

Whiston Junior and Infant School

Inspection report

Unique Reference Number	106894
Local Authority	Rotherham
Inspection number	336763
Inspection dates	14–15 January 2010
Reporting inspector	Andrew Clark

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Mr Alan Bradbury
Headteacher	Mr Richard Roberts
Date of previous school inspection	0 January 2007
School address	Saville Road Whiston Rotherham S60 4DX
Telephone number	01709 828189
Fax number	01709 828189
Email address	whiston.junior-infant@rotherham.gov.uk

Age group	4–11
Inspection dates	14–15 January 2010
Inspection number	336763

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, observed 7 teachers and spent approximately 40% of inspection time looking at learning, including time spent looking at pupils' work. The inspectors held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a range of documentation, including policies, the improvement plan and an analysis of school records on pupils' progress and attainment. The inspection team received and analysed 165 questionnaires from parents and carers as well as a number of questionnaires completed by pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- children's attainment when they start school and their progress through the Early Years Foundation Stage
- the progress pupils make in mathematics in Years 3 to 6
- the progress made by the more able pupils
- the personal development of pupils of all abilities
- the impact of leadership and management on improving the quality of provision.

Information about the school

The school is smaller-than-average and serves the area of Whiston on the outskirts of Rotherham. The proportion of pupils eligible for free school meals is below average. The vast majority of pupils are from White British families. The proportion of pupils identified with special educational needs and/or disabilities is below average. The Early Years Foundation Stage has a Reception class.

The school has achieved the Healthy Schools award, Activemark, Warwick Award for Business and Enterprise, International Schools award and is part of the British Council Comenius Project. The school is an Investor in People.

The headteacher and a significant number of teaching staff are new in post since the last inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It is improving and has good and outstanding features. The headteacher and staff provide a strong, caring ethos and a rich curriculum which promotes high levels of personal development and community involvement. However, procedures to ensure that all teaching is as good as it could be have not been applied rigorously enough to ensure that they have the greatest impact. As a result, the pupils' progress is not yet consistent enough to make certain they always achieve all of which they are capable. Parents and carers are wholly supportive of the school and value all that it offers their children. 'The headteacher and his staff are very good at making you feel very welcome. I have noticed vast improvements to my child's development. I cannot thank the school enough,' is typical of their views.

Children start school with skills which are broadly typical for their age. They leave Year 6 with average standards. Children get a good start in the Early Years Foundation Stage. Progress is only satisfactory through the rest of the school because teachers do not always match work closely enough to pupils' needs and they do not provide enough opportunities for pupils to independently use and apply their skills. The pupils' behaviour is exemplary. They are keen to learn and to take responsibility. Pupils make an outstanding commitment to the community through roles, such as school councillors, road safety officers and play leaders. They feel very safe and take very good care of each other. They have an outstanding commitment to promoting their own and others' healthy lifestyles and take full advantage of all the many sporting and other events the school offers. Their spiritual, moral, social and cultural development is outstanding and, as a result, pupils of all abilities are exceedingly curious and thoughtful about their world.

The quality of teaching is satisfactory and improving. In particular, teachers make lessons enjoyable and relationships are excellent. However, teachers do not always use their knowledge of pupils' past achievement to set the right level of challenge for pupils' work. The good curriculum promotes pupils' personal development extremely well and brings learning to life through visits, including residential ones and specialist teaching. Good first-hand links are established with pupils from other countries. There are rigorous systems to support and guide vulnerable pupils and teachers know families very well.

Since the headteacher started at the school following the last inspection, he has established a strong ethos which is relished by parents, pupils and staff. This directly contributes to the school's strengths. Parents are extremely supportive of the school and make an excellent contribution to enriching resources and supporting pupils' learning. Self-evaluation is largely accurate. However, the development of leadership at all levels,

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

and the full implementation of new assessment and monitoring procedures, have been too cautiously introduced to have the fullest impact on the quality of teaching and pupils' achievement. As a result, the school's capacity for further improvement is satisfactory.

