

# Whitefield Primary School

Boundary Lane, Liverpool, Merseyside, L6 2HZ

**Inspection dates** 30–31 October 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		Outstanding	1
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 and often outstanding progress from their starting points.
- Achievement is good and accelerated progress can be seen in many areas of school. As a result pupils leave the school with above-average standards in mathematics and reading.
- The quality of teaching is consistently good and often outstanding. Teachers plan interesting tasks, which makes pupils eager to learn and helps them to progress quickly.
- Behaviour is excellent. Pupils are extremely polite and welcoming to visitors. They are proud of their school and are happy to share their positive views. They say they feel very safe at school and that adults in the school support them very well.
- Strong, aspirational leadership by the headteacher, supported by an effective governing body, is a key factor to the school's success. As a result the school continues to improve further.
- The school is a warm, welcoming and harmonious place to be. As a result attendance has improved significantly and is now above average.

### It is not yet an outstanding school because

- By Year 6, pupils' achievement in writing, particularly among boys, is not as good as in reading and mathematics.
- Plans by leaders do not always clearly focus on the impact of actions taken or indicate targets and timescales against which the school can measure its progress towards these targets.

## Information about this inspection

- The inspectors observed 15 lessons, including three joint observations with senior leaders.
- In addition, a visit to the Early Years Foundation Stage was undertaken with the headteacher to view the organisation and teaching of phonics (linking of letters and the sounds they make) and indoor and outdoor provision.
- Meetings were held with senior and subject leaders, two members of the governing body, including the Chair of the Governing Body, a local authority representative and two groups of pupils.
- A range of documents was scrutinised, including the school-improvement plan, data showing the school's assessment of pupils' learning, and records of pupils' behaviour and attendance. In addition, documents in relation to child protection and safeguarding were analysed.
- Inspectors listened to groups of pupils from Year 2 and Year 6 read.
- There were not enough responses from parents to the online questionnaire to produce a Parent View report. Inspectors took account of the response to the schools' own questionnaire to parents.
- The inspectors analysed 29 inspection questionnaires returned by staff.

## Inspection team

Yvonne Mills-Clare, Lead inspector

Additional Inspector

Jean Tarry

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils 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 pupil premium funding is much higher than average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children whose parents are in the armed services and those children that are looked after.)
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is below average.
- The school operates a breakfast club which is managed by the governing body.
- The school meets the current government floor standards, which set the minimum expectations for attainment and progress.
- A few pupils access support programmes in alternative off-site provision at Arnot St Mary's and Holy Family "sonas" (happiness) behaviour support unit for four days per week.
- The school has gained several awards, including the Leading Parent Partnership award and the National Centre of Excellence Inclusion award.

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

- Raise the achievement of boys so it more closely matches that of girls, particularly for writing in Key Stage 2, by increasingly offering the practical, first-hand, learning experiences seen in the school, to enthuse and motivate pupils to do their best.
- Improve the development plans of leaders at all levels in the school, by:
  - ensuring plans clearly focus on the impact actions are having in improving outcomes for pupils
  - documenting targets and timescales for each action against which the school can measure its progress.

