



Whitehall Primary School

Inspection Report - Amended

Unique Reference Number 120081
Local Authority Leicester City
Inspection number 291621
Inspection date 3 October 2006
Reporting inspector Barbara Crane

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

Type of school	Primary	School address	Whitehall Road
School category	Community		Leicester
Age range of pupils	3-11		LE5 6GJ
Gender of pupils	Mixed	Telephone number	0116 2413087
Number on roll (school)	490	Fax number	0116 2431120
Appropriate authority	The governing body	Chair	Kam Gill
		Headteacher	Scott Fewster
Date of previous school inspection	29 October 2002		

Age group 3-11	Inspection date 3 October 2006	Inspection number 291621
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Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This school is much larger than most schools and has a high number of pupils whose first language is not English. About one third of its pupils come from outside the school's normal area. Children's attainment on entry to school is below average. The proportion of pupils with learning difficulties or disabilities is average. One third of the teachers have changed in the past two years.

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. Its success in providing a first-rate education for pupils stems from high quality teaching and the excellent direction for improvement given by its leaders and managers. Parents say that 'there is a superb atmosphere. Children love coming to school and are happy because the staff make learning fun'. The staff and governors are fully in tune with the headteacher's quest for providing the best for pupils and they work hard to achieve the school's aims. Pupils are very well prepared for the future. Outstanding care, support and guidance for pupils lead to their excellent personal development and well-being. Pupils from different backgrounds get on very well and their behaviour is exemplary. Pupils say that 'everyone works as a community and there is always someone to help you'. They make the right choices to keep fit, healthy and safe and are fully involved in bringing about changes for the better in school. Pupils' enjoyment in learning is very well supported by the outstanding curriculum and the wide range of activities and clubs out of lessons.

Pupils' achievement is outstanding and reflects the quality of teaching. Children in the Foundation Stage get off to an excellent start. Teaching gives them exactly what they need to build on for future success in their work and so by the time they start in Year 1, most have reached the goals for their age in all areas of learning. Teachers throughout the school are in a strong position to plan carefully for pupils' different capabilities because of the thorough checks on pupils' progress. Pupils who are learning English as an additional language greatly benefit from teaching in their mother tongue. The rapid progress of pupils with learning difficulties or disabilities is underpinned by sensitive and effective support. Standards in English are well above average by the time pupils leave the school. Standards in mathematics and science are above average but pupils should be doing even better in using their skills to solve problems and undertake investigations in these subjects. The school has identified this as a priority for development.

Leadership and management are outstanding. Work on finding out where things can improve is carried out thoroughly through checks on teaching and learning and pupils' progress. Good practice is shared effectively and weaknesses are quickly recognised and dealt with. The school's track record of meeting its objectives is excellent, as seen in the improvements over recent years in pupils' writing. Governors provide excellent support and check for themselves how well the school is doing.

What the school should do to improve further

- Improve pupils' achievement in solving problems and investigative work in mathematics and science.

Achievement and standards

Grade: 1

Pupils' progress and achievement are outstanding. Pupils who are learning English as an additional language make outstanding progress because of effective support. By Year 6, almost all pupils reach the overall standards expected for their age. Pupils with learning difficulties or disabilities make outstanding progress because of high quality teaching. Children start school with below average attainment and most reach the goals set for their age by the start of Year 1, with some going beyond them. Standards over recent years for pupils leaving the school have been either above average or exceptionally high. In 2005, for example, standards were very high. The results for 2006 were above average, overall, but were well above average in English. The relative weakness in pupils' achievement is in applying their skills to solve problems or to investigate in mathematics and science. This is because the work set for the pupils sometimes lacks the challenge that they need to do their best.

