

Whitegate Primary and Nursery School

Middlefell Way, Clifton Estate, Nottingham, NG11 9JQ

Inspection dates 19–20 September 2013

| | | | |
|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Requires improvement | 3 |
| 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

- The progress pupils of all abilities make is too variable and not always good.
- Teachers do not always set work for more-able pupils which builds fully on their earlier achievements and develops their independence.
- Sometimes teachers spend too long explaining work to pupils and not fully challenging them throughout the lesson. As a result, pupils are not as productive as they could be and do not make the best possible progress, for example, in writing.
- The quality of teaching is not consistently good.
- Teachers do not always make enough use of marking and feedback to guide pupils on how to improve their own work.
- Subject leaders do not always have sufficient first-hand knowledge of teaching and learning in their areas of responsibility to have a strong enough impact on improvements.

The school has the following strengths

- The headteacher and deputy headteacher provide a clear, insightful and rigorous direction for improvement. They are effectively supported by the governing body and are bringing improvements to teaching and learning, despite significant staff changes.
- Children make a good start to learning in the Early Years Foundation Stage. They are inquisitive and confident.
- Teaching assistants and other adults are deployed well and make a positive contribution to learning.
- Pupils are well behaved and feel safe. The school makes a good contribution to pupils' health and physical well-being through many sporting activities.

Information about this inspection

- The inspectors observed 17 lessons including four joint observations with members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with two groups of pupils, the chair and other members of the governing body and members of staff including senior leaders and other leaders with particular responsibilities. Inspectors also heard pupils read.
- Inspectors took account of 38 responses to the online questionnaire Parent View and the outcomes from the school's consultations with parents.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Madeleine Danaher

Additional Inspector

Martin Bertulis

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The large majority of pupils are from White British families.
- The proportion of pupils who are known to be eligible for free school meals and receive the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children that are looked after.
- The proportion of pupils supported by school action is well above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A significant proportion of teachers are new to the school since the previous inspection, including several who are new to the profession. The headteacher was appointed in September 2012 and the deputy headteacher in June 2013.

What does the school need to do to improve further?

- Raise standards further and increase rates of progress, particularly in writing, through improving the quality of teaching to consistently good or better by:
 - making certain that the work set for more-able pupils builds well upon their earlier achievement and develops their independent thinking and learning skills
 - ensuring that pupils of all abilities are fully challenged throughout their lessons, are actively involved in learning and have a wide range of opportunities to write for different reasons
 - making full use of accurate marking and feedback so that pupils improve and manage their own work.
- Increase the effectiveness of leadership and management by:
 - improving and fully implementing procedures for subject leaders to gain a thorough first-hand knowledge of strengths and weaknesses in their areas of responsibility and be accountable for subsequent improvement.

Inspection judgements

The achievement of pupils requires improvement

- Pupils generally reach broadly average standards in reading, writing and mathematics by the time they leave in Year 6. However, their progress through school is too inconsistent and they do not all reach their full potential. This is because the quality of teaching is not consistently good.
- In 2013 the results of national tests and assessments in Year 6 were below the average levels compared with 2012 national averages, especially in writing. These outcomes were lower than previous years and largely arose from significant staffing issues which have since been addressed.
- Through Years 1 to 5 many pupils of different abilities make broadly expected progress in reading, writing and mathematics. However, too few pupils make better than expected progress. This largely reflects the quality of teaching they receive.
- Pupils' achievement in writing is more variable than in other subjects. An increased focus on presentation is bringing improvements to handwriting and presentation but pupils do not always write effectively at length for a wide range of reasons.
- In mathematics, standards are also broadly average by Year 6 and sometimes above. Pupils' quick recall of mathematical facts and their calculations are not always secure enough to make sure they make the best progress they can.
- The more-able pupils are not always challenged to think for themselves and apply the skills they are learning soon enough.
- Disabled pupils and those who have special educational needs make similar progress to that of other pupils. Their progress requires improvement because they are not always challenged enough in their lessons. However, the targeted support they receive from teaching assistants and other adults is leading to greater progress.
- Pupils who are known to be eligible for the pupil premium achieve standards which are broadly similar to those seen nationally. Currently, these pupils are approximately a term to two terms behind other pupils in the school. However, well-planned use of funding for additional teachers and learning mentors is bringing improvements, especially by the end of Key Stage 1.
- Children start the Early Years Foundation Stage with skills which are below those typically expected for their age and sometimes well below in communication, language and literacy. They make good progress at this stage and develop curious minds and their basic skills in reading and writing are well established.
- The results of national assessments by the end of Year 2 indicate a generally rising trend and results in 2013 for reading; writing and mathematics were slightly above the 2012 national average. However, pupils' progress is not always consistent throughout Years 1 and 2.
- Pupils make a particularly good start in learning to read because they acquire good skills in matching letters to their sounds. They read for a wide range of purposes throughout the school. However, progress is not yet good overall because by Year 6 pupils do not always read fluently enough and show a clear grasp of more advanced skills.

- Pupils increasingly make good use of information and communication technology skills in their learning.

