

Whingate Primary School

Whingate Road, Leeds, West Yorkshire, LS12 3DS

Inspection dates

5–6 February 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' behaviour and attitudes to learning are outstanding.
- Pupils are safe and secure. They say that they feel safe and parents and staff agree.
- Levels of attendance at the school are above those in other schools and have been so over a sustained period of time.
- The headteacher relentlessly pursues improvements in teaching so that achievement is rising and the school is improving.
- The governing body has a thorough and detailed understanding of the school's performance and is highly effective in holding the headteacher and middle leaders to account.
- The curriculum provides for pupils' different needs exceptionally well. The carefully planned activities, such as the small groups or one-to-ones, ensure pupils can successfully learn different skills.
- Achievement is good in each stage in the school. Pupils, including the most able, achieve well.
- In 2013, from their individual starting points, pupils made good progress in reading and writing and outstanding progress in mathematics by the end of Key Stage 2.
- Most teaching is good and some is outstanding. Teachers plan stimulating lessons that challenge pupils' different abilities well.

It is not yet an outstanding school because

- At times, pupils are not making the most of the detailed feedback given to them by teachers. For example, comments about improvements made in books are not always followed up by pupils.
- In some lessons, the opportunity to accelerate pupils' progress even further is limited when pupils are expected to do work that they already understand instead of moving quickly onto the next new learning.

Information about this inspection

- The inspectors observed 22 lessons including parts of lessons. All teachers were observed at least once. One lesson was observed jointly with the headteacher and one with the deputy headteacher.
- The inspectors met with staff, pupils and parents. They held a meeting with the Chair of the Governing Body and five other governors and also met with a governor separately. They met a representative from the local authority.
- The inspectors took account of 44 staff questionnaires. They looked at information from previous surveys carried out by the school to gather views of parents. There were not enough responses to the online questionnaire (Parent View) to make a meaningful evaluation.
- The inspectors talked to pupils in the playground and classrooms and held discussion with pupils in Key Stages 1 and 2. They listened to pupils read and observed them moving around inside and outside the school at different times of the day.
- They observed the school’s work and considered a number of documents, including the school’s safeguarding and recruitment arrangements, evaluation of its performance, its improvement plan and minutes from governing body meetings.

Inspection team

Jonathan Woodyatt, Lead inspector	Additional Inspector
Barbara Martin	Additional Inspector
Stefan Lord	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is also average.
- The proportion of pupils eligible for the pupil premium funding is much higher than 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 who are looked after by the local authority.
- There are two breakfast clubs run by the school on the site.
- The school is part of the Inner West Family of Schools, a partnership of local schools.
- A very small proportion of pupils attend alternative provision at the ABC Behaviour Unit and Oasis, both run by the local authority.
- In the last two years, almost half of the teachers have left or joined the school.
- The school provides advice on supporting newly qualified teachers to other schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding, in order to raise standards further across the school, by teachers:
 - giving pupils time to respond to feedback comments
 - ensuring that pupils, who have understood their work, can move quickly to the next tasks.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills that are typically low compared with those expected and even lower for mathematics. They make good progress from their starting points, but because some join or leave half way through, children enter Year 1 with skills well below those expected for their age.
- Achievement is good in Key Stage 1 and pupils make good progress in Years 1 and 2. However, in 2013, standards in reading, writing and mathematics untypically dipped and pupils' achievement was average mainly because of disruptions to their learning due to high staff turnover.
- In Year 6 in 2013, pupils' attainment was broadly average in reading and writing and better in mathematics, which indicates that pupils achieve well from their starting points. They make good progress in each year in Key Stage 2. Recent results show that pupils' attainment is continuing to rise as a result of the outstanding leaders improving teaching rapidly and promoting pupils' increasingly better progress in reading, writing and mathematics.
- In the Year 6 national tests in 2013, an average proportion of pupils made expected progress and better than expected progress in reading and writing which is similar to 2012. However, a higher proportion than nationally made expected and better than expected progress in mathematics in 2013, which represents outstanding progress.
- The very small minority of most able pupils make very good progress because they can flourish in the school and reach their full potential. Test results show some success in reaching the very high Level 6. In 2013, although the proportion reaching the higher level in writing stayed the same, greater numbers than ever before gained the higher Level 5 in reading with a higher proportion than nationally reaching Level 5 in mathematics.
- Pupils with a statement of special educational needs and those supported at school action plus do as well as those in other schools nationally. Pupils who are supported at school action also do as well as others because the teaching is good. This clearly demonstrates the school's commitment to tackling discrimination and providing equal opportunities.
- The progress and achievement of pupils known to be eligible for free school meals is good. At the end of Year 6 in 2013, their attainment was typically one term behind their peers. In Year 2 in 2013, eligible pupils were almost one term ahead of their peers. The gaps between groups of pupils' achievement are closing quickly.
- In 2013, the national screening check of pupils' phonic skills (the knowledge of letters and the sounds they make) carried out in Year 1 showed that the proportion of pupils reaching the levels expected for their age was broadly similar to other schools. This is an improvement on the proportion that reached the expected level in 2012. Inspectors heard pupils in different years competently reading out-loud during lessons.

