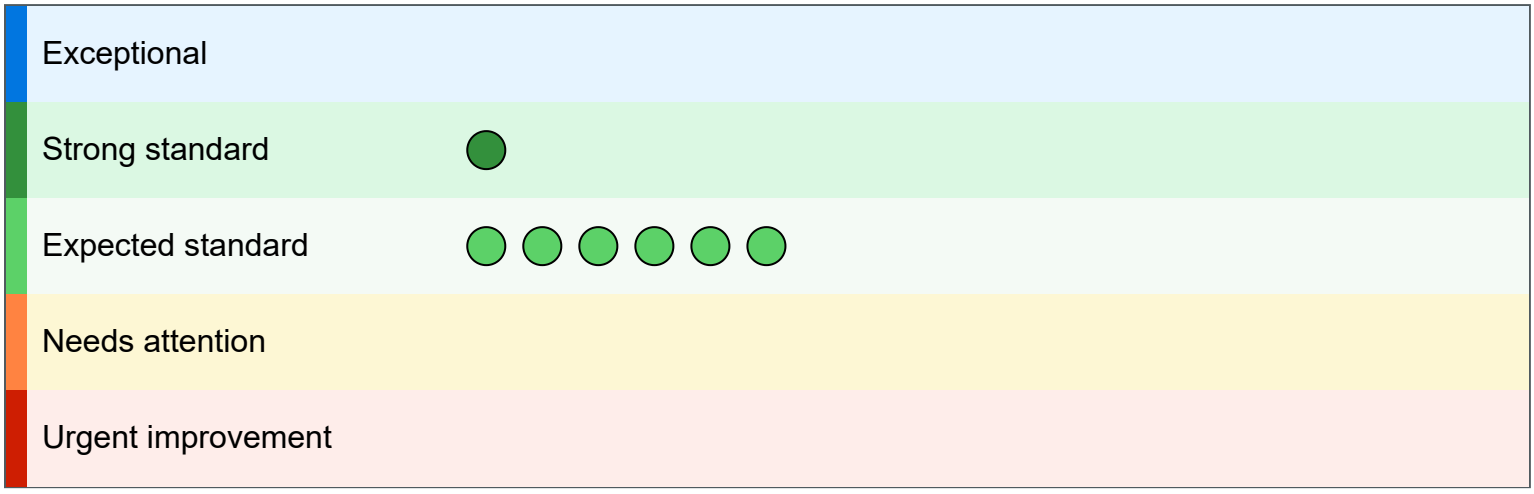
# Whitminster Endowed Church of England Primary School

**Address:** School Lane, Whitminster, Gloucester, Gloucestershire, GL2 7PJ

**Unique reference number (URN):** 115660

# Inspection report: 9 September 2026




## Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard

### Attendance and behaviour

**Strong standard**

Leaders prioritise pupils' attendance. They keep detailed records of how well pupils attend school and quickly spot any patterns or concerns. Staff work effectively with pupils and families to reduce barriers to attendance. Overall, pupils know how important it is to attend regularly. They want to come to school and do not want to miss learning. Consequently, current pupils' attendance is above the national average. Where a small number of pupils miss school too frequently, leaders are firm but sensitive to unique circumstances. As a result, these pupils come to school more often.

Leaders set high expectations for behaviour, underpinned by caring relationships. They create a calm, nurturing environment that leads to consistently positive behaviour. Pupils treat one another with kindness and respect. They model the school's values through their actions, including 'give respect, gain respect'. Pupils benefit from a buddy system where older pupils pair with younger peers. They feel that this helps them to connect with each other and build firm friendships. Pupils agree that bullying is rare. They know what to do if it happens and are confident that staff deal with issues swiftly. Although incidents rarely happen, leaders have a thorough oversight and report concerns appropriately.

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## Expected standard

### Achievement

**Expected standard**

Leaders have high expectations. They prioritise pupils gaining essential knowledge and skills in reading, writing and mathematics. By the end of key stage 2, most pupils, including those who are disadvantaged, generally meet or exceed national expectations. Year 1 pupils' phonic screening checks are above national expectations. Leaders ensure that all pupils get the support they need to catch up quickly. Pupils with special educational needs and/or disabilities make steady progress from their starting points because they receive the right help. This prepares pupils well for the next stage of their education.

Pupils' work is well presented and typically of a high quality. Most pupils remember and recall what they have learned with confidence. For example, pupils have a secure knowledge of local rivers. However, some pupils have the potential to achieve more highly in some aspects of the curriculum.

