

Whittlefield Primary School

Inspection report

Unique Reference Number	119262
Local Authority	Lancashire
Inspection number	339393
Inspection dates	9–10 June 2010
Reporting inspector	Stephen Fisher

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	177
Appropriate authority	The governing body
Chair	Mrs Nicola Banks
Headteacher	Mrs J Caygill
Date of previous school inspection	22 February 2007
School address	Tabor Street Burnley Lancashire BB12 0HL
Telephone number	01282 429419
Fax number	01282 459356
Email address	head@whittlefield.lancs.sch.uk

Age group	3–11
Inspection dates	9–10 June 2010
Inspection number	339393

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 14 lessons, and observed 10 teachers. They held meetings with pupils, staff and one of the governors. They observed the school's work, and looked at documentation including improvement plans, records of pupils' attainment and progress, pupils' work in their books and policies and procedures relating to safeguarding. The inspection team analysed 54 questionnaires returned by parents and carers.

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

- the extent to which teaching and the use of assessment information enable pupils to make sufficient progress as they move through the school
- the effectiveness of school leaders in improving the quality of teaching and learning throughout the school
- the extent to which provision in the Early Years Foundation stage meets children's needs.

Information about the school

The school is average in size. Most pupils are from families of White British heritage. A very small minority speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is slightly below the national average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. There has been a high turnover of teaching staff since the last inspection. The school has gained awards which recognise its contribution to promoting pupils' health and skills in physical education. There is no before- or after-school child care provision on site.

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. From the time they enter the Nursery class, the school places a strong and clear emphasis on children's personal development, one which is appreciated by parents and carers. There is a calm atmosphere throughout; pupils behave well in and around the school and respond positively in their lessons.

When they start Nursery, the level of children's skills varies but, overall, it is in line with what is typically expected. Pupils make satisfactory progress as they move through the school and by the end of Key Stage 2, their attainment in national tests is broadly average. Attainment in writing has steadily improved since the last inspection. Pupils with special educational needs and/or disabilities have their needs met well and they make good progress. Whilst pupils make satisfactory progress in Key Stages 1 and 2, teachers do not always have high enough expectations of what pupils can achieve and the work set for pupils is not always closely matched to their abilities, particularly for the more able pupils. Pupils are not routinely given clear guidance about how well they are doing and about how to improve their work. In some lessons, pupils have limited opportunities to work independently and to learn in practical ways.

Pupils have a good understanding of how to lead healthy lifestyles; they are very active and play safely at break-times. They enjoy the range of physical activities that the school provides and there is good attendance at, and enthusiasm for, the extra-curricular activities the school provides. Pupils' spiritual, moral, social and cultural development is good. They have respect for adults and each other and a good sense of what is right and wrong. They say that they are happy at school and that they feel safe. The school's curriculum is good and the care, guidance and support provided for pupils are a strength of the school. The school's leadership is strong in its relationship with parents and carers and in the emphasis that it places on valuing and promoting the well-being of each of its pupils. Safeguarding procedures are satisfactory and the overwhelming majority of the parents and carers who responded to the inspection questionnaire said that the school keeps their children safe. School self-evaluation is broadly accurate. However, the strategies employed by school leaders and governors for monitoring the quality of teaching and learning and for using pupils' performance data to identify areas for improvement are not effective enough in bringing about sustained improvement in pupils' progress. All this demonstrates that the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Improve the quality of teaching and learning and raise attainment by ensuring that

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

in all classes in Key Stages 1 and 2:

- lessons have a quick pace, with high expectations of what all groups of pupils can achieve
 - the work set for pupils more closely matches their abilities, particularly for the more able
 - pupils are given clear guidance about how well they are doing and about how to improve their work
 - pupils have increased opportunities to work independently in lessons and be more active in their learning.
- Improve leadership and management at all levels, by:
 - implementing strategies to rigorously monitor the quality of teaching and learning
 - making good use of pupils' performance data to identify areas for improvement and to take effective steps to increase rates of pupils' progress
 - fully involving governors in monitoring and evaluating all aspects of school performance and in driving school improvement.
 - About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Most pupils make satisfactory progress from their starting points because teaching, though it has good features, is not consistently well paced and closely matched to pupils' needs to enable them to make good progress. Pupils with special educational needs and/or disabilities make good progress as a result of the carefully planned, well-targeted support that they receive. Pupils show interest and have positive attitudes in lessons, though they become disinterested and restless on occasions when their teachers' explanations are too long. They follow instructions readily and concentrate well when not directly supervised by an adult. They cooperate effectively; for example, when Year 6 pupils used computers to create profiles of themselves in the computer room. Most work carefully, but do not routinely demonstrate the ability to edit and improve their work, nor are they given clear enough guidance about how to do so.

