

# Whiteways Primary School

Whiteways Road, Sheffield, South Yorkshire, S4 8EX

## Inspection dates

12–13 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough pupils make good progress from their previous starting points. By the end of Year 6, attainment in reading, writing and mathematics is below average.
- The quality of teaching is not consistently good throughout the school.
- Teachers' expectations of how well pupils should do are not always high enough. The work pupils are given does not always challenge them to achieve their best.
- Teachers do not yet all have the knowledge and skills needed so that pupils make rapid gains in reading.
- Pupils do not always have enough opportunities to use and apply their writing and mathematical skills in a range of subjects.
- Not all newly appointed leaders yet have the skills, knowledge and understanding to help the school make rapid and sustained improvement.
- The governing body does not hold leaders closely to account for the school's performance and is not carrying out some of its statutory duties.

### The school has the following strengths

- Leaders have high ambitions for driving the school forward. Despite challenges from many changes of staff, the school is improving steadily. More teaching is now good and pupils' attainment is starting to rise.
- The Early Years Foundation Stage has improved and now gives children a good start to their education.
- Pupils are well-behaved, respectful, eager to learn and show pride in their school.
- Teachers and adults ensure that pupils are safe and well cared for.
- There is an ethos that accepts, respect, values and embraces the heritage and cultures of pupils' families. This promotes pupils' spiritual, moral, social and cultural development well.
- Staff have the skills and knowledge to foster good language acquisition for those pupils who are new to English or dual language speakers.
- Partnerships with parents, the local community and other schools are strong.

## Information about this inspection

- Inspectors observed 18 lessons and two part-lessons, including two joint observations with the headteacher.
- An analysis was carried out of samples of work completed by pupils recently and a limited range of work done during the last academic year.
- Inspectors held meetings with leaders, teachers, governors and representative of the local authority. They conducted discussions with pupils informally and in small groups, seeking their views on learning, healthy lifestyles and safety. They listened to pupils read and observed how they behaved at different times of the day.
- Inspectors considered a wide range of written documents including the school's own view of its performance, the minutes of governing body meetings, records of lesson observations, pupil tracking systems and teachers' targets.
- Inspectors took account of 10 responses to the on-line questionnaire (Parent View), a survey conducted by the school, staff questionnaires, phone calls and informal conversations with parents during the inspection.

## Inspection team

Rosemary Batty, Lead inspector	Additional Inspector
James Reid	Additional Inspector
Tracy Fulthorpe	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school which has been created from a former junior school.
- There is a mixture of two- and three-form entry year groups because of the increasing numbers of pupils who require school places in the area. Consequently, the school continually reviews building accommodation, staffing and planning.
- The majority of pupils are of Pakistani heritage. There are increasing numbers of Roma, Eastern European and Yemeni pupils joining the school at various points in the school year. The majority of pupils speak English as an additional language.
- The rate of mobility of pupils is higher than national average, but is beginning to slow down, particularly in Year 6.
- The proportion of pupils for whom the school receives the pupil premium is above the national average. The pupil premium is additional government funding for pupils who are known to be eligible for free school meals, those children who are in the care of the local authority and those whose parents are in the armed forces.
- The proportion of pupils with special educational needs supported at school action is below the national average, while the proportion of pupils supported at school action plus or with a statement of educational needs is above the national average.
- There has been a change of headteacher since the last inspection. At present, the school is led by an acting headteacher who has been in post for two terms. The governing body is currently seeking to appoint a permanent headteacher.
- There have been many staffing changes since the last inspection. Almost one third of teachers are new to the school this term. Several middle leaders, who were existing teachers in 2012/13, have only recently taken up their new posts.
- The school's expertise in the teaching of English as an additional language is used by the local authority to support other schools.
- There is a breakfast club, managed by the school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress in English and mathematics.

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

- Improve the quality of teaching to be consistently good or better in order to ensure that pupils make at least good progress and to raise their attainment in reading, writing and mathematics so that it is at least in line with national average by the end of Year 6, by:
  - making sure that information from assessing pupils is used well to plan lessons to match the needs of all pupils, including to challenge those who are most able
  - making sure all teachers have high expectations of what pupils are capable of achieving
  - checking the progress of all groups of pupils rigorously to ensure that they achieve the highest levels of which they are capable
  - developing teachers' knowledge and skills, particularly in the teaching of phonics, so that pupils can make more rapid gains in reading
  - providing more opportunities for pupils to use and apply their writing and mathematical skill as part of work in a range of subjects.

