Inspection of Whitings Hill Primary School

Whitings Road, Barnet, Hertfordshire EN5 2QY

Inspection dates: 13 and 14 December 2023

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Early years provision	**Outstanding**
Previous inspection grade	Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since 10 November 2010.

What is it like to attend this school?

Pupils at Whitings Hill primary school are successful and confident learners who are kind and considerate of each other. In lessons and in the playground, they behave extremely well, sharing resources and listening to each other. Staff have high expectations and pupils rise to these. This starts in early years, where children cooperate and take turns. Incidences of bullying are rare. Pupils are confident to tell adults and know they will deal with any concerns quickly.

Leaders are highly aspirational for all learners. The curriculum is ambitious and prepares pupils well for their next stage of learning. Across the curriculum, pupils learn and achieve highly.

Pupils benefit from a well-designed programme of enrichment activities. A wide range of educational visits enrich the curriculum. These include to places of worship, the Houses of Parliament and museums. Through these visits, pupils experience workshops about debating and democracy. Pupils relish the opportunity to take on leadership roles. For example, pupils can be eco-warriors, sports ambassadors or playground pals. All pupils, from early years onwards, learn to swim confidently using the on-site pool.

Pupils develop an active role in their community through fundraising and contributing to food banks. They sell products they make themselves and raise money to support local and national charities.

What does the school do well and what does it need to do better?

The school has developed a clear and ambitious curriculum. There are clear end goals across all areas of learning. The curriculum matches and, in some cases, exceeds the ambition of the national curriculum. The curriculum starts in the early years and is clearly sequenced. The knowledge and skills that pupils need to learn over time have been identified. These are revisited to give pupils multiple opportunities to recap what they have learned. Pupils' knowledge and skills build over time through well-planned activities and interactions. They develop a deep understanding. For example, pupils learn about seasons and positional direction, which prepares them for learning about hot and cold places, how weather changes, as well as using maps and compasses.

Teachers regularly check what pupils know and can remember. For example, in mathematics, pupils complete recall tasks at the beginning of lessons to ensure that they are ready for the new learning. Pupils said this helps them. Where needed, pupils receive bespoke interventions and access extra activities to support their learning. Pupils, including those with special educational needs and/or disabilities (SEND), are supported to fully access the curriculum. This is done through well-planned curriculum adaptations. As a result, pupils with SEND achieve well.

The teaching of phonics and early reading is a key priority for the school. There is a systematic approach to the teaching of phonics and early reading. High-quality phonics lessons are delivered consistently and any gaps in pupils' learning are quickly identified. The books that pupils read are carefully matched to the sounds they know. This provides pupils with opportunities to practise and apply the sounds they have been taught. Over time, this enables pupils to become confident and fluent readers. A love of reading is promoted across the school and pupils talk confidently about their favourite authors and genres.

There is a highly consistent approach to behaviour. From the early years, children learn to follow well-established routines. Lessons are calm and pupils demonstrate respect towards adults and their peers. Pupils enjoy school and attend regularly. The school closely checks and encourages high attendance.

Pupils' personal development is exceptional. The curriculum is designed to help pupils understand how to maintain good physical and emotional health. The dedicated pupil mental health and well-being group supports all pupils. Pupils are taught about the importance of safe, inclusive and respectful relationships. Pupils learn about British values and develop an understanding that everyone has the right to be treated equally. The 'Big Me' week every year helps pupils think about future careers and what they want to achieve.

Leaders, including those responsible for governance, are proactive in managing workload. Staff feel very well supported to develop professionally and that their well-being is a priority. The governing body uses its expertise and experience effectively to support leaders in their drive for continuous improvement.

Safeguarding

The arrangements for safeguarding are effective.

How can I feed back my views?

You can use Ofsted Parent View to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further guidance on how to complain about a school.

Further information

You can search for published performance information about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a

social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101304
Local authority	Barnet
Inspection number	10267892
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair of governing body	Bronwen Tumani
Headteacher	Deepa Samani
Website	www.whitingshillprimaryschool.co.uk
Date of previous inspection	10 November 2010

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher and other leaders. Discussions were also held with members of the governing body and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors carried out deep dives in reading, mathematics, geography and computing. To do this, they met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects was considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' priorities for improvement.
- The views of staff, pupils, parents and carers were gathered through discussions and responses to Ofsted's online surveys.

Inspection team

Sarah Lack, lead inspector	His Majesty's Inspector
Luke Stubbles	His Majesty's Inspector
Harvey Webb	Ofsted Inspector
Guy Forbat	His Majesty's Inspector

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