

# Goosnargh Whitechapel Primary School

## Inspection report

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<b>Unique Reference Number</b>	119154
<b>Local Authority</b>	Lancashire
<b>Inspection number</b>	339367
<b>Inspection dates</b>	11–12 November 2009
<b>Reporting inspector</b>	Clare Henderson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	66
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Alastair Christopherson
<b>Headteacher</b>	Mrs Louise Jones
<b>Date of previous school inspection</b>	4 June 2007
<b>School address</b>	Church Lane Whitechapel Longridge PR3 2EP
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and held meetings with governors, staff and groups of pupils. The inspectors observed the school's work and looked at a range of evidence including material on pupils' progress, safeguarding, the curriculum and 35 questionnaires completed by parents and carers, together with others from pupils and staff.

- attainment, progress and learning for all pupils in writing
- the quality of provision and its impact on pupils' personal development
- the effectiveness of marking in guiding pupils to improve their work
- the quality of leadership and management in sustaining improvement in pupils' achievement.

## Information about the school

The school is much smaller than average. There are currently no pupils eligible for a free school meal. The proportion of pupils identified with special educational needs and/or disabilities is well below average. Most pupils are of White British heritage. The Early Years Foundation Stage consists of a Reception/Year 1 class. There is breakfast and after-school provision. The school has gained Healthy Schools, Eco Bronze and Activemark Awards. On site, there is a pre-school nursery which is subject to a separate 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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school which is, as parents and carers overwhelmingly say, 'the heart of the community where children from far and wide benefit from a fantastic education'. Inspection findings agree and indeed, pupils are fortunate to attend such a vibrant and happy school. The driving force in its success is outstanding leadership, at all levels, which provides clear direction and promotes an extremely strong desire for each pupil to succeed. As a result, from levels that are broadly expected for their age at the start of the Early Years Foundation Stage, all groups of pupils make outstanding progress and reach standards in English, mathematics and science which are consistently high by the time they leave in Year 6. The excellent track record of improvement since the last inspection effectively illustrates leaders' and governors' ambition and drive. The school is aware of its strengths and areas for development and has shown it takes effective action to tackle these issues. This commitment illustrates very well the outstanding capacity that the school has to improve further.

Pupils say they, 'love school and are proud to belong'. Exemplary behaviour and pupils' tangible enjoyment of school, reflected in high levels of attendance, confirm this view. Outstanding teaching engages pupils and the pace of learning is rapid. Similarly, exemplary care, support and guidance contribute to pupils' outstanding achievement and development. The highly creative curriculum is enriched with excellent features including many opportunities for pupils to extend their literacy, numeracy, and information and communication technology (ICT) skills very effectively across a range of subjects. It also provides a wide range of interesting before and after-school clubs which provide many opportunities for pupils to excel in art, sport and music. Pupils are able to think deeply about the experiences of others. The school recognises that opportunities for pupils to learn more about, and meet children from a wider range of religious, ethnic and cultural backgrounds could be developed further.

## What does the school need to do to improve further?

- Improve community cohesion by:
  - - providing pupils with further opportunities to engage with pupils from different religious, ethnic and cultural backgrounds in Britain and within the wider world.

**Outcomes for individuals and groups of pupils**

**1**

In all lessons, pupils display a real enthusiasm for learning and embrace the high level of challenge teachers set. Within the extremely positive climate of mutual trust and

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respect, evident during the inspection, pupils work together very cooperatively and display an excellent range of learning skills. Thought-provoking questions and exciting use of the media in English lessons or experiments in science, for example, are used well to broaden thinking and pupils' life experiences. This was evident as Year 6 pupils evaluated a radio news report concerning troops in Afghanistan. They identified skilfully, and expressed with clarity and maturity, the different ways news is presented. Such high quality learning ensures all groups of pupils, including the few with special educational needs and/or disabilities, make outstanding progress in their learning.