- Improve the effectiveness of leadership at all levels by:
  - equipping newly appointed leaders with the skills, knowledge and understanding to further develop and evaluate strategies for improving pupils' achievement and the quality of teaching
  - making certain that the governing body has sufficient expertise to hold the school fully to account for its performance and that it meets its statutory duties in full.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because pupils are not gaining skills sufficiently quickly to ensure that they reach average standards in reading, writing and mathematics by the end of Year 6. However, the increasing focus to make sure that pupils' progress speeds up, particularly in English language acquisition, is beginning to impact positively upon pupils' overall achievement.
- Children enter the Early Years Foundation Stage with skills and knowledge which are well below those expected for their age. Provision for children has improved since the last inspection. They now make good progress because teachers plan well to accommodate their needs, particularly in language. Even so, most children start Year 1 with skills below those typical for their age because many are in the early stages of English language development.
- Pupils who are new arrivals to the country and to school, especially in Years 1 and 2 have not had the benefit of the school's good Early Years Foundation Stage provision. They often start school with a limited grasp of English language and number and this impacts on reported levels of attainment in national tests.
- Pupils continue to develop their skills in English across Key Stage 1, particularly in speaking and listening and some make good progress. However, by the end of Year 2, attainment is still below average for many pupils, particularly in writing. In mathematics, pupils' achievement is sometimes held back by their lower levels of language development.
- In Year 1, the proportion of pupils reaching the expected standards in phonics (letters and the sounds they make) screening check was below expected levels in 2012 and 2013. However, taking into account the well above average proportion of pupils at the early stages of learning to speak English is an additional language this represents at least expected progress from their starting points.
- By the time they leave Year 6, most pupils have made expected progress from their starting points but their attainment remains below average in reading, writing and mathematics. Not enough pupils make better than expected progress. Across the school, pupils do not have enough chances to develop their skills such as in writing and mathematics, through the various curriculum subjects and as a result, their achievement is not yet good.
- Attainment is starting to rise steadily. For example, in 2013, the proportion of pupils attaining the higher levels in English and mathematics at the end of Year 6 improved on previous years. Even so, in lessons, pupils are not always given work that closely matches their varying abilities, including the most-able pupils, so that they are challenged to achieve their best. No pupils for example, reach the higher levels of attainment in writing by the end of Year 2.
- Overall, there is no significant difference between the progress of pupils from various minority ethnic groups. In 2012, Roma, Yemeni and pupils of Eastern European heritage, often who are new to English when they enter the school, are now making better progress in reading, writing and mathematics in Key Stage 2. This is because the school is providing more effective support to meet these pupils' needs.
- In 2012, pupils known to be eligible for the pupil premium performed less well than their peers. In Year 6 in 2013, in English and mathematics, pupils known to be eligible for free school meals were about two terms behind their classmates and about one term behind similar pupils nationally. However, from their previous starting points, they made the same expected rate of progress as other pupils in the school. This group of pupils is starting to make better progress however, because expectations of their achievement are higher and improved arrangements to support them are in place.
- Disabled pupils and those with special educational needs make expected progress. Those pupils who are supported at school action and school action plus make the best progress, with their attainment broadly in line with the national average for similar pupils.

**The quality of teaching requires improvement**

- There are inconsistencies in the quality of teaching across the school.
- Teaching requires improvement because teachers' expectations are not high enough to challenge all groups of pupils, including the most able. Information about what pupils know and can do is not always used effectively to ensure that work fully meet the needs of all pupils. Some teachers do not have sufficient skills or knowledge in some areas, particularly in teaching phonics and this hampers their progress in reading and writing.
- The many changes of teaching staff have impacted upon efforts to bring about good improvement, especially to ensure the continuity of improvement initiatives.
- Some teaching is good, but with some instances of very good practice. Good teaching is consistently seen in the Early Years Foundation Stage, which provides a stimulating environment into which children settle quickly. The diversity of children's backgrounds is celebrated and nurtured. Teaching supports their language development particularly well.
- In the best lessons in Key Stages 1 and 2, teachers promote good learning, enabling pupils to make better than the expected rate of progress. In these lessons, teachers plan work that is matched to the needs of different groups of pupils. Teachers and other adults provide a balance of interesting, inspiring activities to provide support and to enable pupils to understand what they must do to improve.
- Teachers place a strong emphasis on providing opportunities for speaking and listening. This is a successful element of teaching throughout the school and is particularly relevant to pupils' particular needs. This approach is helping to improve pupils' achievement. In mathematics, for example, the emphasis on using specific mathematical vocabulary is supporting pupils' improving mathematical development.
- Less-able pupils and those who are disabled or have special educational needs are starting to make better progress. Their needs are now identified more quickly and adults are now increasingly skilled at helping them to understand what they need to do next in order to learn well. Support staff are well-deployed and make a valuable contribution towards enhancing pupils' skills, knowledge and confidence.

