

Whitegate End Primary and Nursery School

Inspection report

Unique Reference Number	105658
Local Authority	Oldham
Inspection number	355812
Inspection dates	4–5 April 2011
Reporting inspector	Kathryn Dodd

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	240
Appropriate authority	The governing body
Chair	Mr Roy Smith
Headteacher	Miss Suzanne Ashton
Date of previous school inspection	12 September 2007
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Inspection number 355812

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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 12 lessons involving nine teachers. The inspectors held discussions with staff, groups of pupils, members of the governing body and with parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and a sample of pupils' work. The inspectors analysed 60 questionnaires returned by parents and carers, 103 from pupils and 16 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Pupils' attainment, particularly in reading, by Year 2.
- Whether children in the Early Years Foundation Stage and pupils in Years 1 and 2 make consistently good progress.
- The quality of teaching, particularly in enabling pupils to understand how they are getting on, and whether the curriculum is adapted well to boost attainment for more-able pupils.
- The impact of all leaders and managers and of the governing body, on promoting school improvement and raising attainment, and to what extent the changes within leadership have impacted on recent improvement.

Information about the school

This is of average size for a primary and nursery school. Most pupils are White British, but the current below average proportion of pupils from minority ethnic backgrounds is increasing. The proportion of pupils known to be eligible for a free school meal is broadly average but is also increasing. The proportion of pupils with special educational needs and/or disabilities is above average. The school has been accredited with a number of awards, which include the Activemark, Eco-School Green Flag, and Healthy School status.

The headteacher has been in post since September 2010. 'Bright Stars', which is a breakfast, after-school, and holiday club, operates on the school site. This provision is run by a private provider and was not part of this inspection. A separate report is available on the Ofsted website.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. The exceptional way in which each child is cared for and nurtured reflects the genuine warmth and care that radiates from everyone. Pupils say they feel 'totally safe'. Parents and carers say that 'in this school every child really matters'. Rigorous attention is given to making sure that safeguarding arrangements are outstanding. They permeate all aspects of school life and are a high priority for everyone. Pupils' behaviour is consistently exemplary. A high level of mutual respect and courtesy with adults and between pupils pervades. Pupils have a keen awareness of right and wrong, of the consequences of their actions, and are continually supportive of one another in rising to the high expectations of them.

In the Early Years Foundation Stage, children make good progress from their usually below average starting points. In the Nursery and Reception classes, adults plan good opportunities to develop the essential skills needed if children are to become effective learners, such as, helping, sharing, working together, taking turns, keeping safe and behaving well. During whole and small group sessions, activities and questioning by adults are well matched to children's varying abilities. However, at times children have insufficient opportunities to make choices, and adults miss the chance to question children in order to advance their learning.

Between Years 1 and 6, pupils make good progress and by Year 6, attainment is above average. Progress accelerates in Years 3 to 6 because the quality of teaching is consistently good. In reading, for example, teachers make very good use of their assessments of pupils' abilities to provide work and to deploy support staff to good effect. Pupils are given time to practise their reading skills regularly, including in groups, independently and with adults. Adults ensure that pupils have a good understanding of what they need to do to reach their learning targets. In Years 1 and 2, these best practices are not yet consistently well applied.

In recent years, the school has moved forward at a good rate. Improvements to the quality of provision, particularly the consistently good teaching in Years 3 to 6, and the effective challenge now provided for more-able pupils, are contributing to improved attainment by Year 6. Despite recent leadership changes, the capacity to improve further is good. A strong sense of teamwork and high morale pervades. Good quality monitoring by senior leaders results in an accurate, albeit in some aspects, modest evaluation of the school's work. This, coupled with their effective analysis of pupils' progress and attainment, swiftly and precisely pinpoints improvement priorities. Leaders know that their next steps are to review and monitor more closely the quality of provision through Years 1 and 2, particularly in reading, and to review the impact of the new initiatives aimed at raising attainment.

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What does the school need to do to improve further?

- Accelerate children's progress in the Early Years Foundation Stage even more by:
 - – providing more opportunities for children to influence what, how or where and when they learn, including outdoors
 - – ensuring all adults question children's understanding effectively in order to identify their next steps more precisely.
- Raise attainment and improve provision in reading in Years 1 and 2 by:
 - – improving assessment procedures and ensuring that staff use this information effectively to plan challenging activities that match pupils' varying abilities
 - – providing more opportunities for pupils to read, including individually with adults, in groups, or independently
 - – making sure pupils are clear about what they need to do to attain their learning targets
 - – ensuring leaders closely monitor the quality of provision and the impact of new initiatives to raise pupils' attainment.