The vast majority of pupils say that they feel safe and well looked after at school. They value the opportunities to take on responsibilities, such as when Key Stage 2 pupils act as playground helpers in the Key Stage 1 yard, and being able to suggest improvements to school facilities via the school council. The school places a high priority upon pupils' well-being and their understanding of what it means to lead a healthy lifestyle is good, reflecting the school's recent Lancashire Healthy School award. They enjoy the daily 'wake and shake' sessions, as well as after-school clubs, such as gymnastics. Pupils are polite and friendly and their spiritual, moral, social and cultural development is good. They respond well to opportunities to use imagination and creativity, through art 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

poetry projects, for example. They show respect and consideration for each other and appreciate their school as a community. Their cultural development is enhanced through a wide range of visits to places of interest, though they have limited first-hand experience of different cultures and faiths.

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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Whilst teaching is satisfactory across the school, it has good features. In the good lessons, teachers plan activities that are challenging, well-paced, involve practical and cooperative activity and which are stimulating for pupils. For example, when pupils in a Key Stage 1 numeracy lesson estimated and measured the mass of objects and when pupils in a Key Stage 2 literacy lesson wrote advertising leaflets using persuasive language. In these lessons, teachers used support staff effectively to work with individuals and small groups of pupils who needed extra help, and most pupils made good progress. Where teaching is satisfactory, the pace is sometimes slow, the expectations of what pupils can achieve are not high enough and pupils are given tasks that are well within their capabilities. Teachers give pupils praise and encouragement in

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

lessons and when marking their work, but do not routinely give pupils guidance about how well they are doing or about how to improve the quality of their work.

The school increasingly uses a cross-curricular approach, such as developing pupils' literacy skills via a study of ancient and modern Greece, and through themed events, such as the recent 'maths week'. Well-structured intervention programmes help to ensure that pupils with special educational needs and/or disabilities make good progress and all pupils benefit from a wide range of visitors to and visits outside the school to help develop their learning. The school makes good use of partnerships with local schools, notably with the provision of French teaching for pupils in Years 5 and 6 and a range of sports coaching at the school.

Pupils benefit from the good-quality care, guidance and support that they receive. Staff know the pupils very well, encourage them to take responsibility and expect them to look after themselves and each other. The school places a strong and successful emphasis on the development of pupils' self-esteem through its rewards systems and behaviour management strategies. A number of pupils in the school have troubled lives; using its own resources and by working effectively with a range of partners, the school ensures that these pupils are cared for well, supported and enabled to learn and develop their academic and social skills. The school's arrangements for the admission of children to the Early Years Foundation Stage and for their transfer to local secondary schools are effective.

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 monitoring of teaching and learning by senior leaders has been adversely affected by the fact that, through no fault of its own, the school has had three deputy headteachers in the last two years. These and other staff changes have substantially increased the workload of the headteacher and resulted in a loss of sharpness in the quality of leaders' monitoring and evaluation activity. Subject leaders have assumed greater leadership responsibility since the previous inspection, for example, they have led on the improvement in pupils' writing skills, in developing pupils' calculation skills and in improving the school's information and communication technology resources. Self-evaluation is broadly accurate, apart from the school's evaluation of the quality of teaching and its assessment systems, where the self-evaluation is a little generous. Even taking into account the school's recent staffing difficulties, the school's systems for

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

monitoring the quality of teaching and learning are not rigorous enough to bring about sustained improvement in order to enable leaders and managers to identify areas for improvement or to take the necessary steps to increase the rates of pupils' progress. The governing body has ensured that all statutory duties are met and that pupils are securely safeguarded. However, governors are not fully involving in monitoring and evaluating all aspects of the school's performance or in driving school improvement. Relationships with parents and carers are good and they comment very positively about the school. Partnerships with other schools, local authority agencies and voluntary organisations are satisfactory. Partners contribute positively to outcomes for pupils at the school, although the school does not, as yet, support other institutions. The school tackles all forms of discrimination effectively and all pupils in the school have an equal opportunity to access the curricular and extra-curricular activities provided. The school is a very cohesive community, though the promotion of pupils' understanding of cultural diversity beyond the school is less well-developed.

