

# Whitecote Primary School

Wellington Grove, Bramley, Leeds, West Yorkshire LS13 2LQ

<b>Inspection dates</b>	26–27 April 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Determined leadership and the strong commitment of staff have led to marked improvements in many aspects of the school's work since the last inspection. As a result, pupils are making good progress and standards are rising.
- Gaps between the performance of disadvantaged pupils and others in the school are narrowing quickly.
- Curriculum improvements have contributed well to better pupil outcomes and their social, moral, spiritual and cultural development.
- Teaching is largely well planned and builds securely on pupils' prior learning.
- Pupils are typically keen to learn and behave well. The school is calm and orderly; relationships between pupils, and between pupils and staff, are positive. Pupils feel safe.
- Pupils who have special educational needs or disability, or whose circumstances may make them vulnerable to underachievement, are well supported.
- Children in Little Doves, and the Nursery and Reception classes are learning successfully because provision, care and support are effective.
- Next steps in the school's development are well informed. Improvement actions are carefully checked by leaders and governors to ensure they are having the desired impact.

### It is not yet an outstanding school because

- Not all parents fully support the school's drive to improve attendance. A small number of pupils are absent too often and miss vital learning.
- Teachers' checks on pupils' learning in lessons are not always used effectively to judge when learners need more support or are ready to move on to more demanding activities. This limits learning.
- A small minority of pupils have not fully developed the skills and confidence they need to be really successful learners.
- Performance information is not used sharply enough to evaluate the progress made by different groups of pupils.

## Full report

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

- Improve the quality of teaching, learning and assessment so that all groups of pupils, including the most able, make rapid progress as they move through the school by:
  - using checks on pupils' learning in lessons to adjust teaching so pupils have the challenge and support they need
  - ensuring the most-able pupils have timely access to learning activities that extend their knowledge and deepen their understanding
  - supporting pupils who are less confident learners to develop the skills to be successful learners.
- Reduce absence rates by supporting those parents who do not ensure their child attends school regularly.
- Ensure analysis of assessment information evaluates how well any gaps between the performance of different groups are being closed.

## Inspection judgements

### Effectiveness of leadership and management is good

- Skilful leadership by the headteacher, ably supported by senior leaders, has brought about marked improvements in the quality of teaching, learning and assessment and outcomes for pupils in all year groups.
- Staff are highly committed to ensuring all pupils are well supported and make good progress. They have worked effectively with leaders and governors to tackle improvement priorities. Careful checking of the impact of the school's work, and an unrelenting focus on actions that will make the most difference to pupils' achievement and personal development, have been central to this success.
- Restructuring of the senior leadership team has ensured roles and responsibilities are clear. Links with other schools have been used well to develop the skills of senior leaders so they are making a much stronger contribution to school improvement. These leaders are very knowledgeable about their respective areas and know what needs to be done to secure further development.
- Whole-school training, individual coaching and self-review of lesson videos by teachers are some of the successful strategies that have led to better teaching, learning and assessment across the school. Leaders accurately evaluate practice using a range of evidence and provide clear feedback to staff on how to improve.
- Performance management and appraisal are used well to address whole-school priorities and the personal areas for development for individual staff. Staff value the training and support they receive to enable them to meet their targets. Leaders have been robust in tackling weaker staff performance. Pay awards for teachers are only given where performance targets are successfully met.
- The curriculum meets the needs of pupils well and promotes equality of opportunity effectively. Pupils study a broad range of subjects, with links between topics providing opportunities for pupils to develop their literacy skills. Adaptations made to the curriculum in the early years are encouraging boys to be more engaged in their learning, particularly in reading and writing, leading to better progress.
- A wide range of extra-curricular experiences successfully promotes pupils' progress, personal development and their enjoyment of school. For example, in a Year 4 class, pupils eagerly created their own questions to find out about the Brontë family in readiness for a residential visit to Haworth. Pupils enjoy singing with a specialist teacher.
- There is a coherent and well-planned approach to foster pupils' social, moral, spiritual and cultural development. Taught topics, assemblies, links with other schools, trips out and visitors to school enable pupils to develop a respect for differences and a secure understanding of the rule of law and democracy.
- The primary PE and sports funding has been used effectively to develop staff confidence and expertise, for example in the teaching of gymnastics. More pupils are engaging in competitive sports.
- Leaders carefully target the use of additional funding to help close gaps in performance between disadvantaged pupils and their peers. During this academic year there has been a much sharper focus on providing support that will quickly enable pupils to make more rapid progress. As a result, the impact of funding is much more positive for current pupils in all year groups than was evident in published data for early years children and pupils in Year 2 and Year 6 in 2015.
- There are effective systems in place to assess how well pupils are doing and whether they meet or exceed expectations for their age. However, analysis does not routinely provide a clear picture of whether pupils are making as much progress as they should and whether gaps between the performance of different groups are closing rapidly.
- **The governance of the school**
  - Governors have a clear understanding of the school's strengths and current improvement priorities. They see for themselves the school's work to test out the self-evaluation of leaders and ensure their strategic decisions are well informed. Minutes of meetings of the governing body confirm governors challenge leaders through searching questions.
  - Training has been used well to ensure all governors have the knowledge and skills needed to fulfil their duties and make valuable contributions in their respective roles. New governors have been carefully selected to bring additional expertise to the governing body.
  - Governors know how additional funding has been spent and where any gaps in the performance for different groups of pupils are still to be closed.