Personal development and well-being

Grade: 1

Pupils' personal development and their well-being are outstanding. Their enjoyment of school is reflected in their good attendance and their enthusiasm in taking advantage of what the school offers them. Pupils make friends easily and the older ones take responsibility for their younger counterparts. Their spiritual, moral, social and cultural development is outstanding. Pupils say that they feel very well prepared for the future because of what they learn, not just in lessons but about working and playing together and respecting people's differences. They say that they appreciate the way that school is 'fair because it gives everyone a chance'. Pupils actively make a difference to their community. The environmental group, for example, check that energy is being conserved and that recycling can take place in classrooms and on the playground. Members of the school council are proud to be elected and take their responsibilities seriously. They have acted to prevent cars being parked dangerously outside school. Pupils keep fit through sporting activities and eat healthily. They know what to do to keep themselves safe both in and out of school. Many pupils raise funds by taking part in the mini-enterprise activities at lunchtime and decide which charities will benefit.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding. There is a very high consistency in the approach to managing behaviour and establishing excellent relationships throughout the school. Pupils with learning difficulties or disabilities learn at a fast rate because of excellent teaching. Teachers ensure that lessons are fun so that pupils want to learn. They check what worked well and where more work is needed when they review lessons. These

evaluations are well used to improve subsequent learning for pupils. The very effective use of assessment in all years means that work is adapted to pupils' different needs. Pupils know what their targets are and what they need to do to reach them. Teachers and pupils review these targets frequently and this spurs pupils on to do even better as they meet with success. Teaching in their home language gives very good support for pupils who are learning English as an additional language and ensures their full involvement. Teaching assistants know exactly what they are doing when they provide support for different groups of pupils and make a valuable contribution to the teaching team.

Curriculum and other activities

Grade: 1

The outstanding curriculum does much to promote pupils' enjoyment of school. The school has evaluated a project undertaken last year to promote pupils' learning more effectively through linking subjects together in topics. This worked well in engaging pupils' interest and is being extended to all classes this year. Current Year 6 pupils, for example, talk enthusiastically about researching on the internet about Islam and building Koran stands, as well as designing prayer mats. More work is needed to promote pupils' ability to solve problems and investigate. There is a very good take up of extra activities and pupils appreciate the lengths that the school goes to in providing these. Links with local secondary schools are well used to provide to extend learning for pupils with particular aptitudes, for example, in using computers. Pupils value the links with local special schools and enjoy visiting them to see plays or sports events.

Care, guidance and support

Grade: 1

The outstanding level of care, guidance and support provided for pupils is an important factor in their success at school. Pupils say that they feel well cared for and that people take time to get to know them as individuals. The warm and supportive relationships throughout the school mean that pupils trust and respect adults. Pupils are confident that help is available from adults if they need it and they also willingly help each other. They know how well they are doing in their work through the use of the 'I Can Do' books and are involved in setting their targets. The staff intervene quickly to identify and support pupils' particular learning needs and this is a major factor in building pupils' self-esteem. Procedures for safeguarding pupils are fully in place.

Leadership and management

Grade: 1

Leadership and management are outstanding and lead to a school in which the staff are happy and pupils do very well. The school is too modest in its evaluation of its effectiveness. There is energy about the school's work, and its clear direction has raising pupils' achievement and supporting their personal development at its core.

The strong management team operates very effectively to keep the school's performance under review under the excellent leadership of the headteacher. He sets the tone in his high expectations of staff and pupils. The findings from monitoring the teaching and analysing data are used very well to set the right priorities. These aims are well known to the staff and governors and form the backbone of the school's work to improve. Previous initiatives, such as improving pupils' writing and skills in using information and communication technology, have been carried out successfully and show the school's capacity to bring about change for the better. New staff are well supported and so quickly become part of the team. Governors ask the right questions and check on how well the school is doing. They spend money wisely to support pupils' progress. Parents have a high level of confidence in the school. Their views, as well as those of the pupils, are used in the school's planning for the future.

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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
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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	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	2
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

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
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

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

¹ 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.

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	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

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming me so warmly when I visited your school. I can understand why you enjoy school so much because it is a brilliant place for you to learn and grow up. You are a credit to your school and play a big part in helping it to improve. You told me that you feel the school prepares you very well for secondary school and I can see why. These are the things that I found are best about your school:

- you know your targets, make excellent progress with your work and reach good standards
- you are very well behaved young people who love school and know how to keep fit, healthy and safe
- your teachers are great and make lessons interesting so that you want to learn
- everyone takes very good care of you and give you extra help if you need it
- the people in charge of the school know what they need to do to make the school even better for you.

We have asked your teachers to make sure that:

- you do even better in solving problems in mathematics and investigating in science.

You can help by thinking hard about different ways to approach problems or investigations and sharing your ideas with your teachers and classmates. Keep on enjoying your time at school. I wish you the very best in the future.