The quality of teaching is good

- Most teaching is good and an increasing proportion is outstanding. Teachers' enthusiasm rubs off onto the pupils. They create a positive climate for good learning and provide work that stimulates pupils' interest and involves them. For example, in an outstanding mathematics lesson, Year 3 pupils eagerly awaited the opportunity to use their skills in working out what money they needed in order to buy vegetables from the farm shop.
- Teaching in the Early Years Foundation Stage focuses on developing the necessary skills, such as number and personal skills, so that children can increasingly gain from the stimulating activities provided. The 'stay and play' sessions involving parents work very well with helping them understand their child's learning and development.
- Teachers consistently encourage pupils to adopt extremely positive behaviour and attitudes. Pupils respond very well to adults' requests when carrying out tasks and cooperate fully with

them and their classmates ensuring that the frequent partner and group activities run very smoothly.

- The most able pupils benefit well from working with partners and small groups because the learning activities provided by teachers offer them challenges suited to their level of learning.
- Literacy is taught well and teachers develop these skills across all their subjects. In an outstanding science lesson in Year 6, pupils used their literacy skills to prepare leaflets and advertising for a campaign to help other pupils know how to stop the norovirus from spreading in the school and affecting attendance.
- Pupils make good progress in reading because the school ensures that all pupils read widely and often, including reading at home for their homework and own enjoyment.
- All teachers plan for teaching assistants to support and challenge pupils in lessons so that the learning is good. Inspectors observed activities run by teaching assistants that are successfully helping pupils to improve, for example those who have special educational needs.
- Pupils who fall behind in their learning are quickly identified by teachers using the school's systems and are provided with effective support in small groups or one-to-one teaching. Evidence in the school's records shows that they make good progress and are helped to quickly catch up with others.
- Occasionally in a few lessons, the work provided for pupils leads to them repeating tasks more often than they need to. For example, in a mathematics lesson, pupils were expected to complete a worksheet of number calculations, which some pupils understood how to do once they completed a few. This slows the progress down for those pupils who can quickly understand and leads to them not moving on to the next tasks fast enough.
- Teachers frequently provide pupils with crystal-clear feedback either by telling them or by writing it in their books. As a result, pupils know what they have done well and what they need to do to improve. However, not all teachers provide pupils with the opportunity to improve their work by acting upon the very helpful suggestions that they make.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. This applies both in and out of the classroom and outside school. They display exemplary attitudes to their learning which means that they are attentive to the teaching and gain significantly from the good learning opportunities that they are provided with by the staff.
- They are polite and generous, such as when they cooperate with each other in pairs and when choosing to let the inspectors go through the doors first. They are very confident when talking to inspectors and repeatedly praised their teachers for the help that they give them all the time.
- The school's work to keep pupils safe and secure is outstanding. For example, teachers wait at the doors to ensure pupils arrive or leave safely. They conspicuously supervise pupils in the wide range of activities, such as the before-school breakfast clubs. Pupils say that they feel very safe in the school. Surveys carried out by the school with parents and conversations with parents and staff fully supports what the pupils are saying.
- Attendance is above average and has been so over a number of years. Pupils say that they enjoy coming to school and this can be clearly seen in the above average daily attendance.
- Behaviour is managed exceptionally well. Evidence from lesson observations carried out by inspectors showed that teachers are highly skilled in managing behaviour. Because the school has a robust set of procedures in place to manage behaviour and pupils are very clear about the consequences, they did not need to use it during the inspection due to the pupils' high standard of self-control.
- There have been no permanent exclusions since the last inspection. The few fixed-term exclusions have been necessary to support the different needs of the very few pupils who struggle to manage their own behaviour.
- There have been four occasions since the last inspection which have required the school to seek additional specialist off-site support for pupils' behaviour. Even then, those pupils in alternative