- The arrangements for safeguarding are effective. Staff, including those in the early years, are well trained and vigilant with regard to pupils' welfare and safety. They are aware of the signs of possible abuse or neglect including specific risks such as child sexual exploitation and radicalisation. Referrals to other agencies are timely, well recorded and closely monitored. Staff are persistent in ensuring individual pupils and their families get access to the help and support they need. Transition to secondary school is well managed for those pupils whose circumstances may make them vulnerable.

## **Quality of teaching, learning and assessment** **is good**

- Effective action since the last inspection has improved the quality and consistency of teaching across the school. Most teachers are skilful in planning learning to meet the needs of different groups of learners, building successfully on what pupils already know and can do.
- In lessons teachers use questioning effectively, checking pupils' understanding and encouraging them to give reasons for their answer. Teachers model and encourage the use of subject-specific language so pupils gain confidence in using new vocabulary.
- Additional adults are sensitive to the needs of different children and support learning effectively.
- Reading is well promoted. Older pupils read fluently with expression and can explain an author's choice of words. The most-able younger readers are well equipped with the skills needed to read unfamiliar words and are keen to attempt more challenging texts. Those who are less skilled in reading benefit from frequent opportunities to read to an adult in school to help them improve.
- Mathematics teaching emphasises the aims of the national curriculum with many opportunities for pupils to develop fluency, reasoning and problem-solving skills. Pupils say they enjoy maths because 'it makes them think'.
- The recent introduction of additional teaching to support pupils who find learning in a lesson difficult to 'catch up' on the same day is contributing to faster rates of progress.
- Pupils' writing skills are successfully developed as they move through the school. Links between literacy and other subjects, such as history, help pupils to apply and improve their writing skills.
- Homework is set regularly and older pupils confirmed that non-completion is routinely followed up. Tasks set consolidate learning and help pupils develop their skills, for example in spelling.
- At times the most-able pupils spend too much time practising a concept before moving on to work that will deepen their understanding or provide more challenge. Similarly, on occasion, checks on pupils' learning in lessons are not used to adjust teaching for those who are finding grasping a concept more difficult. Pupils' progress is slower where they are not challenged or supported well enough.