The quality of teaching

requires improvement

- Although inspectors saw a number of lessons in which teaching was good and occasionally outstanding, over time not enough teaching is good or outstanding. However, the headteacher's introduction of rigorous procedures to measure pupils' progress and thorough induction procedures for new staff is, leading to an improving quality of teaching.
- Teachers do not always set work which provides enough challenge for the more-able pupils. They sometimes expect them to complete work which is aimed at all abilities rather than allowing them to build speedily on their earlier learning. Occasionally, in mathematics, for example, the work for more-able pupils involves larger numbers rather than more advanced ideas.
- Sometimes teachers spend too much time explaining and instructing pupils rather than letting them start work and find out for themselves. They do not always adjust their teaching to meet pupils' changing needs during the lesson.
- Although teachers generally mark work regularly, they do not always provide clear guidance for pupils to follow to reach the next steps in their learning. They do not consistently make sure that pupils address weaknesses, such as in spellings in their work in different subjects.
- Teachers' questioning skills are often a strength of teaching. They provide increasingly good opportunities for pupils to talk to each other and sharpen their learning skills.
- Information and communication technology is used well to stimulate and instruct through, for example, animated number lines giving pupils a deeper understanding of their calculations.
- In many lessons teachers make good use of skilled teaching assistants and other adults. They are well deployed to support and challenge pupils, especially disabled pupils and those with special educational needs, through careful questioning and good demonstration of ideas.
- Teachers plan activities well to build children's enthusiasm and interest in learning through the Early Years Foundation Stage. This is arranged through attractively resourced activities that children select for themselves. The use of the outdoors by Reception children has improved well since the last inspection. Reading, writing and number skills are introduced well through short and stimulating songs, rhymes and games.
- Homework is generally used well especially for improving pupils' basic skills. For example, pupils in Key Stage 2 have to show that they have read regularly through the week at home and reflected on what they have read.

The behaviour and safety of pupils

are good

- Pupils behave well and take good care of each other. The school council contributes to improving behaviour and the school environment.
- Pupils say they feel safe because they are well cared for by teachers and other adults. They say

that bullying seldom happens and school records confirm this. They have a good understanding of different types of bullying especially cyber-bullying. If bullying takes place, pupils are confident it will be quickly dealt with by staff.

- Adults establish good relationships with pupils who find managing their own behaviour difficult. They provide effective strategies for improving their behaviour and emotional well-being. As a result, incidents of poor behaviour, including racial incidents, are rare as are exclusions.
- Attendance is average. It is improving due to rigorous methods to monitor and promote good attendance. For example, the school website displays daily levels of attendance for every class and frequent newsletters to promote its importance.
- Pupils enjoy school. They have positive attitudes to work and want to do well. They are keen to answer questions and offer their opinions. They show increasing responsibility for their own learning through opportunities for discussing and marking each other's work.
- Parents and staff express positive views about behaviour.
- Pupils' behaviour is not outstanding because they are not always fully focused and fired up for learning, especially when teaching is not appropriately challenging.

The leadership and management requires improvement

- Many staff are new to their leadership roles, particularly those with a subject responsibility, following staff changes and reorganisation. Procedures to ensure that they have a clear and realistic view of strengths and weaknesses in their areas of responsibility are not fully established. Consequently their impact on school improvement is currently limited.
- The headteacher has introduced rigorous systems to measure pupils' progress and hold teachers accountable for the performance of their own pupils. This, and robust procedures for the induction of new staff including a week long initial training period, has ensured that the large majority of pupils made at least the progress expected of them, through a period of significant staff changes.
- There is a common sense of purpose and staff and the governing body are enthusiastic and well placed to bring improvements. Consequently, staff morale is high.
- The local authority provides appropriate support to the school through external reviews and training for staff in a wide range of areas.
- The school provides a balanced and increasingly engaging curriculum. In particular the whole school themes such as 'Pirates' help make learning relevant and exciting across a number of different subjects. This is an improvement from the previous inspection.
- The curriculum makes a good contribution to pupils' spiritual, moral, social and cultural well-being. The school places strong importance to the development of pupils' health and physical well being through the deployment of a physical education support worker, a dance teacher and a wide range of clubs and team games. Sports development funding is being used to extend these opportunities through, for example, further specialist coaching provision. Most pupils at Key Stage 2 attend swimming lessons and achieve nationally expected standards.

- The school tackles any rare issues of discrimination well and this contributes to the harmony within the school community. All pupils are treated equally, but not all make the same progress because the quality of teaching varies.

- **The governance of the school:**
 - The governing body is led well and informed through detailed reports from the headteacher and increasingly systematic checks on the school's work and pupils' progress. During the last year the Chair of the Governing Body, with support from the local authority, initiated a full review of its effectiveness. As a result, the organisation and membership of the governing body is sharply focused on all aspects of school improvement and is more representative of the community it serves. Governors are fully involved in the school's assessment of its own performance and have a clear understanding of the quality of teaching. They ensure priorities for improvement are focused on addressing underperformance through, for example, the use of the improved assessment procedures to make the most effective use of pupil premium and primary sport funding. Governors appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher.

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 | 122739 |
| Local authority | Nottingham |
| Inspection number | 425089 |

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 | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 316 |
| Appropriate authority | The governing body |
| Chair | Les Sullivan |
| Headteacher | Lee Noble |
| Date of previous school inspection | 1st December 2008 |
| Telephone number | 0115 9152944 |
| Fax number | 0115 9152943 |
| Email address | admin@whitegate.nottingham.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