### Curriculum and teaching

**Expected standard**

Leaders have designed a broad, ambitious curriculum that is fitting for their setting and locality. They make regular checks to ensure that it continues to meet pupils' needs. Leaders carefully identify what pupils should be taught and when. They map out the essential knowledge, skills and vocabulary that pupils need to build over time. As a result, pupils are typically ready for their next steps in learning.

Staff have secure subject knowledge and teach the curriculum well. For example, they skilfully link the Shang Dynasty with other events in history. Consequently, pupils make connections with their prior learning, which helps them to remember the curriculum. Staff know pupils well. They adapt learning appropriately to meet the needs of pupils who need extra support. They use resources, such as visual aids and technology, to make pupils feel included and develop independence. This means that most pupils, including those with special educational needs and/or disabilities, typically make progress from their starting points. Staff generally use questioning effectively to check pupils' understanding. However, they do not consistently use their ongoing assessment of pupils' knowledge to pinpoint and rectify gaps in learning. As a result, a small number of pupils do not deepen their learning well enough.

## Early years

**Expected standard**

Leaders have an ambitious vision for the early years provision. They act in the best interests of children and ensure that they make a positive start to school life. Leaders provide high-quality training so that staff's knowledge and expertise continue to grow. They show a secure understanding of the early years curriculum and plan for children appropriately. For example, they prioritise children's communication and language skills. However, the quality of questioning and staff's interactions with children varies. For some children, more structured teaching is not introduced early enough.

Staff use assessment well to understand children's starting points and what they need to learn next. As such, staff identify barriers to learning for pupils with special educational needs and/or disabilities early. By the end of the Reception Year, children typically achieve higher than other children nationally. They develop the foundations they need to be ready for Year 1.

From the outset, children build positive relationships with staff. This enables staff to know children as individuals quickly. As a result, children feel nurtured and cared for. Staff ensure that the learning environment is well organised and calm. In turn, children develop curiosity and pick up new routines quickly.

## Inclusion

**Expected standard**

Leaders create a culture where pupils feel they belong. They take great care to identify pupils' barriers to learning as early as possible and match support with their individual circumstances. This is particularly evident for pupils who experience disadvantage or vulnerability, or who have experienced trauma. Leaders work positively with a wide range of professional services to put the right help in place for those who need it. They ensure that skilled staff support pupils' emotional wellbeing. In turn, pupils say that they feel cared for.

Staff model the school's inclusive approach and develop a detailed knowledge of individual pupils. They review pupils' progress regularly and make thoughtful adaptations to their teaching, such as modelling how to construct sentences during English lessons. Staff encourage all pupils, including those with special educational needs and/or disabilities, to select resources that help them learn best. Staff produce high-quality learning plans in collaboration with pupils, parents and carers. They make sure that pupils understand what

their targets mean. This helps pupils to know when they achieve them and feel proud when they do.

Leaders use additional funding effectively to support disadvantaged pupils. They regularly review its impact. As such, all pupils participate fully in school life, regardless of any barriers they face.

## Leadership and governance

**Expected standard**

Leaders and governors are dedicated and committed to developing a culture where pupils 'fly' and feel secure. They set a clear vision for the school and are committed to ongoing improvement. Leaders communicate school priorities effectively and work positively with external partners to gain extra expertise and advice. This helps them to understand what is working and identify the right areas to focus on next.

Staff are highly positive and proud of the school and value the team spirit that exists. They receive the professional learning they need to fulfil their roles successfully. They recognise that leaders take into account their workload and wellbeing when making decisions. Therefore, they have confidence in leaders and share their vision.

Leaders hold pupils and parents at the heart of their decisions. They make sure that kindness and compassion go beyond the school gates, especially during times of difficulty. Leaders work diligently to ensure that the school is an important part of the local area. Parents and the wider community appreciate this.

Governors understand the duties expected of them and carry them out effectively. They offer valuable support for leaders, know the school deeply and help to preserve its vision, values and ethos. For example, they regularly visit the school to see learning in action.

## Personal development and wellbeing

**Expected standard**

Leaders have developed a broad, coherent and well-sequenced personal development programme that they shape to fit the school’s individual context. For instance, water safety is a high priority given the school’s proximity to nearby rivers and canals. Leaders make sensitive adaptations to the school’s curriculum, and teachers personalise planning so that pupils with special educational needs and/or disabilities or those with other barriers to learning receive the support they need.

Leaders proactively provide opportunities for pupils that extend beyond the taught curriculum. They plan trips, visits and clubs so that all pupils can participate. Pupils value the range of experiences available to them, which include author visits, cultural celebrations and curriculum 'wow' days. These experiences help pupils to develop cultural awareness and broaden their horizons. Leaders encourage pupils to become active citizens through meaningful engagement in the community. They foster pupils’ social responsibility through fundraising events, environmental projects and community partnerships. For example, longstanding links with a local residential home help pupils to develop intergenerational understanding.