## **Personal development, behaviour and welfare** **is good**

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. The 'ASPIRE' award key aims: Aim High, Safe and Healthy, Pupil Voice, Independence, Respect and Care, Enthusiasm, are central to the very positive impact of the school's work in this area.
- In lessons, most pupils are willing to contribute and engage in purposeful discussion in pairs and small groups. They typically get to work quickly and sensibly when learning activities are set. Many show perseverance, sticking with challenging problems and trying to work things out for themselves. A very small minority of pupils are less willing to get started without extra adult prompting or lack the confidence to 'have a go' without additional support.
- Pupils know how to keep themselves safe, for example in relation to road and e-safety. A recent pupil survey showed that almost all pupils feel safe. A small number of pupils expressed concerns about pupil behaviour, which, on occasion, made them feel less safe. However, inspection evidence confirms that pupils are safe and staff deal with incidents swiftly and effectively.
- Pupils say bullying does sometimes happen but almost all are confident in the response and support from staff to help address their concerns. A few parents were also worried about how the school deals with bullying. However, many parents were very positive about the school's work in this area and inspectors were confident that staff listen carefully to pupils' concerns and take appropriate action to address issues that arise.

- The breakfast club provides a calm and purposeful start to the day for those that attend. The school works closely with other agencies to support pupils' emotional and mental well-being effectively.
- The curriculum is designed to help pupils understand the importance of a healthy lifestyle but pupils, are not always confident to explain about healthy choices.

### **Behaviour**

- The behaviour of pupils is good. Pupils generally behave well in lessons and around school. They respond quickly to directions given by staff and are polite and courteous to visitors.
- Training for lunchtime staff has led to a sharp fall in the number of incidents of poor behaviour at lunchtime.
- When pupils have difficulty managing their behaviour staff are adept at dealing with incidents calmly and effectively. Staff work closely with pupils and their families where behaviour is a concern.
- Promoting high attendance remains a priority. A stern line about punctuality at the start of the school day led to a decline in overall attendance last academic year, but current data shows a more positive picture. School leaders are robust in taking action where parents do not ensure their child attends regularly. A few parents do not support the school's efforts to ensure all pupils have high attendance rates and pupils miss out on valuable learning as a result.
- Where children attend alternative provision leaders make regular checks to ensure pupils are attending regularly and are safe.

### **Outcomes for pupils**

**are good**

- In 2015 pupils' progress between key stage 1 and 2 was not as strong as in 2014, particularly in mathematics and reading. Nevertheless, from below-average starting points, the percentage of pupils achieving the expected level four in reading, writing and mathematics was in line with the national average. Progress for pupils currently in Year 6 is much better, with most pupils on track to achieve age-related expectations by the end of the key stage. An increasing proportion of pupils are set to exceed the expectations for their age compared with previous years. Given the starting points of these Year 6 pupils this represents good progress.
- School data and work in pupils' books confirms there is a picture of rising standards in all year groups for most pupils.
- The proportion of pupils reaching the expected standard in the phonics check improved in 2015, although it remained below average. Predictions for pupils currently in Year 1 indicate a greater proportion will achieve this measure.
- In the current Year 2, many of the children who left the early years in 2014 without the skills needed to be successful in the next key stage have caught up. Most pupils are well prepared for key stage 2.
- School leaders are checking carefully that action to support disadvantaged pupils is making a real difference. Leaders are quick to find a more successful approach if a strategy is not working. As a result, the progress of disadvantaged pupils is accelerating and gaps are closing rapidly between these pupils and others in the school.
- Gaps between boys and girls are not narrowing as convincingly. While both boys and girls are making better progress, girls are still making more rapid progress than boys.
- School performance information shows the most-able pupils in each year group are typically making more progress than their peers in reading, writing and mathematics. However, differences are quite small in some subjects and year groups, reflecting variation in the extent to which the most-able pupils are challenged.
- Pupils with special educational needs or disability receive well-coordinated support. Pupils' needs are identified quickly and school staff work closely with parents and outside agencies to support pupils' achievement and their personal development. As a result, pupils with special educational needs are typically progressing at similar rates to their peers.

