

# Whiston Willis Community Primary School

Milton Avenue, Whiston, Prescot, Merseyside, L35 2XY

**Inspection dates** 11–12 September 2013

<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.

- As a result of good provision, children in the Early Years Foundation Stage make good progress from their starting points.
- Teaching is good and some is outstanding. As a result, pupils make good progress and some make outstanding progress during their time at the school.
- Attainment has improved over the last three years, particularly the proportions of pupils reaching the expected and higher levels in reading and mathematics at Key Stage 1 in 2013.
- Pupils feel safe and behaviour is good. They have positive attitudes and are keen to learn which contributes well to their learning.
- Attendance has improved in the last year and is now at national average.
- The curriculum provides pupils with a wide range of enrichment opportunities which prepares them well for the next stage in their education. It effectively supports their spiritual, moral, social and cultural development.
- The quality of leadership and management is good. The headteacher, senior leaders and governors have a clear view of how well the school is doing and what it needs to do to improve the quality of teaching and pupils' achievement further.
- The governing body is well informed and provides good challenge and support to help the school improve further.

### It is not yet an outstanding school because

- Not enough teaching is yet outstanding. Marking does not always give pupils enough guidance on how to improve.
- There are not enough opportunities for pupils to practise their writing skills in other subjects and check their written work.
- Pupils do not always start tasks when they are ready to.
- Middle leaders do not yet check regularly enough the on-going progress of different groups of pupils.

## Information about this inspection

- Inspectors observed 22 lessons or parts of lessons, one of which was a joint observation with the headteacher.
- The inspectors listened to pupils from four different year groups read, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and representatives of the local authority.
- The inspectors observed the school’s work and scrutinised documentation relating to pupils’ progress and to school management, including the arrangements to ensure safeguarding.
- Inspectors took account of the 17 responses to the on-line questionnaire (Parent View), school questionnaires completed by staff and outcomes from the school's consultations with parents.

## Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
Faheem Chishti	Additional Inspector
Fiona Dixon	Additional Inspector

## Full report

### Information about this school

- Whiston Willis Community Primary is larger than the average-sized primary school. The majority of pupils are of White British heritage. A small number of pupils are from minority ethnic backgrounds and a small proportion speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The school met the government's current floor standards in 2012, which set the minimum expectations for attainment and progress.
- The school runs a breakfast club and after-school club for its pupils.

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

- Increase the proportion of outstanding teaching to raise achievement further by:
  - ensuring marking consistently helps pupils to be clear about what they need to do to reach higher standards
  - ensuring pupils start individual and groups tasks when they are ready.
- Raise attainment in writing, particularly in Key Stage 1, by:
  - increasing opportunities for pupils to write extended pieces in subjects other than English
  - ensuring pupils are given opportunities to regularly check and improve their own writing.
- Improve the quality of leadership and management by:
  - developing further the role of middle leaders to ensure they regularly check on pupils' progress and identify the fluctuations and trends in the achievement of different groups of pupils.

