

Inspection of a good school: Whitechapel Church of England Primary School

Whitechapel Road, Cleckheaton, West Yorkshire BD19 6HR

Inspection dates:

25 and 26 April 2023

Outcome

Whitechapel Church of England Primary School continues to be a good school.

What is it like to attend this school?

Pupils describe this school as being like one big family. They enjoy being part of the friendly, purposeful community. Relationships between staff and pupils are kind and respectful. Pupils know that an adult or a friend will help them if they have any worries. Pupils are well cared for. They feel happy and safe at school.

There are high expectations of behaviour and learning. Pupils behave well in lessons and are eager to learn. They enjoy lessons because leaders have provided a varied and interesting curriculum. Pupils are considerate of others. They move around school sensibly and play happily together at breaktime. Bullying is extremely rare. Pupils describe the stages of unkind behaviour as 'being rude, then mean, then bullying'. They say that teachers 'shut it down as soon it gets rude'.

The extensive school grounds are put to good use in promoting physical and mental health. Many of the clubs and activities for pupils to enjoy at lunchtime and after school take place outside. Pupils in the cycling club enjoy using the nearby 'Greenway'. The eco club use the polytunnel and garden to grow vegetables for the school kitchen.

Many pupils gain leadership skills through being school councillors, worship leaders and sports leaders. The school council have planned a day of exciting activities to celebrate the coronation of King Charles III.

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

Leaders have developed an ambitious curriculum. In every subject, learning is broken down into small, carefully sequenced steps. This helps pupils to gradually and securely build their knowledge and skills over time. They are well prepared for the next stage of their education.

Teachers recap learning at the start of every lesson. Repetition is built into the curriculum.

This helps pupils to remember more. Pupils are able to explain in detail what they have learned over time. Their knowledge provides a secure foundation for future learning. In a physical education (PE) lesson, pupils remembered different running skills. This helped them to pass the baton successfully when practising relay skills. Teachers explain and demonstrate new knowledge and skills clearly. They break lessons down into small steps. In mathematics lessons, all pupils start with fluency work and move on to problem-solving. Pupils who are ready, move quickly on to more challenging work.

The enjoyment of reading is a key priority. Teachers read to pupils every day. They choose books that help to broaden pupils' vocabulary. In Reception, children enjoy traditional tales and stories with rhymes and repeated refrains. They get to know each story very well. Children get off to a flying start in reading. The teaching of phonics starts as soon as children start school. They soon read fluently, in part, because reading books accurately match their reading ability. Teachers check that children are keeping up and give extra help where it is needed. They provide expert support for those pupils who need further help.

Assessment in mathematics and English is well established and effective. Teachers pick up misconceptions during lessons. They provide immediate feedback to help pupils keep up. Leaders use assessment data to organise interventions for pupils who need help to catch up. They identify gaps and adjust the curriculum accordingly. Assessment in the foundation subjects is at different stages of development. Work is underway to develop effective systems for each subject.

Teachers adapt their lessons to help pupils with special educational needs and/or disabilities (SEND) access the curriculum. For example, they provide physical resources and break learning down into smaller steps. A very small minority of pupils with SEND sometimes struggle to regulate their behaviour. They receive support to manage this.

Pupils learn about different faiths and beliefs. Many positive role models from different faiths, cultures and backgrounds feature in the curriculum. Pupils are interested in, and respectful of, people who are different to them. One pupil explained, 'everyone is unique but equal'. Pupils learn to be responsible and caring citizens. They choose a different charity to support each year. The eco club keep the local area tidy by litter picking in the school grounds and the churchyard. They have made up packets of wildflower seeds to give away.

Staff appreciate the quality of training and support they receive from leaders. They are a close knit team, who support each other well. Less experienced teachers benefit from working alongside more experienced colleagues.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out thorough checks to make sure adults who work with pupils are safe to do so.

Staff know the signs to watch out for that might suggest a pupil is at risk of harm. They are vigilant and quickly report all concerns, however small, to leaders. Leaders use the information they collect to form a bigger picture. They seek the help of external support services when necessary.

Pupils learn how to keep safe online and in the wider world. For example, they learn about what makes positive, safe relationships. Pupils in Years 5 and 6 learn how to use mobile phones safely. Information on the school website provides information for parents about the safe use of technology at home.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment, in subjects other than English and mathematics, is at different stages of development. Leaders should embed strategies for teachers to check, in lessons and over time, how well pupils have learned the important curriculum knowledge and skills identified in every subject.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

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.

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	136511
Local authority	Kirklees
Inspection number	10269201
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	408
Appropriate authority	The governing body
Chair of governing body	Matthew Pinder
Headteacher	Joanne Burden
Website	http://www.whitechapelcofeprimary.org.uk
Date of previous inspection	9 March 2018, under section 8 of the Education Act 2005

Information about this school

- The school is larger than the average-sized primary school.
- The school does not use any alternative provision.
- The school is a voluntary aided school with a religious character. The most recent section 48 inspection of the school was in October 2019. Due to the pandemic, section 48 inspections were suspended and the inspection window was extended by up to eight years. Therefore, the next section 48 inspection is due between October 2024 and December 2027.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.
- The inspector had several meetings with the headteacher during the inspection.

- A meeting was held with five members of the governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and PE. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils' behaviour throughout the school day, including during lesson visits and at lunchtime.
- Pupils talked to the inspector, formally and informally, about their learning, their views on behaviour and the wider experiences they receive at school. The inspector also considered responses received through Ofsted's pupil survey.
- Safeguarding documentation and records for behaviour and attendance were considered.
- The inspector spoke with a number of parents in the playground and reviewed the responses received through Ofsted's survey, Ofsted Parent View, including free-text responses.
- The inspector considered responses received through Ofsted's staff survey.

Inspection team

Janet Keefe, lead inspector

Ofsted Inspector

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