## Inspection judgements

### The achievement of pupils is good

- The majority of children start school with knowledge, skills and understanding that are well below those typically expected for their age, particularly in aspects of communication, language and literacy.
- From their different individual starting points, children in the Early Years Foundation Stage make good and occasionally outstanding progress. This is due to the consistently good teaching and individually bespoke support they receive, and by the time they enter Year 1 the majority display skills that are below those expected for their age.
- This good and accelerating progress continues across Years 1 and 2. As a result the below average standards of the last three years are steadily moving closer to average. They remain below average at Key Stage 1 but are improving. For example, the results of the Year 1 phonics check in 2013 were average and the good teaching they receive ensures pupils are provided with strategies to work out unfamiliar words.
- Progress accelerates across most areas of Key Stage 2, but particularly in Years 5 and 6, where good and often outstanding teaching, effective support and intervention to boost learning results in standards by the end of Year 6 being above average in mathematics and reading although still below average in writing. This has been an improving picture over the last three years in reading and mathematics.
- In the unvalidated results of 2013, pupils supported through the pupil premium funding achieved well, and reached standards above those of similar pupils nationally in reading, writing and mathematics. These pupils were approximately four months behind their peers in reading and mathematics. This is far better than similar pupils nationally who are up to one year behind their classmates and is due to the effective allocation of pupil premium funding, effective targeted support and intervention programmes.
- Pupils who are disabled or have special educational needs are well supported by talented and capable teaching assistants and make good progress. Their needs are swiftly identified and programmes put in place to ensure they progress as well as their peers.
- The school offers pupils the very best opportunities to achieve. As a result pupils are occasionally enrolled on specific programmes elsewhere, where they grow and develop their individual learning skills before taking up their full-time places again in the school.
- The learning and progress of the most able are good. More pupils in the 2013 tests achieved the higher Level 5 by the end Key Stage 2 than previously in reading, writing and mathematics. This is confirmed by school data, through lesson observations and by scrutiny of work in their books.
- Achievement in writing is not yet as good as in reading or mathematics, particularly among boys by the end of Key Stage 2, although boys do better than all boys nationally. Pupils quickly develop a pleasure in reading and a love of books. Pupils' attitudes to reading epitomise the school's motto, 'Whitefield reader; life achiever'.

### The quality of teaching is good

- Teaching is never less than good and some teaching is outstanding. Lessons are well planned and tasks chosen with care to enthuse and motivate pupils. As a result pupils' behaviour and attitudes to learning are excellent. They are keen learners and work together well.
- English and mathematics are generally taught well across the school with appropriate emphasis being given in all classes to these key subjects. Teachers ensure that pupils have the opportunity to experience a wide-ranging and enriched curriculum through a variety of visits and visitors.
- Parents and pupils feel that their children are taught well and pupils remark that learning is fun. This was particularly evident in class, where pupils were excited to be given the opportunity to dig up 'dinosaur bones' in order to stimulate their writing. All across Key Stage 1 classes, exciting lessons included a 'crime scene' and an 'alien' visiting. As a result these pupils enjoy writing and

develop their skills well.

- In mathematics in Key Stage 2, tasks to challenge pupils to do as well as they can offer pupils the opportunity to develop their thinking skills or practise the skills they have learned. For example, in making up their own word problems or by putting fractions with different denominators in order of size.
- Teachers display good subject knowledge and questioning skills in order to challenge pupils' understanding. Pupils check their own and others' work against agreed criteria and are routinely asked to assess how well they think they have done in the lesson.
- Pupils' work is marked thoroughly and meticulously by staff and good guidance is given for them to improve their work and reach a higher level in their work.
- The teaching of reading is good. Pupils read to adults at school and at home. Older pupils act as 'reading buddies' for younger children. Electronic readers are provided for older pupils and a newly refurbished library, run by pupils, gives everyone the opportunity to read widely and often.
- Boys spoken to particularly enjoy lessons that inflame their imagination and that offer activities that are practical. Teachers increasingly create such lessons in order to engage boys and inspire their writing skills but more needs to be done.
- Pupils have excellent relationships with adults and with each other. Teaching assistants are used well and make a positive contribution to pupils' learning, particularly for those pupils who need extra help. In these lessons, pupils develop skills and make progress that is consistent with the achievement of all other pupils.