provision are supported by appropriately skilled staff to ensure that their individual needs are met.

The leadership and management are outstanding

- The outstanding headteacher has a precise view of the school's performance and uses this to establish highly effective plans for improvement. The school's judgements on its own performance are exceptionally accurate and its analysis of information is robust and thorough.
- Senior leaders and the governing body consistently set exceptionally high standards for the learning and progress of pupils in the school. Challenging targets and effective training are linked to opportunities for teachers to further their skills, such as observing high class teaching in other schools, ensuring that the quality of teaching keeps rising.
- Middle leaders are relentless in their efforts to check closely on the performance of pupils. They have access to a wide range of information gathered by the senior leaders and extensive skills to interpret this. They meet regularly to consider where they need to intervene with extra support for pupils and teachers and do so with increasing success, thus ensuring that the school continues to improve.
- Other schools visit to observe how the headteacher and senior leaders develop the skills of the newly qualified teachers, having recognised that the school have the range of skills and experiences in order to offer this support.
- The curriculum provides a wide range of opportunities for pupils to develop skills. It was re-organised in September 2013 in order to improve the opportunities for pupils in Years 3 and 4. Recent results clearly show that these pupils have benefitted from this change as their standards are rising sharply compared to previously. The curriculum ensures pupils are well prepared for their next stages of education, which was highlighted in conversation with parents.
- The school has recently employed a sports specialist with the additional primary school sport funding who is teaching early years pupils new skills, such as throwing and catching, as well as providing training for staff to carry out sport activities. They have joined the local school partnership to increase the number of events in which pupils can compete.
- Provision for the spiritual, moral, social and cultural development of pupils is exemplary. The school provides many opportunities for pupils to work together in lessons, which builds their self-confidence. The assembly observed by inspectors helped pupils to consider how the Kiwi bird is resourceful, resilient and reflective.
- The local authority recognises that there is strong leadership in the school. They visit once per term to meet with the leaders and on other occasions to support for the governing body.
- **The governance of the school:**
 - The governing body makes an outstanding contribution to the running of the school because it is very clear about what is happening and make plans that are successfully raising standards. The governors ask the headteacher the right questions and rigorously analyse data so that they are exceptionally well informed about the school's performance. They visit the school regularly and listen to outside consultants, in order to thoroughly check for themselves what they are told. The governing body sets challenging targets for the headteacher's pay and ensure that the high standards for the school's performance are closely adhered to by staff when considering their salaries.
 - Systems for managing the finances and for ensuring that appropriate procedures for health and safety and safeguarding fully meet requirements. Careful planning and diligent use of funds have allowed the school to refurbish the classrooms and toilets. The governing body knows how the pupil premium is spent and can clearly highlight the difference it has made. They have ensured that the recent primary school sport funding offers additional sporting activities and is developing teachers' skills further.

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	107969
Local authority	Leeds
Inspection number	440781

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	455
Appropriate authority	The governing body
Chair	Louise Craven
Headteacher	Stuart Myers
Date of previous school inspection	2 March 2011
Telephone number	0113 2638910
Fax number	Not applicable
Email address	myerss03@leedslearning.net

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