## Inspection judgements

### The achievement of pupils is good

- The skills of most of the children who start the Early Years Foundation Stage vary year on year but are overall well below those expected for their age, especially in language and mathematical development. Children make good progress through Nursery and Reception due to good teaching and well established routines.
- Attainment has been low in recent years at the end of Year 2, particularly in writing. However, scrutiny of pupils' current work and progress data indicates strongly that increasing numbers of pupils in Years 1 and 2 are catching up and making good and improving progress. This is because of improvements to teaching, particularly in reading and mathematics, and increased expectations by teachers of the progress pupils should make.
- The school's own data for 2013 shows that the proportion of pupils achieving the expected levels in reading and mathematics compares favourably with the national average by the end of Key Stage 1. The proportion of pupils achieving the higher levels in these subjects has also markedly improved and now compare favourably with national averages. For some pupils, given their starting points, this constitutes outstanding progress. However, standards in writing at Key Stage 1 remain below national expectations.
- Results of the Year 1 phonics (letters and sounds) check in 2012 were below national expectations. As a result of changes and increased consistency in how phonics is taught, the most recent results show that pupils now exceed national expectations in this area of learning. Most pupils enjoy reading and read regularly in school. Younger pupils use their knowledge of letters and sounds well to work out unfamiliar words.
- Attainment over time at the end of Key Stage 2 has improved and is broadly average and rising. The most recent data show that Year 6 pupils met national expectations overall. The proportion of pupils working at the higher levels is above national expectations in reading and matches it in writing and mathematics.
- Over time, pupils continue to make good and sometimes outstanding progress across Key Stage 2. In 2012, all pupils made expected progress in English and mathematics and the proportions which made better than expected progress were above national in reading and mathematics. The school's current data shows that this trend has been maintained. A scrutiny of pupils' work in books also confirms the good progress that pupils are making.
- In 2012, Year 6 pupils known to be eligible for free schools meals reached standards above those of similar pupils nationally in English and mathematics. However, those same pupils did not perform as well as their classmates and were approximately a year behind their peers in English and mathematics. Current school data show that this gap is closing. This is due to the effective allocation of the pupil premium funding, which clearly demonstrates the school's commitment to equal opportunities for all.
- Overall, pupils who are disabled or have special educational needs receive good support, so that they make good and, in some cases, outstanding progress taking into consideration their starting points and capabilities.
- The small number of pupils for whom English is an additional language make good and sometimes better progress from their starting points.
- The learning and progress of pupils who are most able are good as shown in school data and through lesson observations and work in books.

### The quality of teaching is good

- The majority of teaching is good across school and a small proportion is outstanding. Lessons are well planned, which helps to motivate and engage pupils with tasks often matched well to their different needs. In a few lessons, pupils do not start these tasks soon enough which slows

the pace of their learning, particularly for the most-able pupils.

- Children in the Early Years Foundation Stage classes are taught well. Good teamwork between class teachers and teaching assistants ensures pupils are engaged fully in their learning. In Nursery, for example, children created a fire engine, energetically putting out the fire, then changed this into an aeroplane.
- Teachers' good subject knowledge and well developed questioning skills are used effectively to explore and correct pupils' misconceptions. In an outstanding Year 6 mathematics lesson, pupils were using their links to a literacy focus to explore their understanding of mean, median, mode and range. Effective questioning by both the teacher and teaching assistant ensured all groups of pupils made rapid progress.
- Examples of work in pupils' books show that presentation is of a good standard and pupils have opportunities to write for different purposes. However, pupils do not have sufficient opportunities to check and improve their own written work or to write extended pieces in subjects other than English.
- Pupils' work is marked regularly and some marking gives pupils next steps in their learning. However, this is not consistent across the school and the guidance given does not always help pupils know what to do to reach the higher level in their work.
- Teaching assistants work successfully with teachers to support and improve the learning of pupils well, in particular those who have special educational needs.
- During the inspection each class was studying a different book by the author Roald Dahl, with effective and exciting cross-curricular links being made in lessons. For example, in a Year 2 science lesson the pupils enthusiastically investigated how onions grow for an angry 'Fantastic Mr Fox'.
- The vast majority of parents who responded to the on-line questionnaire are of the opinion that the quality of teaching is good.