When they begin Year 1, most pupils are working above the levels expected for their age. During Key Stage 1, pupils make outstanding progress overall in reading, writing and mathematics to reach standards which are comfortably above average by the end of Year 2. This high rate of learning continues as pupils become increasingly independent and self-confident and, by the end of Year 6, they consistently reach high standards in English, mathematics and science. Such high quality learning ensures pupils are very well prepared when they leave for the next stage in their learning.

Pupils willingly take on a wide range of responsibilities. They feel adults listen to them and respond positively to their ideas. For instance, as school councillors they engage in decision making and are especially proud of their part in choosing new playground equipment. Behaviour is exemplary and pupils' attendance is high. Their spiritual, moral, social and cultural development is outstanding overall, although their cultural experiences are less well developed. Pupils fully understand how to maintain healthy lifestyles and why they should do so. At lunchtimes, older pupils serve younger ones as they enjoy the healthy meal prepared for them. Their involvement within the local community is impressive as is the concern they show and money they raise, for those less fortunate than themselves.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>

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

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

## How effective is the provision?

Pupils are clear about each lesson's purpose and articulate their views with maturity in well thought out inspiring activities. Pupils' well honed skills of evaluating their own work ensure learning proceeds at a lively and challenging pace. Teachers' ongoing review and assessment of pupils' work ensures pupils have a clear idea of what needs to be done next in order to maintain improvement. Tasks are matched precisely to pupils' ages, interests and varying abilities. Those few pupils with special educational needs and/or disabilities are expertly managed by talented teaching assistants.

The curriculum is extremely practical and exciting. Pupils' literacy, numeracy, and ICT skills are consolidated through practical investigations and learning is brought to life in a meaningful way. This was seen in a Year 6 geography lesson where pupils watched and discussed a film clip showing flooding in El Salvador. They discussed reasons for, and the effects of, different climates within a range of countries, and, then confidently used ICT and mathematical skills to record them. They comment very positively on their enjoyment of the practical activities such as the opportunity for all pupils and the teachers, in Years 3 to 6, to learn to play the clarinet. Residential visits and an excellent range of after-school activities add purpose to pupils' learning and experiences while extending opportunities for them to show initiative. For instance, pupils say they really enjoy 'food tech' club where they learn to cook and then share the food produced with their families. School life is interwoven closely with that of the local community. An example of this is the annual Roper Day where money bequeathed by a local resident is used to benefit the pupils. This year, it took the form of a multicultural arts day where pupils experienced a range of art work from across the world.

Parents and carers overwhelmingly agree that care, support and guidance are outstanding. 'My child was being bullied in the last school; here, he has regained his confidence and feels secure', is a comment typical of the vast majority of parents and carers who replied to the questionnaire. Provision in the before and after-school clubs is outstanding. Pupils benefit from many opportunities such as early morning tennis coaching. These activities extend their skills and interests very effectively. Transition arrangements are carefully planned through excellent links formed with the pre-school nursery and local high schools.

*These are the grades for the quality of provision*

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

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

## How effective are leadership and management?

The headteacher leads the school exceptionally well. Within this small school, teachers have a wide range of responsibilities. They manage these extremely well and all staff, including administrative personnel, share an enthusiasm and commitment to extending their talents and skills for the benefit of the pupils. Meticulous attention is paid to the quality of teaching and learning to meet the needs of all pupils whose progress is checked thoroughly and provision astutely adjusted where needed. An example of this is the determination of staff and governors to raise funds for the planned multi-games sports facility. Links with parents and carers are excellent. The school grasps every opportunity, through frequent information meetings for parents and carers, and questionnaires, to gauge and respond to their views. Governance is excellent. It is self-critical and reflective and enables governors to challenge and hold the school to account in equal measure. Exemplary safeguarding procedures contribute very effectively to pupils feeling extremely safe and enjoying school immensely. The quality of community cohesion is good. The focus the school gives, through excellent partnerships in the local community to developing pupils' understanding and tolerance of differences in the local area is outstanding. However, pupils' experiences and knowledge of cultural and religious differences at national and global levels are less well developed.