What does the school need to do to improve further?

- Improve the quality of teaching in order to accelerate rates of progress by all pupils to ensure they reach their full potential by:
 - using assessment information more effectively to make certain that the work set in all lessons accurately matches the needs of pupils of all abilities
 - developing pupils' independent learning skills.
- Share leadership responsibilities more effectively in order to maximise the impact of priorities for school improvement.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils of all abilities show a keen interest in what they are doing and are eager to learn more. They increasingly make use of 'learning walls' and 'punctuation pyramids' to help them improve their own work. They often take a pride in their own work, although the care they take to present their work to the highest quality varies from class to class. Lessons are increasingly practical allowing pupils to be more responsible for their own learning. This is enabling the more able pupils to reach higher standards by Year 6 and is an improvement since the last inspection. However, this is not consistent in all lessons and sometimes pupils have little opportunity to independently use their knowledge and skills. Most pupils thoughtfully reflect on the questions teachers ask, although they do not always deepen their knowledge by discussing ideas with their peers. Pupils with special educational needs and/or disabilities make satisfactory progress because teaching assistants often adapt questions to their particular needs.

The results of Year 2 national assessments have been above average since the last inspection, because teachers have successfully matched work to challenge pupils well. This has been more varied by Year 6 and national test results are closer to average. Pupils' achievement has been steadily improving as a result of improved assessment procedures, but these are not yet consistently used to ensure pupils make the best progress they can in every lesson.

Pupils are courteous, polite and friendly. They are mature and confident as a result of the respect with which they are treated by the staff. They regularly engage in fund raising for charities and, through the school council and other groups, provide pupils with a strong voice in improving school life. Their involvement in the Comenius project has given pupils a real understanding of the lives of pupils from other cultures and

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

countries. The very good development of entrepreneurial skills and attitudes is recognised in the award from the University of Warwick.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching observed ranged from satisfactory to outstanding. In the best lessons, teachers make full use of accurate assessments of pupils' achievements to set challenging targets for pupils of different abilities. They make good use of information and communication technology (ICT), physical activities and games to suit pupils' different learning styles. Teachers increasingly encourage pupils to improve their own work. In other lessons, however, the work does not provide a suitable level of challenge for pupils of different abilities and leads to inconsistencies in pupils' progress. Teachers sometimes over-direct pupils work and do not give them enough opportunity to use their initiative and apply the skills and knowledge they have acquired. Teachers often mark work well and involve pupils in making their own improvements. Teaching assistants make a strong contribution to pupils' learning through implementing carefully planned activities to help to bridge gaps in pupils' basic skills.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

There are good links made between subjects which make learning interesting and relevant for pupils. Literacy and numeracy skills are well promoted throughout the curriculum. There are good opportunities for pupils' physical and creative development and to sing and learn a number of musical instruments and perform in assemblies and local events. Pupils particularly enjoy learning to speak French. Homework is well planned and valued by parents. The promotion of pupils' social and emotional learning is a strength of the school and contributes well to their excellent spiritual, moral, social and cultural development.

Pupils receive good care and support in an inclusive environment. A close partnership with specialist welfare and support services promotes good personal development for vulnerable pupils and those with special educational needs and/or disabilities. The welfare of all pupils, especially the most vulnerable, is paramount. Staff are rigorous in ensuring good care, which is supported by well planned policies and procedures. The strong commitment of all, including administrative and non-teaching staff, has a positive impact on pupils' attendance and behaviour.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and his senior leadership team give the school clear direction and provide a strong lead in school improvement. Improvements to procedures for tracking pupils' achievement and the systematic monitoring of all aspects of provision, are now bearing fruit and steadily leading to improved teaching and increasingly, consistent rates of pupils' progress. Until recently, the school has been too cautious in embedding these new procedures and so limiting the impact they have on pupils' learning. Since taking up his post, the headteacher has taken on many key responsibilities, including several aspects of monitoring and assessment. Whilst this has given him a clear overview of the school, it has restricted the development of staff's leadership skills and the rapid embedding of new procedures. This is now beginning to be addressed. Governors are more involved in the life of the school than they were at time of the last inspection and they ensure that statutory requirements are met. Procedures for safeguarding are good and meet government requirements. The school ensures that all pupils are fully included and none is discriminated against. The outstanding partnership with parents and carers has made a very good contribution to the pupils' excellent attitudes and the development of several key areas of provision. Partnerships with other organisations