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

- Pupils show a pride in their school and value what they are offered. 'You can't get a better school than this' and 'School inspires me to be an actor!' were among some of the comments offered by pupils. Clubs, competitions and visits not only enhance pupils' spiritual, moral, social and cultural development but also help to promote healthy lifestyle choices.
- Pupils particularly appreciate the catering arrangements in the popular and well-attended breakfast club and at lunchtime, where they are served nutritious, healthy food which meets cultural and dietary needs. Food is presented in an inviting way. Pupils who bring packed lunches are equally well-nourished due to the guidance and advice offered to parents.
- Pupils work harmoniously in all situations. Conduct is good throughout the school because pupils listen to adults and respond readily to instructions and advice. At playtimes and lunchtimes, their behaviour is exemplary. They relate well to one another, play safely in groups, showing regard and respect for those around them. 'Everyone gets on here', was the strong view of one pupil. There are no reports of bullying of any kind.
- Rewards and sanctions are clearly understood and accepted. When behaviour is unacceptable, which is infrequent, it is mainly related to attitudes and levels of motivation of a few pupils in class when lessons are not good. There have been no exclusions in recent times.
- Pupils understand how to keep themselves safe, both within school and beyond, because the school offers them clear guidance, for example, road safety awareness; cycling proficiency and safe use of the Internet. Pupils have confidence in the adults around them and know how to gain advice and support if they need it.
- The school works diligently to promote good attendance, mainly through the Family Support

Worker. Attendance is below the national average but has improved since the last inspection which is a testament to the school's continuing efforts. Extended visits overseas and the transient nature of some families continue to challenge the school, despite its best efforts to ensure consistently good attendance.

## The leadership and management

## requires improvement

- On a day-to-day basis, leaders manage the school well. Many leaders are new to post. They demonstrate energy, passion, determination and ambition to raise standards. The new leadership team has started to introduce new initiatives aimed at addressing any shortfalls in pupils' achievement and to improve the quality of teaching. However, it is too soon for there to have been any significant impact. Their efforts to improve the school at a good rate remain hampered because they are developing the skills, knowledge and understanding needed to be effective in their new roles. They do not yet have an accurate view of the quality of teaching.
- Despite the many challenges faced resulting from several changes of staff and leadership since the last inspection, improvements have been made. The Early Years Foundation Stage for example, now provides a vibrant learning environment in which children thrive and learn well.
- The management of teaching is improving. Teachers are now being held more accountable for pupils' progress and are set more rigorous targets for ensuring that their pupils make good progress. Senior leaders now check this carefully, ensuring that appropriate training is given to help teachers gain the skills they need to improve their practice.
- Leaders carefully track the progress of pupils who find learning more difficult. As a result, those at risk of falling behind are given the extra help they need to improve their achievement. Systems to track the progress of other pupil groups, such as the most-able, are still developing.
- A particular strength in leadership and management is the promotion of cohesion through its outreach work within the community, involvement in competitions, challenges and partnerships with other schools, but most especially in its involvement with parents. Multiple facilities exist to help parents understand how to be involved in their children's learning, such as workshops, family reading groups, cultural events, nutritional and health awareness issues. This not only demonstrates a drive to ensure equality of opportunity for all, but also helps pupils to understand their place in a global society.
- Leaders ensure that safeguarding and child protection arrangements keep pupils safe.
- The curriculum is adequately broad and balanced, with an emphasis upon language development. However, there are not enough chances for pupils to practise their skills, particularly in writing and mathematics across a range of subjects. The quality of provision across the extended curriculum indicates that the school has a good emphasis upon healthy lifestyles and ensuring pupils' physical well-being.
- The use of pupil premium funding is targeted appropriately to ensure that it has a measureable and positive impact upon the progress of all pupils for whom it is intended. Although the achievement of these pupils still requires improvement, their progress is starting to speed up.
- The local authority supports the school well through a range of strategies. It values highly the expertise that the school offers to support authority-wide initiatives and to other schools.
- **The governance of the school:**
  - The governing body holds regular meetings and is very supportive of the school. However, not all statutory duties are met. Governors currently do not report through the school's website the use of the pupil premium funding nor have they any firm plans in place about the use of the new Primary Sports funding. Financial arrangements, however, are sound. The governing body is involved with the leadership team and works constructively with parents and the local authority. Governors ensure that performance management takes place, including that of the headteacher and they check that appropriate training is in place for all staff. However, the governing body currently lacks the knowledge and skills to hold the school rigorously to account for its performance, particularly to ensure that the quality of teaching is consistently good.



## 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>	106992
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	425744

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>	457
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Redfearn
<b>Headteacher</b>	Martin Moss
<b>Date of previous school inspection</b>	2 February 2012
<b>Telephone number</b>	0114 2423169
<b>Fax number</b>	0114 2617846
<b>Email address</b>	enquiries@whiteways.sheffield.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