Outcomes for individuals and groups of pupils

2

Achievement is good. Pupils, including those with special educational needs and/or disabilities, make good progress. In lessons, pupils engage enthusiastically with their learning and behave extremely well. They are attentive, keen to learn, and work at a good pace, alongside adults, in pairs, and independently. Learning occasionally slows when pupils sit for too long listening to their teacher or when activities lack challenge. In recent years, attainment has risen and by Year 6 is now above average. In 2010, the proportion of pupils reaching the higher Level 5, particularly in mathematics, exceeded that expected nationally. In English, attainment is also above average, although it is higher in reading than writing. Whole-school initiatives aimed at improving pupils' writing skills are paying dividends. Results from teacher assessments at the end of Year 2 indicate that recently attainment has been below average, notably in reading. Current attainment in Year 2 is broadly average in mathematics and writing, which represents good progress from pupils' starting points on entry to the school. Attainment in reading is also improving, but at a slower rate because pupils' progress in this skill through Years 1 and 2 is inconsistent.

This is a very harmonious school in which pupils' spiritual, moral, social and cultural development is outstanding. Pupils of varying backgrounds and ages get on noticeably well together. They relish the many opportunities for taking on responsibilities and small jobs that contribute to the smooth running and upkeep of the school. School and eco-councillors ensure pupils have a strong voice in decision making, for example, by agreeing the 'always' badge system, that recognises their achievements, particularly in rising to the high expectations of their behaviour. Opportunities for younger pupils to influence what and how they learn are still developing. Pupils' knowledge of how to keep safe both in and beyond school is impressive. Through special events, such as 'Be Safe Day,' pupils develop an excellent understanding of what constitutes an unsafe situation. Assemblies and after-school clubs, such as 'Let's Get Cooking,' strengthen their knowledge of potential kitchen hazards and also extends their understanding of how to lead a healthy

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lifestyle. Attendance is average and improving at a good rate. Through activities, such as 'Take-Over Day,' pupils develop a good insight into the world of work. This, along with their good progress, above average attainment, excellent behaviour and improving attendance demonstrates that they are well placed to become successful young adults of tomorrow.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

Effective classroom organisation, skilful use of interactive whiteboards coupled with teachers' enthusiasm and very positive relationships all make a strong contribution to pupils' good progress. Outstanding teaching, such as in Year 6, reflects very direct, fast-paced, skilful and challenging questioning that keeps pupils continually on their toes. When teachers provide ongoing opportunities for pupils to reflect on their progress and to identify for themselves how they can reach their learning objectives, learning moves forward at a rapid rate. Teachers' assessments, particularly for pupils in Years 3 to 6, are used effectively to influence their planning. In Years 1 and 2, however, opportunities to check, evaluate and record pupils' skills in reading and to identify and share with pupils their precise next steps, are sometimes overlooked. As a result, some activities, for example, during guided reading sessions, do not always provide sufficient challenge. In mathematics, however, a well-developed programme of activities to challenge more-able pupils, along with regular opportunities for pupils to develop quick mental calculation skills

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and to solve mathematical problems, are all helping to raise attainment. Similarly, curricular adaptations aimed at accelerating pupils' progress in writing, for example, by providing more opportunities for pupils to practise their writing skills in different subjects, are paying dividends. Effective partnerships beyond school, help to extend and enrich the curriculum and broaden pupils' horizons, for example, when pupils join with other schools for special events, particularly in music, art and sport. These contribute significantly to pupils' enjoyment of learning.

Making sure that pupils are nurtured and cared for and are extremely safe is given high priority. Excellent pastoral support is evident in daily practices. Pupils are confident that someone is always on hand if they have worries. The strong contribution of pastoral staff, a good range of support and nurture programmes, such as 'dinosaur school', together with the excellent partnerships fostered with external support agencies, mirror the school's unrelenting commitment to removing any barriers to learning. This is why attendance has recently improved and contributes effectively to the good progress of pupils with additional social and emotional needs or special educational needs and/or disabilities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders place a strong emphasis on the inclusion of pupils, removing barriers to learning and ensuring that all pupils can participate in everything on offer. Recently adapted systems for tracking pupils' progress enables staff at many levels to quickly and easily pinpoint any barriers to achievement. This demonstrates their commitment to providing equal opportunities. However, leaders are yet to ensure that all pupils make consistently good progress in reading in Years 1 and 2. The school's safeguarding procedures are outstanding because there is thorough training for all staff and the governing body and excellent communication of safe practices with pupils and their families. This means that pupils' safety is at the heart of the school's daily work. Effective partnerships, for example, with other schools, help to drive improvement, particularly providing professional development opportunities for staff and, as a result, the quality of teaching is now good. Despite changes in leadership, improvement continues at a good rate. The improved achievement of children in the Early Years Foundation Stage, pupils' better attainment and progress in writing, and much improved attendance, are all examples of recent successes.

