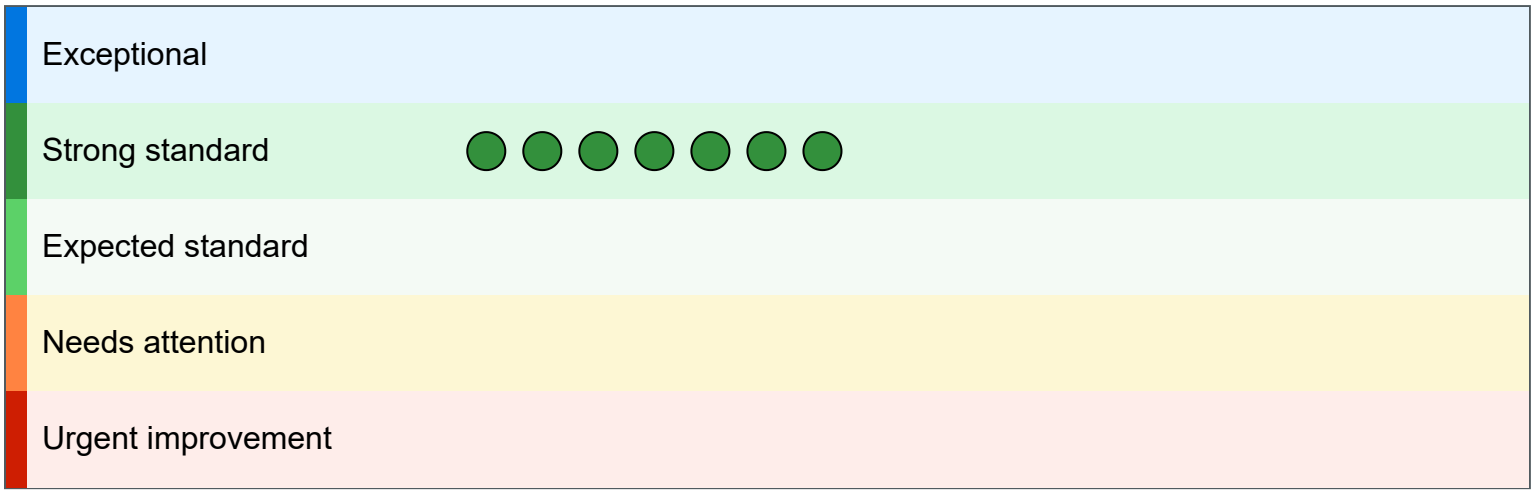
Whiston Worrygoose Junior and Infant School

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

Unique reference number (URN): 140116

Inspection report: 21 April 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Achievement

Strong standard

Pupils achieve well in reading, writing and mathematics. The number of pupils who meet national standards is consistently above average over time. Disadvantaged pupils at the school outperform their non-disadvantaged peers nationally. A significant proportion of pupils also achieve the higher standards in these subjects. This is a remarkable achievement.

Pupils secure their foundational knowledge significantly well. For example, leaders' precise actions have ensured that pupils learn to read quickly. Pupils also develop a secure understanding of mathematics. They apply this knowledge extremely well. For example, they use secure knowledge of numbers to answer increasingly tricky problems.

Across the curriculum, pupils' work is of a high quality. Pupils demonstrate their learning in their 'double page spreads', which demonstrate the high-quality learning they have completed. Pupils also show their learning in their verbal responses. Occasionally, some pupils do not articulate their learning as clearly. This means they cannot showcase their achievements as effectively as in their workbooks.

Attendance and behaviour

Strong standard

Pupils attend school well. Overall attendance is above national averages. Leaders understand the challenges to regular attendance that some pupils face. Leaders carefully use their well-established systems to track and monitor the attendance of different pupil groups. These systems are of high quality and provide leaders with detailed information, which they use to make improvements. For example, leaders' sharp focus on the attendance of disadvantaged pupils has led to clear improvements. Leaders ensure that when pupils are not in school, staff make appropriate adjustments to enable them to continue learning the curriculum. Gaps in attendance are not a barrier to achievement at this school.

Pupils' behaviour is a strength of the school. Leaders' high expectations ensure that pupils consistently follow the school's behaviour rules. Leaders keep children's needs and interests at the heart of the school's behaviour policy. There is a warmth in the interactions from pupils and staff. Any forms of discrimination or bullying are not tolerated by leaders, including bullying. Pupils are adamant that they would speak to their trusted adult if they were worried about others' behaviour. At playtimes, younger pupils and older pupils play harmoniously outside. They demonstrate their resilience skills on the school's parkour area, working together to complete complex obstacles.