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

benefit those who need specialist help and make a satisfactory contribution to pupils' learning. The school makes a good contribution to local and global community cohesion through many activities in Whiston and the good links with schools in Denmark, Poland and other countries.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress. They start Reception with skills which are broadly expected for their age and leave with skills which are often above average in all areas of learning. This is because they are taught well and staff make sure that provision is firmly based on children's needs and interests. Accurate assessments are made of children's learning and these are used well to plan for their next steps. The classroom is well organised to encourage access to a good range of resources for all areas of learning. Children make regular use of the outside areas, but resources for some aspects of physical development are limited. Parents are kept fully informed of children's progress on a daily basis. Children's welfare is given a high priority. The new leadership and management of the Early Years Foundation Stage are good and there is a good action plan for further improvement.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers are overwhelmingly supportive of all aspects of school life. They are especially pleased by the care and consideration the headteacher and all his staff show towards themselves and their children. The inspection teams agree with most of the parents and carers' positive views, but feel some pupils could make even better progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whiston Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 165 completed questionnaires by the end of the on-site inspection. In total, there are 200 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	109	66	54	33	1	1	0	0
The school keeps my child safe	122	74	40	24	0	0	0	0
The school informs me about my child's progress	96	58	61	37	4	2	1	1
My child is making enough progress at this school	97	59	60	36	4	2	2	1
The teaching is good at this school	104	63	58	35	1	1	0	0
The school helps me to support my child's learning	92	56	64	39	2	1	1	1
The school helps my child to have a healthy lifestyle	95	58	66	40	2	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	81	49	66	40	4	2	1	1
The school meets my child's particular needs	91	55	64	39	5	3	0	0
The school deals effectively with unacceptable behaviour	96	58	58	35	1	1	0	0
The school takes account of my suggestions and concerns	80	48	69	42	5	3	0	0
The school is led and managed effectively	109	66	50	30	1	1	1	1
Overall, I am happy with my child's experience at this school	111	67	50	30	2	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 January 2010

Dear Pupils

Inspection of Whiston Junior and Infant School, Rotherham, S60 4DX

Thank you for the warm welcome you gave the inspectors when we visited your school this week. We thoroughly enjoyed talking to you about your work. You should be proud of yourselves, because you are polite, friendly and very helpful.

Your school provides you with a satisfactory education. The headteacher and his staff work hard to make sure you are safe and happy in your learning. Your parents are very proud of the school and told us that they are pleased with how well the school cares for you. You are extremely fit and healthy because you take part in sporting activities and eat well at lunchtimes. You told us how much you enjoy taking responsibility through the school council and as road safety officers. Your behaviour is excellent. You have a very good understanding of how children live in other countries and are very considerate to others.

You make suitable progress in most lessons, but sometimes you could achieve even more. Lessons are well planned and teachers often make learning fun. Sometimes the work given to you doesn't challenge you in the way you would wish, in order to give you the chance to use your knowledge and skills and make your own decisions about your work. Children get off to a good start to their learning in the Reception classes.

To help to make your school better, we have asked the headteacher and staff to do the following:

- make sure all the work you are given is at just the right level to help you achieve your best
- to help you work independently
- for all staff to play a part in quickly improving the school.

You can help by carrying on working hard and enjoying your time at school!

With best wishes for the future.

Yours sincerely

Mr Andrew Clark

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.