

Inspection of a good school: Whitegate End Primary and Nursery School

Butterworth Lane, Chadderton, Oldham, Greater Manchester OL9 8EB

Inspection dates:

25–26 February 2020

Outcome

Whitegate End Primary and Nursery School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. They are motivated to learn. Teachers provide pupils with fun and exciting learning experiences. Pupils love the activities that they take part in on Friday afternoons. On these days, they participate in learning that is linked to the diverse world around them.

Most pupils attain well. Leaders and teachers have high expectations of pupils. Teachers have equally high expectations of pupils who are disadvantaged and those with special educational needs and/or disabilities (SEND). All pupils know that they need to try their best and not give up.

Pupils are well behaved and respectful. They focus on their learning in class. Pupils understand that good behaviour helps them to learn better.

Pupils are safe. The pupils that I spoke with said that staff deal with instances of bullying effectively. Pupils understand their role in keeping themselves safe. They demonstrate responsibility and self-control. Pupils make sure that others are safe as they move around the school and on the playground.

Relationships are strong. Pupils are well looked after by caring staff. Pupils are kind to each other. They consider different points of view. Pupils support each other well when learning or playing. They make sure that nobody is left out.

What does the school do well and what does it need to do better?

Leaders are effective. They work closely with other staff to provide an effective curriculum that supports pupils to succeed both academically and in their wider development.

Leaders have designed an ambitious curriculum that captures the interest of their pupils. It is carefully structured to ensure that pupils build up their knowledge as they progress through the school. Staff in the early years work closely with the rest of the school to

ensure that children are well prepared for the demands of the curriculum in Year 1. Across the school, leaders ensure that the curriculum in different subjects and across different topics is carefully connected. As a result, pupils develop a deep understanding of what they are learning about.

Pupils develop a strong understanding of the school's values of respect, responsibility and resilience. These values also underpin the school's curriculum. Pupils model these values, for example in how well they approach their learning.

Published data shows that pupils' attainment in reading, writing and mathematics in Year 6 and Year 2 is similar to that of other pupils nationally. Children in the early years achieve well. Most Year 1 pupils also achieve the expected standard in the phonics screening check. Leaders provide effective support for disadvantaged pupils and pupils with SEND. Consequently, these pupils attain well.

Leaders have ensured that attainment in reading has improved over time right across the school. Teachers follow a well-developed curriculum plan for reading. Children begin to develop their knowledge of phonics as soon as they start the school. Teachers assess pupils' reading ability carefully. They make sure that children and younger pupils are taught phonics at the right level.

Staff provide additional support for pupils who are beginning to fall behind in their reading. Consequently, most pupils develop fluency and accuracy in reading. Staff provide support for parents and carers so that they can help their children to develop their reading skills at home. Leaders have begun to ensure that the books that pupils use to practise reading are well matched to their ability. However, this needs further work as the books that some pupils are given are too hard for them.

Leaders have worked closely with teachers to improve assessment. Leaders check that teachers' assessment of pupils is accurate. They also ensure that teachers use their assessments effectively to address pupils' misconceptions. This was not always the case in the past.

Teachers follow the well-organised curriculum plans that are in place for all subject areas. They regularly check that pupils can remember past learning. Pupils across the school recall and understand many things that they have learned over time. This is because teachers plan effectively so that pupils retain knowledge.

Leaders and other staff support children in the early years to develop positive relationships with each other. Through the well-planned curriculum, children are encouraged to share, take turns and speak politely to each other. They develop strong team working skills. This results in a positive learning environment because children learn how to behave well. Older pupils build on these firm foundations. They behave well and are not distracted from learning in lessons. They collaborate well with each other in group learning activities.

Teachers make effective use of trips, external visitors to school, and events at school to support pupils' learning. Leaders provide effectively for pupils' personal development.

Physical and mental well-being are central to many planned activities. Older pupils diligently carry out many leadership roles around the school. This includes at breaktimes and lunchtimes, when monitors make sure that other pupils are safe. The pupils who responded to Ofsted's online survey said that they value the wider opportunities that they receive. Parents and carers agreed.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that pupils are safe. Staff and governors are well trained in safeguarding arrangements. They are kept up to date with the latest local and national safeguarding guidance. Staff members follow the school's procedures for recording and reporting concerns about pupils. Leaders take appropriate action to provide support to pupils and their families when it is needed. They liaise with the appropriate agencies to ensure that the right support is in place for the most vulnerable pupils.

Pupils learn about spotting and managing risks for themselves. They know how to keep themselves safe, including when they are online. They know to keep personal information private.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some reading books are not well matched to pupils' reading abilities. On occasions, this can hinder pupils' development in becoming fluent readers because the books are too hard. As a result, some pupils find it harder to enjoy reading. Leaders and teachers need to ensure that the books that pupils read are at the right level for them.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good on 5 April 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105658
Local authority	Oldham
Inspection number	10122064
Type of school	Primary and Nursery
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair of governing body	Kim Painter
Headteacher	Joanna Conway
Website	www.whitegateend-oldham.co.uk/
Date of previous inspection	9 March 2016, under section 8 of the Education Act 2005

Information about this school

- There have been some staffing changes at the school since the previous inspection.

Information about this inspection

- I spoke with the headteacher, the special educational needs coordinator, a group of governors and a representative of the local authority.
- I looked at a range of documentation for safeguarding, including the record of the required checks carried out on school staff. I spoke with pupils about safeguarding. I also reviewed staff training logs and case files. I met with the person responsible for safeguarding to discuss how the school works to keep pupils safe.
- I observed pupils' behaviour at lunchtime. I also observed them as they moved around the school.
- I spoke with pupils about their experiences at school.
- I looked at the 48 responses to Ofsted's online questionnaire, Parent View. I also took account of the 37 free-text responses to Parent View. I spoke with parents as they dropped their children off.

- I carried out deep dives into reading, science and mathematics. I talked with the leaders of these subjects. I looked at curriculum plans, visited lessons and I looked at examples of pupils' work. I talked with teachers and pupils about what pupils were learning. I also took account of other curriculum areas across the school.

Inspection team

Claire Cropper, lead inspector

Ofsted Inspector

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