The school makes a good contribution to community cohesion. Excellent links are established within the locality, such as, by developing a 'community garden'. Pupils participate in a good range of activities that help them to appreciate the different cultures and faiths around the world. Opportunities for pupils to engage with ethnically diverse

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groups further afield, including globally, are developing at a good rate. Partnerships with parents and carers are good, contributing effectively to school decision-making. The governing body has a very clear understanding of the school's strengths and weaknesses. Regular visits into school, along with an increasing understanding of the school's information about pupils' attainment and progress place the governing body in a good position to offer both effective support and also constructive challenge.

These are the grades for leadership and management

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

Early Years Foundation Stage

Learning gets off to a successful start. Children make good progress from their below expected starting points. The very warm and caring relationships between adults and children, along with the bright, well-resourced and extremely safe learning environment, ensure that children enjoy learning and feel very safe. This, coupled with the effective partnerships established between home and school, ensures children settle in quickly. During whole-class and small group sessions led by adults, children are usually attentive and keen to participate. Their concentration, however, sometimes starts to drift when they sit for too long because they are eager and ready to explore the good range of exciting learning opportunities on offer. Adults successfully promote children's reading and writing skills as they play and learn independently. On occasion, however, opportunities to assess their very small steps in achievement when taking part in such activities remain overlooked.

Since the previous inspection, leaders and managers have enhanced the quality of provision. Their successes are evident in children's recently improved attainment in reading and writing. As a result, the proportion of children now on track to reach the goals expected for their learning by the start of Year 1, is higher than in previous years and, is close to average.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
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, including those that held discussions with inspectors, express their overwhelming support for almost all aspects of the school's work. They all agree that the school keeps their children safe. They particularly appreciate that 'staff go the extra mile to ensure children's needs are met.' A very small minority did not agree that the school helps to support them with their child's learning at home, such as, in reading. Although good procedures are established to do so through written communication, there remains scope to supplement this verbally and plans are firmly in place to do so.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whitegate End Primary and Nursery 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	65	20	33	1	2	0	0
The school keeps my child safe	45	75	15	25	0	0	0	0
My school informs me about my child's progress	31	52	25	42	2	3	0	0
My child is making enough progress at this school	30	50	26	43	1	2	0	0
The teaching is good at this school	33	55	24	40	1	2	0	0
The school helps me to support my child's learning	33	55	19	32	5	8	0	0
The school helps my child to have a healthy lifestyle	29	48	31	52	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	47	25	42	0	0	0	0
The school meets my child's particular needs	35	58	22	37	2	3	0	0
The school deals effectively with unacceptable behaviour	24	40	33	55	1	2	0	0
The school takes account of my suggestions and concerns	25	42	32	53	2	3	0	0
The school is led and managed effectively	32	53	27	45	0	0	0	0
Overall, I am happy with my child's experience at this school	39	65	20	33	0	0	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



6 April 2010

Dear Pupils

Inspection of Whitegate End Primary and Nursery School, Chadderton, OL9 8EB

Thank you so much for the extremely warm welcome you gave us when we inspected your school. We thoroughly enjoyed our time with you and finding out your views. You go to a good school. By Year 6, your attainment is above that expected for your age and you make good progress. We were particularly pleased to:

- see your excellent behaviour and how mature, polite, courteous you all are
- see how well you all get on together, treat one another with respect and learn together so peacefully
- find out that you know so much about how you can keep safe both in school and in your local area and that you feel totally safe
- see how enthusiastically you carry out your special jobs, such as, at playtime
- find out that more of you are now coming to school every day.

We have asked that some improvements be made. These are to make sure that:

- those of you in the Nursery and Reception classes are given more chances to choose where, when and how you learn and play, including outside, and when you do, the adults check more carefully how well you are learning
- your attainment in reading by the end of Year 2 improves, particularly by making sure teachers give you work that makes you all think hard, by giving you more chances to practise reading and by making sure you are all clear about what you need to do to reach your learning targets
- adults with special responsibilities check more carefully that the changes they are making to how you learn are helping you to learn more quickly, especially in reading in Years 1 and 2.

You can help by making sure that you always check what you still have to do to reach your learning targets and by reading regularly at home.

Yours sincerely

Kathryn Dodd

Lead inspector

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