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

- Pupils behave well in lessons and around school. There are also examples of pupils' good behaviour being celebrated by the places pupils have visited and by people who have visited the school. Relationships between adults and pupils are highly positive.
- Pupils are polite and well mannered. They are thoughtful and considerate towards one another and adults in the school. They show positive attitudes to learning and enjoy the opportunities to work with one another. In one class, pupils were excitedly discussing the descriptive differences of their characters, avidly sharing the humorous suggestions.
- Parents express very few concerns about behaviour and their children's safety. There is very little record of any bullying or discrimination and records show that any incidents are appropriately followed up. Pupils say that there is very little bullying and that any incidents are quickly dealt with. Pupils like coming to school and feel confident that they can talk to any adult. In recent years, no pupil has been excluded.
- Pupils who attend the before- and after-school provision are well looked after and relationships are good. They are able to choose different activities and healthy options for breakfast and snack.
- Pupils say they feel safe in school because they are well cared for by teachers and other adults. They understand how to keep themselves safe. For example, Year 1 pupils practically learn about road safety and older pupils undertake safer cycling sessions. They also learn about internet safety and how to keep safe on the railway and safe from strangers.
- Pupils have opportunities to take on additional responsibilities such as play leaders and school councillors and have contributed to developing new resources for the playground.
- Attendance has improved over the last year and is now at national average. The learning mentor and other staff work well with pupils and parents to support pupils' well-being by consistently following up any absence and a range of rewards for good attendance.

**The leadership and management are good**

- Leadership, management and governance are good and successful in driving improvement. They have a clear vision for continuing to improve the school, which is fully shared by the staff. Staff agree that the school is serving pupils and the community well. School leaders have an accurate view of the school's strengths and plan effectively for areas that need to be improved.
- The headteacher and senior leaders regularly and rigorously check on the quality of teaching and manage performance well. Performance management arrangements are linked appropriately to pupils' progress and pay progression. Training for all staff is regular and linked well to school improvement priorities.
- Tracking systems accurately record the progress made by pupils from their starting points. The more recent tracking system is providing a wide range of useful information about the achievement of different groups of pupils. This is supporting senior leaders in identifying where additional support is needed. The impact of recent interventions, particularly in the Early Years Foundation Stage and Key Stage 1, is improving the attainment of pupils receiving it.
- Although middle leaders are involved in checking on progress in their areas of responsibilities, they do not yet check sufficiently regularly the progress of different groups of pupils in order to identify the trends and fluctuations in their achievement.
- The school has used its allocation of funding for pupil premium wisely by investing in small group work and planned interventions, as well as providing pupils with access to enrichment activities. These activities are having a very positive effect on narrowing the gap between the performance of these pupils and their peers, and in raising their confidence and self-esteem.
- The local authority has provided light-touch support for this good school. The school both provides and receives support and training through the local schools network, including the local high school.
- The school sport funding is being used to provide specialist teaching and training for staff and pupils and also to provide all pupils in Key Stage 2 with opportunities to go swimming. The school provides a good range of extra-curricular sports clubs. Pupils benefit from a range of sports opportunities which is improving their different skill levels, including in areas such as outdoor education through the residential visit.
- The curriculum provides pupils with a wealth of extra opportunities, including visits and visitors. All classes are involved in learning about global enterprise and work successfully towards different levels. This develops their social, moral, spiritual and cultural understanding very well. Older pupils have opportunities to learn about different professions and also work on an enterprise initiative, which prepares them well for the next stage in their education.
- **The governance of the school:**
  - The governing body knows the school well through the information that it receives and from regular visits to the school. They are aware of the school's strengths and priorities for development, including the quality of teaching across the school. Senior leaders and the Chair of Governing Body provide clear information and documentation, including data on school performance that other governors can access. This helps them to ask questions and hold the school robustly to account. Safeguarding procedures and policies meet statutory requirements. Finances are well managed, including allocating the pupil premium funding to provide additional targeted support and resources to improve literacy skills and extend the wider opportunities for pupils. Governors are involved in setting targets for the headteacher and are also fully aware that teachers' pay awards are securely linked to the progress that pupils make.

## 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>	104433
<b>Local authority</b>	Knowsley
<b>Inspection number</b>	426210

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>	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bill Ponzini
<b>Headteacher</b>	Susan Goulding
<b>Date of previous school inspection</b>	27 November 2008
<b>Telephone number</b>	0151 477 8270
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