*These are the grades for leadership and management*

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

<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b></p> <p>Please turn to the glossary for a description of the grades and inspection terms</p>	
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children begin school with skills which are broadly expected at this age in most areas of learning. Excellent links with the pre-school nursery ensure children's passage into school is a smooth one. As one parent says, 'Any anxieties I had as a new parent have been alleviated'. This view, reflected by many, confirms children get off to an excellent start in the Early Years Foundation Stage. Adults provide exemplary care and excellent quality teaching within an exciting indoor and outdoor environment. Children's smiling faces are testament to this. Their joy is tangible as, for instance, they investigate light and dark in the 'dark cave' they have made; or solve mathematical problems through buying and selling candles in the café area. Children's understanding of letters and sounds and writing skills, which are lower than other areas of learning on entry, move forward at an excellent pace as a result of daily sessions focusing on these aspects. Consequently, they reach levels which are above those expected at this age. Learning through play is advanced at a rapid pace because adults capitalise on community links. For instance, a visit from the local postman resulted in children writing key facts they remembered such as 'I wear a reflective jacket and big boots'. Such opportunities enable children to reflect on health and safety issues as well as widen their life experiences in an enjoyable way. Progress is outstanding and, by the time they move to Year 1, children surpass the expected levels in all areas of learning. The manager has an in-depth knowledge of how well children progress. Ongoing observations of children at play are collected by all adults. These are highly reflective and informative and used effectively to plan children's next steps in learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The vast majority of the parents and carers who replied to the questionnaire are very content with the quality of education and care provided. Comments include: 'The Whitechapel family continues to thrive, excellent teaching, guidance and community spirit', and, again, 'We feel very privileged that our child attends this school'. The inspectors found no reason to disagree with these views.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Goosnargh Whitechapel 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 35 completed questionnaires by the end of the on-site inspection. In total, there are 66 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	74	9	26	0	0	0	0
The school keeps my child safe	28	80	7	20	0	0	0	0
The school informs me about my child's progress	21	60	13	37	0	0	0	0
My child is making enough progress at this school	24	69	11	31	0	0	0	0
The teaching is good at this school	27	77	8	23	0	0	0	0
The school helps me to support my child's learning	24	69	10	29	0	0	0	0
The school helps my child to have a healthy lifestyle	28	80	7	20	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)	21	60	12	34	0	0	0	0
The school meets my child's particular needs	27	77	8	23	0	0	0	0
The school deals effectively with unacceptable behaviour	21	60	13	37	0	0	0	0
The school takes account of my suggestions and concerns	22	63	13	37	0	0	0	0
The school is led and managed effectively	24	69	11	31	0	0	0	0
Overall, I am happy with my child's experience at this school	28	80	7	20	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 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



13 November 2009

Dear Pupils

Inspection of Goosnargh Whitechapel Primary School, Preston, PR3 2EP

We thoroughly enjoyed inspecting your school and appreciated your warm, friendly welcome. We were extremely impressed by how each one of you is eager to do as well as you can. We thoroughly enjoyed talking to some of you and seeing how much you enjoy your lessons, playtime and lunchtime with your friends.

You go to an outstanding school. These are some of the things the school does very well.

You are taught exceedingly well and receive excellent care, support and guidance. You make outstanding progress in lessons and your behaviour is excellent. We were very impressed with your responsible attitude and the way you consider each other's feelings often before your own.

You thoroughly enjoy the many interesting activities arranged for you. However, I have asked your teachers to broaden your experience of different people and religions by extending links beyond your area.

Your school's leaders are determined to continue to improve your school, so that you all continue to do as well as you possibly can. Your parents are very pleased with your progress in school. You all have an important part to play in continuing to make sure your school remains outstanding. You can help by listening very carefully to the advice of the staff and by working as hard as you possibly can. This will help you continue to achieve well and reach even higher standards.

Thank you for helping us with this inspection. I hope the school will keep building on its strengths.

Yours sincerely

Mrs Clare Henderson

Lead inspector

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