Curriculum and teaching

Strong standard

Leaders have an unrelenting focus on ensuring that pupils receive the very best curriculum and teaching. The curriculum within each subject is well organised and identifies the rich knowledge that pupils need to learn. Knowledgeable subject leaders continually review their areas of leadership to ensure that this offer continues to grow and develop. Pupils who face additional barriers are at the forefront of these decisions. This means that these pupils are able to access the school's high-quality curriculum alongside their peers.

Leaders are very knowledgeable about English. They use their knowledge to ensure that the reading and writing curriculum is very well taught. Phonics is delivered very well. Leaders focus on supporting pupils to keep up so that they learn letter sounds securely and blend them into words and phrases. Teachers also deliver the writing curriculum with skill. Regular assessments enable teachers to understand where pupils may need additional practice. Teachers provide this for pupils promptly and effectively.

In other subjects, including mathematics, teachers deliver the curriculum with equally secure skill and knowledge. Pupils have regular opportunities to revisit and to re-engage with their prior learning. This allows them to make connections in their learning and build their knowledge over time. All subjects and phases are taught consistently well.

Early years

Strong standard

Children in the early years build solid foundations for life in school. Leaders have created a very well-considered curriculum, with a focus on ensuring that children develop and learn the fundamental skills they need for Year 1. This curriculum allows the vast majority of children, including children with special educational needs and/or disabilities (SEND) and disadvantaged children, to reach at least a good level of development.

Children in the early years enjoy and benefit from many opportunities to learn how to hold a pencil, and to practise writing letters and their names. Many pupils are able to write an independent sentence by the end of their time in the early years. Similarly, children also quickly develop a strong grasp of mathematics. Staff teach phonics with precision and children make rapid progress through the school's chosen scheme as a result. Regular and effective assessment ensures that children's needs are swiftly identified. These are addressed quickly through the highly effective teaching and carefully selected resources.

Activities within the setting allow children to learn very secure personal, social and emotional skills. For instance, children learn to follow routines and expectations very well as a result of the sensitive support that staff provide. Children demonstrate resilience and independence and engage meaningfully in learning. The interactions between children and staff are of high quality. Focused and precise support enables children to learn well from their starting points, including those who are disadvantaged and those with SEND.

Staff work very well with parents and carers. This supports children to be able to settle into life at school.

Inclusion

Strong standard

Leaders have high ambitions for pupils who face additional barriers to their learning, such as disadvantage or special educational needs and/or disabilities (SEND). Leaders are equally ambitious for their personal development and wellbeing.

Leaders have ensured that staff understand the barriers that disadvantaged pupils face. Leaders make very effective use of the pupil premium funding to help remove these barriers so that disadvantaged pupils learn the curriculum consistently well.

This positive work continues by ensuring that pupils with SEND receive the precise support that they need. Leaders regularly check how well this support is working. Where any changes are needed, these are addressed swiftly to ensure no one falls behind. Leaders communicate well with parents and carers and with a range of professionals and therapists. This helps to ensure that pupils with SEND receive more specialist support if they need it.

Leaders take meticulous care to ensure that disadvantaged pupils and those with SEND are fully included in the school's programme for personal development. This makes a positive contribution to pupils' readiness for future life.

Alternative provision is used appropriately. Leaders ensure that the provision meets gaps in pupils' development. This supports these pupils to make progress from their starting points.

Leadership and governance

Strong standard

Leaders demonstrate a passion to ensure that the school prepares pupils remarkably well for their next steps. Pupils live up to leaders' high expectations consistently. The trust works collaboratively and supportively with leaders at all levels. This work has a highly positive impact on the offer for pupils at Whiston Worrygoose. Trustees understand their statutory duties and make effective use of resources to ensure that standards remain high.

Leaders in school regularly monitor the effectiveness of their strategies to improve the school. Leaders' simple motto of 'simplicity, regularity and quality' drives every aspect of their work. Consequently, this is evident in all areas of the school's provision. Leaders have ensured that pupils achieve very well, and as a result, pupils are very well prepared for their next steps of education.

The professional learning opportunities for staff are plentiful and of high quality. These regular opportunities enable staff to develop and hone their skills effectively. Staff fully understand their roles. Many staff in school now lead areas of the school's work. Some support colleagues in other schools, both within and beyond the trust, to improve their own practice. Staff value these opportunities greatly. Leaders ensure that there is an appropriate balance so that staff can manage their workload well.

Many parents are overwhelmingly positive about the school. They appreciate the high-quality offer that is given to their children and value the investment in their local school.

Personal development and wellbeing

Strong standard

The school's personal development offer is extensive. It is designed with the most vulnerable pupils at the forefront. This curriculum meets pupils' needs and matches the school's context. The personal, social and health education (PSHE) curriculum is comprehensive and well considered. Leaders have made adaptations to this to ensure more pertinent examples of learning are considered. For example, online safety is more regularly taught to ensure that pupils understand the risks associated with this.

