



Whinney Banks Primary School

Inspection report

Unique Reference Number 134076
LEA Middlesbrough

Inspection number 274853
Inspection dates 21 - 22 June 2005
Reporting inspector Heather Evans

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Fakenham Avenue
School category	Community		Whinney Banks
Age range of pupils	3 - 11		Middlesbrough
Gender of pupils	Mixed	Telephone number	01642 817713
Number on roll	414	Fax number	01642 828621
Appropriate authority	The governing body	Chair of governors	Mrs L Green
Date of previous inspection	New school	Headteacher	Mr J Wiffen

Age group	Published	Reference no.
3 - 11	July 2005	274853

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Introduction

This inspection was a pilot of the new arrangements for inspection. It was undertaken with the support and co-operation of the staff and governors of Whinney Banks Primary School.

The inspection was carried out by three additional inspectors.

Description of the school

Whinney Banks is a large primary school in Middlesbrough. Its pupils come from areas of great deprivation. In 2003, separate infant and junior schools were amalgamated to create a primary school. An above average proportion of the pupils are entitled to free school meals. The number of pupils with learning difficulties is average. Very few pupils are from minority ethnic groups and none learn English as an additional language.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Whinney Banks provides an outstanding education for its pupils. There is outstanding work taking place in literacy, mathematics, art, design and technology as well as in the Foundation Stage. Pupils' singing reflects how they feel about their school. In this new school the amalgamation has been managed superbly well by the headteacher and the senior leadership team. As a result, pupils' personal development and their care and guidance are outstanding as is the provision for pupils with special educational needs. The school is committed to striving for excellence. The school knows itself well and acknowledges that from this exceptionally good beginning there is more to do. Value for money is outstanding and there is tremendous will and capacity for further improvement.

Leadership in English, mathematics and science is especially strong and many leaders of other subjects follow the same style of management. Each subject is being addressed in turn to lift pupils' attainment further. Governors are very strong and support the school's work very well. Their support and encouragement has been outstanding.

Overall the quality of teaching is outstanding. Work is stimulating and exciting and is enjoyed by pupils who make outstanding progress overall. In tests standards exceed national expectations. The children in the nursery and the reception classes make a particularly good start.

The pupils are extremely happy in school and make friends readily. Instances of misbehaviour are dealt with swiftly and successfully. There are now very few exclusions.

Grade:1

What the school should do to improve further

This outstanding school has a very clear understanding of what it needs to do to improve. Its priorities rightly include:

- increasing the use of information and communication technology (ICT) across the curriculum;
- developing other subjects of the curriculum to raise standards to those achieved in English, mathematics and science.

Achievement and standards

Standards and achievement are outstanding overall. Children have low standards of learning when they enter the nursery with some having very limited social and communication skills. They quickly develop as independent learners and make outstanding progress.

The steps taken to improve reading in Years 1 and 2 have been very successful. By the end of Year 2, standards are above the national average in writing and mathematics. When compared to similar schools, they are well above average. Achievement is equally good for pupils in Year 6 who attain standards above the national picture in English, mathematics and science and well above standards found in schools in similar circumstances. Attainment in art and design and design and technology is outstanding. The school recognises that there is more to do in other subjects to match this level of achievement. Throughout the school pupils have outstanding attitudes to learning.

Pupils with special educational needs are extremely well supported and do as well as they can. More able pupils reach the challenging targets set for them and pupils from different ethnic backgrounds all do as well as each other.

Grade: 1

Personal development and well-being

The school correctly judges pupils' personal development and well-being to be outstanding. Pupils love school; they are rightly proud of its achievements and the way it provides an extensive range of experiences for them. As a result, they take a very strong interest in all that is going on. Behaviour is very good and pupils have an exemplary sense of the differences between right and wrong. They have a mature understanding that being part of a community brings rights and responsibilities.

Lessons and other activities provide pupils with experiences that will prepare them well for their future lives, such as the use of drama to understand how people react in different situations. Pupils know about ways to promote healthy lifestyles through diet and exercise. Assemblies instil a strong sense of unity in this recently amalgamated school. Pupils are confident and reflective when discussing their school; they recognise that people come from diverse backgrounds but that all are equal.

Grade: 1

Quality of provision

Teaching and learning

The school's judgement about the quality of the teaching is well founded. Overall, the quality of teaching is outstanding and is never less than good. Lessons are very well planned. Pupils are given demanding tasks that capture their interest and challenge their thinking; it is exciting to succeed in this school. Teachers know their pupils very well and provide work well matched to their earlier achievements. In most lessons teachers ask probing questions that make the pupils think hard. Introductions are interesting and pupils' attention is captured from the start. Lessons move at a fast pace and learning is fun. In some subjects ICT is not used enough to support teaching and learning.

Teachers insist on high standards of work and presentation. They assess pupils' progress towards their targets extremely well and marking gives pupils clear guidance on how to improve.

