

# Inspection of Whiston Worrygoose Junior and Infant School

Hall Close Avenue, Whiston, Rotherham, South Yorkshire S60 4AG

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Inspection dates: 6 and 7 October 2021

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Ofsted has not previously inspected Whiston Worrygoose Junior and Infant School under section 5 of the Education Act 2005. However, Ofsted previously judged Whiston Worrygoose Junior and Infant School to be outstanding, before it opened as Whiston Worrygoose Junior and Infant School as a result of conversion to academy status.

## **What is it like to attend this school?**

There are no limits on what pupils at Whiston Worrygoose Junior and Infant School can achieve, both academically and personally. All adults share the same mission to develop and nurture pupils' skills, talents and interests. As a result, pupils thrive across all aspects of the school's work.

Pupils respond extremely positively to adults' high expectations of them. They follow teachers' instructions promptly and eagerly contribute in class, sharing their thoughts articulately with well-chosen vocabulary. Pupils play well together during breaktimes, being respectful of the rules, their peers and the school environment. Pupils readily told inspectors that they are part of one big family. Bullying is rare. Pupils trust that staff will sort out any disagreements quickly and effectively. Pupils told inspectors that they feel safe in this school. They have trusted adults who support them well. Pupils are exceptionally polite and respectful towards staff and visitors.

Parents and carers are very positive about the school. One parent praised this welcoming and nurturing school, saying that their children have had many wonderful and happy years at this school. Parents spoke of the highest academic expectations being realised. Another parent commented: 'This school has everything in place to make sure that every child it cares for reaches their true potential.'

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

Leaders and teachers are precise in detailing what they want their pupils to know, understand and be able to do. The carefully designed curriculum builds on and deepens pupils' knowledge and skills. Leaders have made sure that learning makes sense. It is built on firm foundations from the very earliest days in school. The teachers, who have strong subject knowledge, ensure that the highly ambitious curriculum is delivered effectively. The impact of this is clear. Pupils develop well-rounded knowledge across all subjects. Teachers' precise use of subject-specific language helps develop pupils' vocabulary. Pupils then use this language in discussions and in their high-quality work. Teachers use every opportunity to gauge pupils' understanding; they use this knowledge with accuracy to plan next steps. This assessment is sensible. It does not burden pupils or teachers.

Leaders have made every pupil's achievement in reading their priority. There is a shared understanding that being able to read accurately and fluently opens doors to future successful learning. The highly skilled reading leaders ensure that teachers stick precisely to their ambitious plans. Teachers are well trained and deliver the curriculum with precision; not a moment of learning is lost. Ongoing assessment of pupils means that those who may require additional support receive it promptly. Pupils and teachers at Whiston Worrygoose love reading. Pupils talk avidly about favourite books and authors; teachers select and read challenging books to their classes with great skill.

The early years at Whiston Worrygoose is characterised by nurturing, trusted relationships and clear routine and expectation. This results in children who are engaged in their learning. There is a strong focus on the development of language and vocabulary. Adults interact with children expertly. They build on what children already know precisely. They ensure that all children reach their potential. As such, children are ready for their next stage of education.

Pupils' behaviour throughout the school is impeccable. In lessons, pupils are captivated by their learning. They show very high levels of concentration and engagement. Adults inspire pupils' curiosity. They also help pupils develop a range of strategies to be successful learners. For example, pupils explained how they routinely use their 'learning gem' strategies to solve problems, work as part of a team and be resilient.

There is an impressive array of opportunities for pupils' personal development in this school. Pupils value the variety of opportunities to develop their understanding of modern Britain. Pupils are empowered by rich and meaningful learning prompted by Black History Month and assemblies about influential people, such as Mother Theresa and Greta Thunberg. Pupils are certain that there is equality in this school. Leaders ensure that pupils develop an understanding of individual choice. Pupils told inspectors: 'Anyone could come to our school; here, they would be welcomed and happy.' Pupils take positions of responsibility seriously. As one member of the school council explained: 'It's our responsibility to make the school the best it can possibly be.' Leaders have recently developed effective school-wide curriculum and policies in relation to relationships and sexual health education.

The provision for pupils with special educational needs and/or disabilities (SEND) is highly effective. Leaders have established a highly inclusive environment. The school's special educational needs and/or disabilities co-ordinator (SENCo) is very experienced and highly ambitious for all. Pupils' needs are swiftly and accurately identified. Adults understand how to support pupils with SEND. They regularly check the learning of these pupils and adapt teaching accordingly to ensure that pupils keep up. This means that these pupils successfully access all curriculum subjects alongside their peers.

Leaders are exceptional. Teachers, leaders and governors share their relentless determination to make sure that all pupils succeed. Leaders' high aspirations result in excellent achievement for pupils. Leaders regularly review the spending of pupil premium, physical education (PE) and sport premium and coronavirus (COVID-19) catch-up premium monies. This review includes careful consideration of assessment information, good practice case studies and pupils' opinions. As a result, the school has invested in activities that support pupils both academically and pastorally. For example, adults took a group of pupils on a summer residential to build resilience and confidence.

Staff are extremely proud to work at this outstanding school. There is a distinct culture of professional development. Adults at this school want to be successful and

the best that they can be. They are empowered to lead and know that the school and trust will help them to achieve their ambitions. They know they can speak to leaders if they have any concerns. Leaders are mindful of staff workload. Staff feel valued and listened to.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have established a strong safeguarding culture. Leaders work effectively with safeguarding partners and other agencies to ensure that identified pupils get help they need to be safe. Staff are confident to report concerns knowing that leaders will act quickly. Leaders provide regular training on safeguarding matters and manage safer recruitment effectively.

The comprehensive safeguarding curriculum, which is woven throughout the day-to-day experience, enables pupils to learn about how to deal with risks. Pupils spoke about how they use their knowledge of the appropriate use of technology both in and out of school. Pupils are confident and make sensible decisions.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	140116
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10199422
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Phil Marshall
<b>Headteacher</b>	David Taylor (Executive headteacher)
<b>Website</b>	<a href="http://www.whistonworrygoose.com">www.whistonworrygoose.com</a>
<b>Date of previous inspection</b>	15 May 2007

## Information about this school

- Whiston Worrygoose Junior and Infant School converted to become an academy school in September 2013. When its predecessor school, Whiston Worrygoose Junior and Infant School, was last inspected by Ofsted, it was judged to be outstanding overall. Whiston Worrygoose Junior and Infant School is part of White Woods Primary Academy Trust.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in the following subjects: reading, mathematics, art and design, geography and PE. In each subject, inspectors met with subject leaders, visited lessons, talked to pupils and teachers and looked at pupils' work.
- Inspectors met with the executive headteacher, the head of school, the deputy headteacher, the assistant headteacher, the SENCo, subject leaders, groups of

teachers, including an early careers teacher, and members of the local governing body, including the chair of governors.

- Inspectors met with the chief executive officer and the chair of the trust board of White Woods Primary Academy Trust.
- Inspectors reviewed safeguarding records, including the central record of recruitment checks on staff.
- Inspectors spoke to parents during the inspection and considered the views of 34 parents who responded to Parent View, Ofsted's online survey.
- Inspectors considered the views of staff from conversations and took account of the 18 responses to Ofsted's staff survey.
- Inspectors spoke with pupils formally and informally about their day-to-day experiences at the school. They considered the 10 responses from pupils who completed Ofsted's pupil survey. Year 6 pupils were spoken to remotely while on their week-long residential visit to Whitby.

### **Inspection team**

Marcus Newby, lead inspector

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Pritiben Patel

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Ofsted Inspector

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