Pupils develop a deep understanding of British values. They understand the terminology, but more importantly, understand the importance of rules, and how to show respect and

tolerance to each other. Pupils know that it is important to appreciate differences. They show this in their commendable attitudes towards each other.

Leaders have ensured that pupils make good use of the extensive enrichment opportunities at the school. They regularly check how well pupils, including disadvantaged pupils, are taking up these opportunities. Where pupils have not, leaders establish why this is the case and adapt the offer accordingly so that pupils' take-up improves. The ‘Goose of Edinburgh’ experiences allow pupils to experience a range of different opportunities. These include experiences such as singing in a choir, publishing a piece of writing in a book or playing an instrument. Trips and visits are also richly varied and are woven into the curriculum to support pupils' learning. For instance, pupils recently enjoyed a visit to the opera house to broaden their understanding of opportunities within the music industry.

Pastoral support is very effective. Leaders and staff work positively with the pupils and their families. They provide bespoke support or intervention where needed and are very responsive to the changing needs of pupils. Where pupils reach transition points, such as going to secondary school, they are given additional and very precise support to help allay any anxieties they have. As a result, pupils move through these transition points with confidence.

What it's like to be a pupil at this school

Pupils are proud to attend Whiston Worrygoose Junior and Infant School. Their best interests are at the heart of every decision that is made. Pupils' needs are met effectively. This includes pupils with special educational needs and/or disabilities and pupils who are disadvantaged. As a result, all pupils are able to benefit from the vast range of opportunities that ensure they develop and learn extremely well.

Pupils are safe in this school. Staff and pupils demonstrate mutual respect to each other. Positive relationships exude through the school. Bullying is rare. Any occasional incidents where pupils do not meet the expectations of the school are dealt with quickly and effectively. Pupils show warmth and kindness to each other. They take turns and listen to their friends' opinions. In lessons, pupils engage with their learning very positively and show resilience when challenging tricky learning.

Pupils attend school regularly. They relish the opportunities to come to school and enjoy the school's exciting personal development programme. Pupils engage positively in many activities, including scooter lessons, watching a local theatre performance and visiting the Houses of Parliament.

Pupils benefit from a consistently well taught curriculum. Children in the early years get off to a flying start. A sharp focus on ensuring that the curriculum meets the needs of all pupils enables pupils to achieve very well. Teachers know what pupils need to learn. Careful and precise adaptations ensure that pupils are able to learn in line with their starting points. Over time, pupils achieve strongly in reading, writing and mathematics. Pupils are very well prepared for their next steps.

Next steps

- Leaders should ensure that pupils have more opportunities to articulate their knowledge more independently across the curriculum, including in aspects of personal, social and health education (PSHE), so that leaders and staff can monitor pupils' ability to do this effectively.

About this inspection

This school is part of White Woods Primary Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kate Davies, and overseen by a board of trustees, chaired by Phil Marshall.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders and representatives from the trust, including the Chief Executive Officer, during the inspection. Inspectors also spoke with staff, and the chair of trustees.

The inspectors confirmed the following information about the school:

The school also has an English hub situated on the school grounds.

The school currently make uses of one alternative provision, which is unregistered.

Headteacher: Vanessa Hill

Lead inspector:
Katie Hall, His Majesty's Inspector

Team inspectors:
Kerry Partington, Ofsted Inspector
Michael Rowland, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 21 April 2026

School and pupil context

Total pupils

239
Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210
Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

18.40%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

3.77%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.72%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	91%	61%	Above
2024/25 (revised)	93%	62%	Above
2023/24 (final)	87%	61%	Above
2022/23 (final)	93%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	94%	74%	Above
2024/25 (revised)	93%	75%	Above
2023/24 (final)	97%	74%	Above
2022/23 (final)	93%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	92%	72%	Above
2024/25 (revised)	93%	72%	Above
2023/24 (final)	90%	72%	Above
2022/23 (final)	93%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	97%	73%	Above
2024/25 (revised)	93%	74%	Above
2023/24 (final)	100%	73%	Above
2022/23 (final)	97%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	46%	Above
2024/25 (revised)	80%	47%	Above
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (revised)	80%	63%	Above
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	76%	59%	Above
2024/25 (revised)	80%	59%	Above
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	88%	60%	Above
2024/25 (revised)	80%	61%	Above
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	68%	9 pp
2024/25 (revised)	80%	69%	11 pp
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	80%	9 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	76%	78%	-1 pp
2024/25 (revised)	80%	78%	2 pp
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	88%	80%	9 pp
2024/25 (revised)	80%	81%	-1 pp
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	4.3%	5.2%	Below
2023/24 (3 term)	4.9%	5.5%	Close to average
2022/23 (3 term)	5.1%	5.9%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	13.6%	13.3%	Close to average
2023/24 (3 term)	13.2%	14.6%	Close to average
2022/23 (3 term)	10.8%	16.2%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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