Pupils with special educational needs have good support in lessons; staff help them just enough so that they work hard and feel proud of their achievements.

Teachers manage pupils well whenever there is a change of activity. Time is managed superbly and work is usually completed to a very high standard. At the end of lessons pupils are encouraged to listen to what others have done, to praise what they like and to suggest possible improvements.

Grade: 1

Curriculum and other activities

Inspectors agree with the school's judgement that the curriculum is good and well matched to local needs. Inspectors also confirm that the school has correctly identified the areas that still need some improvement. These include ICT and some non-core subjects. The curriculum meets statutory requirements and very strongly promotes pupils' learning of basic literacy and numeracy skills. There is very strong provision for pupils' personal development, particularly through the use of drama, art and design and design and technology. Pupils and their parents appreciate the way the school enriches the curriculum through out-of-school activities and a rich range of visits and visitors. As a result of this strong programme and the outstanding teaching, all pupils, including those with special educational needs and those from minority ethnic backgrounds, make outstanding progress.

Grade: 2

Care, guidance and support

Inspectors agree with the school that it shows outstanding care for all its pupils. The monitoring of behaviour and individual needs has led to great improvements in pupils' confidence and maturity. Teachers know their pupils very well. They are very strongly supported by a range of outside agencies in areas such as developing pupils' assertiveness, tracking attendance and defusing the anger felt by a small minority of children. The monitoring of pupils' work and achievement contributes to the outstanding teaching. A developing strength is the way that individual pupils' targets for learning are the focus for teachers' marking. This is very helpful for the children in knowing how they are doing and what they need to do to improve further. Procedures for safeguarding the children are in place and the school very strongly prepares its pupils for life in the wider society.

Grade: 1

Leadership and management

The headteacher and the leadership team have been outstandingly successful in developing this amalgamated school. Morale is high and teamwork strong. The headteacher has tremendous vision and expects everyone to work towards very high standards. He hones the talents of staff to promote their professional development. Everyone is valued and treated fairly.

The programme of change and development to ensure the well being of staff and children has been very successful. The school very successfully works with outside agencies to strengthen its place in the community. Parents are very supportive and pupils say they like almost everything they do.

Through the performance management policy and peer observation, subject leaders are becoming skilled at observing and supporting colleagues and in giving and getting help from the shared knowledge and experiences of the teaching team. Their work is the reason for the above average standards

The governors are a strong, well-informed and supportive group. They have helped the process of bringing together two different teams very successfully. They are rightly prepared to challenge the headteacher and the staff. Their role in the strategic planning for the future is very good. It is reported the chair of governors, with others, provided outstanding support when staff were anxious about their personal futures.

The leaders of the school know its strengths very well. They recognise what they need to do next and have clearly prioritised plans. The staff are confident that each step in the programme is within their capacity. Everyone is willing to work together towards greater success. The leadership team has rightly focused on English, mathematics and science to promote higher standards. Whilst maintaining these strengths the school is looking to develop other subjects, especially ICT.

Grade: 1

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INSPECTION JUDGEMENTS

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16-19
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OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	1	
The effectiveness of the school's self-evaluation	1	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	New School	

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	1	
The <i>standards</i> reached by learners	2	
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	1	
How well learners with learning difficulties and disabilities make progress	1	

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	1	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community.	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	1	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are learners cared for, guided and supported?	1	

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	1	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
The adequacy and suitability of staff to ensure that learners are protected	Yes	

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA

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Whinney Banks Primary School
Fakenham Avenue
Whinney Banks
Middlesborough

23 June 2005

Dear Pupils,

The inspection team enjoyed their visit to your school. We were made very welcome. Thank you for all your hard work. We want to give special thanks to those who talked with us and explained about some of the most exciting parts of their work. We had a wonderful time and think you have a very happy, outstandingly good school.

So many things were very good, particularly the following:

- You work and learn in a happy place and it is good to see that you get on well with one another. Your work in English, mathematics and science is outstanding.
- All of the teachers work hard as a team and think the school is a good place to be. They care for you extremely well by planning excellent lessons and they help you to learn very well.
- Your headteacher, Mr Wiffen, with the other teachers, has done very well indeed in making the old infant and junior schools into one big, successful primary school.
- We thought that your work in art and design and design and technology was outstanding and it makes people happy when they look at it.
- The governors of your school have been very good at helping everyone to settle into the new school.
- The places you visit to make your work more interesting have helped you to learn about people from the past, what they did and how they lived.
- Most of you come to school everyday and behave very well; this is why you do so well in your test results. Those of you who do not come all the time are missing lots of good things.

There are still some things the school needs to do and we are sure that the Mr Wiffen and all the staff will work hard to do these.

- You should have more time to use computers in all subjects so that you can be as good in ICT as you are in English, mathematics and science.
- Your teachers already have plans to help you achieve high standards in all subjects.

Thank you
The inspection team