## Early years provision

is good

- Most children enter the early years with skills below those typically found for their age, particularly in communication and language, literacy and mathematics. Leaders check children's starting points on entry very carefully so provision is well matched to their learning needs from the outset. Any children, including in Little Doves, who require additional specialist support are identified quickly and provision is swiftly put in place to accelerate their progress.
- Children's progress in Little Doves and the Nursery and Reception classes is tracked in detail through observations. This information is used well to plan learning activities to target gaps in children's skills or understanding, enabling most to make good progress.
- The proportion of children achieving a good level of development has risen sharply over the last two years but was still below the national average in 2015. Current predictions are much closer to the national average in 2015 so the majority of children are on track to be ready for Year 1 by the end of their time in reception.
- Gaps between the performance of disadvantaged children and their peers, seen in historic data, have been successfully closed. Boys are also making much better progress, as a result of improvements to provision, but they are still not achieving as well as girls.
- Children settle quickly into the early years and they are well cared for by staff. Routines are quickly established and children know adults' expectations of them. Activities such as 'stay and play' help parents to be involved in their child's learning.
- Through well-planned activities, children develop their ability to sustain concentration and learn to cooperate with each other. Children successfully explore and learn things for themselves through the wide range of experiences and resources available indoors and outside. Staff support children's language development effectively through questioning. Adults respond sensitively and skilfully to resolve any incidents where a child is experiencing difficulties so the learning of others is not disrupted.
- Leaders have an accurate view of the quality of provision and have taken effective action to accelerate children's progress and narrow gaps in performance. Systems to ensure children are safe are well established.

## School details

<b>Unique reference number</b>	107970
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10011968

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	492
<b>Appropriate authority</b>	Local authority
<b>Chair</b>	Peter Riley
<b>Headteacher</b>	Ms Karen Allan
<b>Telephone number</b>	0113 216 4800
<b>Website</b>	<a href="http://www.whitecoteprimary.co.uk">www.whitecoteprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:office@whitecote.co.uk">office@whitecote.co.uk</a>
<b>Date of previous inspection</b>	5–6 March 2014

## Information about this school

- Whitecote is a larger-than-average-sized primary school.
- Almost half of the pupils in the school are supported through the pupil premium funding. This is additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The percentage of minority ethnic pupils in the school is broadly average. The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils receiving special educational needs support is broadly in line with the national average. The proportion of pupils with a statement or an education, health and care plan is below average.
- Since the last section 5 inspection the school has begun to offer part-time provision for two-year-olds in Little Doves.
- The school meets the current government floor standards, which set the minimum expectation for pupils' attainment and progress.
- Children in the Nursery attend part-time.
- The school uses Oakwood Pupil Support Centre when alternative provision is needed.

## Information about this inspection

- Inspectors observed teaching and learning in all year groups, including Little Doves. Four observations were carried out jointly with a senior leader.
- Inspectors visited an assembly, looked at work in pupils' books and listened to some pupils in Year 2 and Year 6 read.
- A wide range of documents were scrutinised, including: findings of the school's own monitoring and evaluation; performance information for pupils currently in the school; minutes of meetings of the governing body; data relating to pupils' attendance and behaviour and information relating to the school's work to safeguard pupils.
- Meetings were held with senior leaders, representatives of the governing body, a representative of the local authority and a number of staff with different roles in the school.
- Inspectors met with three groups of pupils and talked to other pupils during playtime and lunchtime. Inspectors also spoke with parents at the start of the school day.
- Inspectors took account of responses to Ofsted questionnaires from 34 staff, 30 parents and 19 pupils. Inspectors also took into account the findings of recent surveys carried out by the school.

## Inspection team

Katrina Gueli, lead inspector	Her Majesty's Inspector
Catherine Lee	Ofsted Inspector
Christine Turner	Ofsted Inspector



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