the horizons of pupils by offering a wide range of school trips to places such as Blackpool Zoo and Moss Bank Park. These have been particularly effective in improving the quality of pupils' writing.
- Senior leaders and governors carefully monitor the quality of teaching. All staff are set specific performance targets relating to the school's plans for raising standards and must be fully met before any pay awards are considered.
- The school works well with the local authority which has assisted it in increasing the proportion of pupils achieving the higher levels and with target setting. The local authority also supports the school in reviewing and assessing the quality of teaching and learning.
- Pupils in all year groups enjoy participating in activities in the breakfast club where they say they like to 'play games with friends and write.' Their participation in afterschool clubs, including gardening, athletics, and computing is high.
- School leaders and governors make sure that safeguarding policies and practices meet current government requirements.
- **The governance of the school:**
  - Governors know where the school's strengths lie and what needs to be done in order for it to improve further. They challenge teachers and members of the senior leadership team to be the best that they can be and they ensure that the headteacher performs to a very high standard. Governors say that 'wherever there is a gap in pupils' performance the headteacher is challenged to bridge it.' Governors keep themselves well informed and ensure that their training is up-to-date. They receive regular reports from key members of staff and are aware that overall pupil performance has improved this academic year, especially in writing, and for boys in all subjects. All governors are paired with a year group and they make it their business to find out what pupils are learning and how well they are doing. Governors share their skills, for example, in finance and in web-design, for the benefit of the school.
  - Governors are ambitious for the school. They recognise the commitment and hard work of teachers and they know that teaching is good. Governors are aware of how the school uses its pupil premium funding and know, for example, that visits to places of interest have broadened the experiences of entitled pupils and improved the quality of their writing.

## 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>	105310
<b>Local authority</b>	Bury
<b>Inspection number</b>	412094

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	167
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Elizabeth Fitzgerald
<b>Headteacher</b>	Maura McGoldrick
<b>Date of previous school inspection</b>	21 February 2007
<b>Telephone number</b>	0161 7662852
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