

# Whiston Worry Goose Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	106911
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	287646
<b>Inspection date</b>	15 May 2007
<b>Reporting inspector</b>	Philip Cole

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	228
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev A Wood
<b>Headteacher</b>	Mr J Henderson
<b>Date of previous school inspection</b>	23 April 2002
<b>School address</b>	Hall Close Avenue Whiston Rotherham South Yorkshire S60 4AG
<b>Telephone number</b>	01709 541878
<b>Fax number</b>	01709 532124

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This average size school serves a suburb of Rotherham with a mixture of owner-occupied and rented housing. Most of the pupils are White British although the proportion of pupils from minority ethnic backgrounds has risen since the last inspection and is now close to 20%. Almost all of these pupils are from British Pakistani backgrounds and all speak English well. The proportion of pupils entitled to free school meals is just below average, as is the proportion with learning difficulties and/or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school which has shown very strong improvement since its last inspection. It enjoys exceptionally strong parental support. A typical comment was that the staff go 'above and beyond' what is expected to ensure that the pupils get the best education possible. Pupils also say that 'teachers work their socks off' to make learning fun and to create a school that is 'one big family' in which everyone gets on really well with each other.

Pupils' personal development is outstanding. Their behaviour is excellent, they feel safe and secure and report that there is no bullying. Pupils show maturity, are confident and eagerly take on responsibilities. They have an excellent understanding of what they need to do to keep healthy and have been instrumental in improving the variety of fruit the school offers. Their excellent basic skills and personal development enable them to face future challenges with great confidence.

Standards are exceptionally high and pupils' achievement is outstanding in English, mathematics and science. Standards were average when the school was last inspected in 2002 and they are now significantly above that. From the work seen standards are also high in other subjects, reflecting the value placed on learning as a whole. All pupils, from Nursery to Year 6, make very strong progress because teaching is excellent across the school. Every effort is made to support those pupils who find learning difficult and to challenge those who are gifted or talented. Teachers work very hard to make sure that pupils understand what they will be learning in every lesson and they make very good use of all the resources at their disposal to achieve what has been planned.

The outstanding curriculum provides many very effective links between subjects, making learning purposeful and relevant to pupils. Visits and visitors are used particularly well to initiate new topics and add considerably to the quality and enjoyment of pupils' learning.

A major reason why pupils thrive in this school is the outstanding care, support and guidance they receive. They feel safe and happy because all adults offer them their time and there are tried and tested systems to protect them from harm and to identify and deal with any problems quickly and effectively. The individual targets that pupils in Year 6 are given to improve their writing are working extremely well. Pupils in other years find the group targets for writing useful but they are not quite as effective in helping individuals understand what is needed to take their next steps in learning. Across the school pupils appreciate the detailed guidance they receive in the 'writing conferences' when their writing is assessed each half term. The group targets for numeracy and reading are mostly working well in helping pupils know what they can do to make their work better. However, pupils are not always clear about what their reading targets mean.

Leadership and management are outstanding. The headteacher, very ably supported by the enthusiastic staff and the very strong governing body, has built on the successes identified by the last inspection, overseen the extremely impressive rise in standards and achievement and ensured excellent equality of opportunity. Although the school has extensive, robust and effective systems for evaluating how well it is performing, its judgements made across all areas are too modest, reflecting very high expectations. The school has an excellent capacity to improve in the future and provides outstanding value for money.

## **What the school should do to improve further**

- Help pupils in Years 1 to 5 to know more precisely what they need to do to improve their writing.
- Make clearer to pupils what they can do to improve their reading.

## **Achievement and standards**

### **Grade: 1**

Children enter Nursery with attainment that is below that expected for their age. They make consistently strong progress across the school and leave at the end of Year 6 with standards significantly above national averages in English, mathematics and science. Many pupils reach the higher levels in the national tests. This represents outstanding achievement. By the end of the Reception year children have made excellent progress to attain comfortably above average levels of skills. Standards and achievement have risen rapidly over several years in Key Stage 2 and have remained high in Key Stage 1. All pupils, including those who find learning difficult, the gifted and talented and the different ethnic groups, achieve equally impressively. The progress being made by pupils currently in school shows that they are again on track to reach the very challenging targets the school sets.