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	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress overall and good progress in their personal, social and emotional development. They are cared for well and feel happy and secure as a result. Children enjoy school, readily follow instructions from adults, cooperate and play with each other well, and their behaviour is good. The older children receive clearer guidance than the younger ones, which helps them to sustain concentration on the tasks that they are given and those that they choose for themselves. Although the speaking

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 reading skills of many of the children are not well developed, they want to do well and the adult-led reading and writing activities for small groups of Reception children are enabling them to improve the rates at which they develop their communication skills.

Staff provide a calm, nurturing and stimulating environment, with routines that enable children to develop their self-confidence. Although the quality and range of outdoor resources, equipment and activities does not match that of the indoor environment, overall, adults are deployed well to support children's learning and welfare and planned activities successfully meet the range of children's needs. Staff keep clear records of who they have been working with and make informal assessments of children's achievement via observations. The school has identified that outdoor provision and the use of assessment information are areas for improvement.

The Early Years Foundation Stage has been under temporary leadership since the beginning of the Summer Term 2010. The temporary leader has already had a positive impact on the quality of provision, particularly for the Reception children and in establishing that staff in nursery and reception should plan together to ensure that policies and assessment procedures are implemented consistently, that children are kept safe and that they have equal access to the full range of experiences that the setting provides.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

A minority of families responded to the questionnaire for parents and carers. They were overwhelmingly positive about the school's work. They were particularly positive in saying that their children enjoy school, that it keeps them safe and that it helps them to be healthy. Some parents and carers commented about how positively staff respond when they express concerns, though others did not feel that the school keeps them well-enough informed about their children's progress. Inspectors discussed these matters with the school and were satisfied with its arrangements for communicating with parents and carers. A small number of parents and carers believed that behaviour was not well managed. Inspectors found that the school manages pupils' behaviour well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whittlefield Primary 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 inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 177 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	67	16	30	2	4	0	0
The school keeps my child safe	31	57	20	37	1	2	0	0
The school informs me about my child's progress	28	52	20	37	5	9	0	0
My child is making enough progress at this school	29	54	23	43	1	2	0	0
The teaching is good at this school	34	63	19	35	0	0	0	0
The school helps me to support my child's learning	31	57	21	39	2	4	0	0
The school helps my child to have a healthy lifestyle	32	59	22	41	0	0	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)	28	52	22	41	1	2	0	0
The school meets my child's particular needs	32	59	20	37	1	2	0	0
The school deals effectively with unacceptable behaviour	31	57	17	31	5	9	0	0
The school takes account of my suggestions and concerns	25	46	26	48	2	4	0	0
The school is led and managed effectively	39	72	15	28	0	0	0	0
Overall, I am happy with my child's experience at this school	35	65	17	31	2	4	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



14 June 2010

Dear Pupils

Inspection of Whittlefield Primary School, Burnley, BB12 0HL

Thank you very much for the warm and friendly welcome you gave to the inspection team when we visited your school. We were impressed by your polite and friendly behaviour and your enthusiasm for the activities that the school provides.

We have judged your school to be satisfactory. This means that you and your school do some things well but that some important aspects are not as good as they could be.

Here are some of the reasons why we have judged your school to be satisfactory.

- You make satisfactory progress in developing your literacy and numeracy skills as you move through the school, but need to continue to improve them.
- You behave well and know how to keep safe and healthy.
- You appreciate the after-school clubs, visits to places of interest and the visitors to school that the staff organise for you.
- The school's staff look after you extremely well.

I have asked your teachers and governors to make some changes to improve your school further. These include:

- ensuring that the work your teachers give you is more closely matched to your needs to allow you all to make faster progress
- giving you clear guidance about how well you are doing in your work and about how you can improve it
- making sure that the governors and school leaders have clear plans for checking on how well each of you is progressing and for supporting the teachers in making your learning even better.

Yours sincerely

Mr Stephen Fisher

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.