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

- The behaviour of pupils in lessons in and around the school is impeccable. Pupils are extremely polite and well-mannered and are very welcoming towards visitors.
- Pupils enjoy coming to school and enjoy their lessons. Relationships between pupils and adults and between pupils themselves are exemplary. This promotes extremely positive attitudes to learning and pupils work well together. They listen to each other during discussions and value the contributions made by their classmates. They make an exceptional contribution to their own learning.
- Pupils say they feel safe in and out of school because they are cared for so well by teachers and other adults. They enjoy the opportunities they have to play with their friends and the beautiful environment and the variety of activities available to them at playtimes are much appreciated. Staff provide exciting games for them at lunchtimes and pupils enjoy being Harry Potter and playing the game of 'Quidditch'.
- Pupils are adamant that there is no bullying. They are appreciative of the play facilities both indoors and out during lunch and break times. Consequently, pupils are always well engaged in enjoying themselves with their friends. They have an excellent knowledge of how to keep themselves safe, are fully aware of the dangers of cyber-bullying, e-safety and mobile phones.
- The responses to the parental survey carried out by the school are positive. They indicate that most parents agree that pupils behave well in school, that they are not bullied and that they are cared for well.
- Pupils enjoy the many responsibilities offered to them. They proudly take on the roles of school councillors, play leaders and reading buddies. As a consequence they develop social, moral and spiritual understanding well. Visits and visitors such as the 'African drummers' and the study of various religions promote pupils' cultural development to good effect, the school providing a 'safe haven' for all its pupils.
- The before-school breakfast club is well supported. It is used well to encourage attendance and punctuality and support pupils and their families. It provides a wealth of activities in a safe and secure setting.
- Attendance has been a strong focus for the school. Home visits, first-day calls to parents of absentees and the high profile in school has improved attendance from below average to above

average. The school's practice of congratulating classes with 100 per cent attendance daily over a school speaker system is well received by pupils who excitedly cheer when their class is read out.

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

- The determined leadership of the headteacher, together with her deputy and an effective governing body, is a key factor in the school's success. The school has addressed all the issues identified in the previous report. Consequently, the school has improved markedly from being satisfactory to good.
- The strong leadership team have a clear vision for the continuing improvement of the school and this is mirrored by the staff. The school is well placed to continue to improve.
- The headteacher and senior leaders regularly check on the quality of teaching and manage teachers' performance well. Performance management is linked appropriately to pupils' progress and increases in salary. There is regular training and support from colleagues, when necessary, for all staff based on the school's needs.
- School leaders have an accurate view of the school's strengths and how they will tackle areas that need to improve. School and subject development planning, when formally recorded, is clear in the actions it needs to take. However, planning does not always clearly focus on what the impact of those actions will be on pupils' progress. Some plans do not clearly identify timescales or short-term targets, in order for the school to evaluate the progress it has made towards these targets.
- The school has a wealth of data about the progress of its pupils and regularly meets to discuss the progress pupils make. This enables swift intervention if pupils begin to fall behind.
- The school has used its allocation of funding for pupil premium well, 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 impact on confidence levels and in narrowing the gap between these pupils and their peers. Disabled pupils or those with special educational needs also make the same good progress as their peers. This demonstrates well the school's commitment to equal opportunities.
- The curriculum is good and closely meets the needs of pupils. For example, the school provides ample opportunities for pupils to use their basic skills across other areas of the curriculum. This is particularly true in the case of information and communication technology where pupils have ready access to electronic tablets and laptops from the start of their education. Children in the Reception classes confidently use these devices to practise their letter formation.
- Additional funding for sport has created many sporting clubs available to pupils at lunchtime and after school. Most pupils have the opportunity to go swimming and the school has employed a professional dance teacher to work with classes in the week. This ensures pupils remain fit and healthy, and pupils unanimously say they enjoy these activities, which are well-attended.
- The school's representative from the local authority regularly visits the school and brokers support when requested. She has confidence in the leadership and feels, quite rightly, that they have the capacity to move the school forward.
- **The governance of the school:**
  - The governing body understands the school's strengths and where improvements are needed. They have an accurate picture of the school's performance, how well pupils are achieving and are well informed and knowledgeable. Governors are well trained and increasingly hold the school to account through their questioning. They receive detailed information about the quality of teaching and understand the impact of rewarding staff for their part in improving pupils' achievement. Governors also regularly check on the performance of those pupils known to be eligible for pupil premium funding to ensure that funding is being spent wisely. Governors fully meet their statutory duties including safeguarding, taking every precaution to ensure pupils are safe, including any pupils who are in off-site provision.

## 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>	104570
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	426065

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>	249
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Hoare
<b>Headteacher</b>	Nadine Carroll
<b>Date of previous school inspection</b>	18 October 2011
<b>Telephone number</b>	0151 2635976
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