## **Personal development and well-being**

### **Grade: 1**

Pupils' spiritual, moral, social and cultural development is outstanding and reflects the high quality curriculum, care and guidance provided in school. Pupils have good self-awareness, celebrate diversity and enjoy positive and caring relationships with each other. Their attendance is above average. Pupils are proud of what they have done to make the school better through their suggestions to develop the play areas, promote healthy living and improve environmental responsibility through recycling schemes. They are proactive in raising funds to support local hospitals and charities and enjoy the responsibilities they have for providing fruit in school, leading play activities and caring for younger children at break times.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching is of outstanding quality because it is consistently strong across the school. Teachers plan lessons carefully and ensure that pupils fully understand what they will be learning. They expect all pupils to work hard. They use questions expertly to ensure that all are fully involved, to check on pupils' understanding and to tease out ideas. Activities are closely matched to the needs of the different groups in each class. In every class, well trained and skilful assistants provide very effective support to those who need it. Teachers make very impressive use of resources such as the interactive whiteboards, artefacts and practical equipment to develop their explanations and to extend pupils' thinking. High quality displays inspire learning and place great value on the work of pupils. Teachers mark pupils' work regularly and provide helpful comments and feedback to make it better.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is kept under constant review and modified in order to further improve pupils' learning. For example, the improved use of guided reading and support for writing have both helped to raise standards in English. The major strength of the curriculum is the use of visits, visitors and practical experiences that make learning relevant and enjoyable for pupils. As a result, they are highly motivated and produce excellent work across all subjects. The purposeful links made between subjects enable pupils to learn efficiently and to apply and develop their literacy, numeracy and information and communication technology skills very effectively.

Learning opportunities are enriched and enhanced through the provision of French in Key Stage 2 and pupils' participation in an impressive range of clubs.

## **Care, guidance and support**

### **Grade: 1**

Pupils achieve so well because they are very happy and secure in school. They enjoy excellent relationships with very caring adults. When any problems arise they are effectively dealt with through the work of the learning mentor and the school's effective links with external agencies and, in particular, with parents. Up-to-date systems are in place to safeguard pupils both in and out of school. Their progress is tracked very closely and effective action is taken to support those whose performance dips. Good quality academic guidance helps pupils understand what they can do to improve but it is less strong in reading and, for younger pupils, in writing, than in other subjects.

## **Leadership and management**

### **Grade: 1**

The headteacher's enthusiasm, high expectations and professional encouragement and support have very successfully motivated staff and enabled them to play significant roles in driving up standards and achievement. Developments are carefully planned and based on thorough evaluations of the school's strengths and weaknesses. Initiatives are often trialled to ensure that they are effective before they are implemented across the school. This dynamic and thoughtful approach has underpinned the outstanding improvements made. Governors have a very good understanding of how well the school is performing through their regular contact with subject leaders and visits to school. They provide highly effective support and challenge when this is needed. Despite significant budget constraints the school has used its funding effectively to ensure that the curriculum is very well resourced and that the school environment, both inside and outside, promotes learning effectively.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, 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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
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

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

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	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, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Whiston Worry Goose Junior and Infant School, Rotherham, S60 4AG

I enjoyed my visit greatly. Your school is excellent and it has improved considerably since its last inspection. Everyone looks after you very carefully. I know from what you told me that you are really proud of your school and enjoy all the interesting things you get to do. Your behaviour is excellent, you work very hard in lessons and get on very well with each other. I was impressed with your understanding of what you need to do to keep fit and healthy. You have really helped to improve the school, through your ideas for providing fruit and for improving the play areas.

Your teachers plan your lessons very carefully to make them interesting and to challenge you to do your best. This ensures that you make excellent progress and do extremely well in the tests in Year 2 and Year 6.

All the grown-ups in school, including the governors, work very hard to make your school such a special place. They are continually looking to bring about improvements and the new pond looks very impressive. You should have lots of fun dipping for pond life in the future!

It is clear from what you said to me that the targets you have in literacy and numeracy are helping you to improve your work. However, some of you are not very sure about your reading targets and, if you are in Years 1 to 5, you do not have quite such helpful targets for writing as those in Year 6. So your teachers now need to make sure that all the targets they give you are of equal helpfulness.

Your parents are delighted that you come to such a good school and I am sure you will continue to be very happy there.

I would like to thank you for being so friendly and welcoming.