Leaders place a strong emphasis on developing pupils' positive character traits. They encourage pupils to engage in global and local issues, such as the River Severn eel conservation project. Pupils learn about the values important for life in modern Britain and the importance of equality and diversity. They develop an understanding of democracy, the rule of law and the consequences of actions when taking part in a ‘mock court trial’ project, for example. This develops pupils’ moral and ethical understanding.

Leaders prioritise pupils’ emotional wellbeing. They ensure that pupils are well supported by trusted adults and can access spaces conducive to their wellbeing. Pupils understand about mental health, including the importance of healthy eating, exercise, sleep and hydration. They know that it is important to talk about their feelings and worries. Pupils learn how to manage risk. They use a range of ways to stay safe online and know how to report concerns should they occur.

## What it's like to be a pupil at this school

Pupils thrive at Whitminster Endowed Church of England Primary School. The school’s Christian ethos of ‘A Family, A Foundation, A Future’ is deeply rooted in their everyday lives. Pupils feel happy and secure, which means they attend well. Disadvantaged pupils and those with special educational needs and/or disabilities benefit from an environment where all are valued and included. Pupils develop a deep sense of belonging and feel confident to join in with all aspects of school life.

Pupils enjoy learning across the curriculum and focus well during lessons. Pupils achieve in line with national expectations and flourish because of the positive relationships they build with each other and with staff. They know how to develop caring, respectful friendships and what to do if they fall out. Pupils enjoy harmonious break times and regularly look after each other. They strive to treat each other as they like to be treated. Bullying is rare. Pupils know that staff deal with any worries quickly and effectively.

Pupils develop a keen sense of responsibility through undertaking a broad range of leadership positions. These include school captains, digital leaders and members of the ethos and achievement teams. Pupils' roles are an important part of their school experience, which they undertake with maturity and commitment. For example, the ethos group regularly plan and lead collective worship for the school. Pupils appreciate the many opportunities on offer that develop their talents and interests. They take part in music tuition, sports coaching, competitive tournaments, climbing experiences and perform in the Young Voices choir. By the end of Year 6, pupils are well prepared for their next steps in education. They create lasting memories throughout their time at school.

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## Next steps

- Leaders should continue to improve the early years provision by ensuring that staff use effective questioning and high-quality interactions with children to help them build their understanding.

- Leaders should ensure that assessment is used to identify and rectify any gaps in pupils' knowledge and skills and to help them extend their understanding when they are ready to do so.

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## About this inspection

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place from 9 to 10 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and other school leaders during the inspection. The lead inspector also spoke with members of the governing body, including the co-chairs and representatives from the local authority and diocese.

This school is registered as having a Church of England religious character. It is in the Diocese of Gloucester. Its last section 48 inspection was 13 March 2025.

The school currently makes use of one registered alternative provision.

Headteacher: Alison Parry-Jones.

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**Lead inspector:**
Lizzie Lethbridge, His Majesty's Inspector

**Team inspector:**
Sophie Hillson, His Majesty's Inspector

## Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 9 September 2026

## School and pupil context

**Total pupils**

**99**
Well below average

**What does this mean?**

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

**School capacity**

## 105
Well below average

**What does this mean?**

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

**Pupils eligible for free school meals (FSM)**

## 13.13%
Below average

**What does this mean?**

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

**Pupils with an education, health and care (EHC) plan**

## 3.03%
Close to average

**What does this mean?**

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

**Pupils with special educational needs (SEN) support**

## 11.11%

Below average

**What does this mean?**

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

**Location deprivation**

## Below average

**What does this mean?**

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced provision or SEND Unit (if applicable)**

## No resourced provision

**What does this mean?**

Whether school has Resourced provision or SEND unit (if applicable).

## All pupils' performance

**Pupils reaching the expected standard in reading, writing and mathematics**

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 75% | 61% | Above |
| **2024/25 (final)** | 69% | 62% | Close to average |
| **2023/24 (final)** | 71% | 61% | Above |
| **2022/23 (final)** | 83% | 60% | Above |

**Pupils reaching the expected standard in reading**

The percentage of pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 80% | 74% | Above |
| **2024/25 (final)** | 75% | 75% | Close to average |
| **2023/24 (final)** | 82% | 74% | Above |
| **2022/23 (final)** | 83% | 73% | Above |

### Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 84% | 72% | Above |
| **2024/25 (final)** | 88% | 72% | Above |
| **2023/24 (final)** | 82% | 72% | Above |
| **2022/23 (final)** | 83% | 71% | Above |

### Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 86% | 73% | Above |
| **2024/25 (final)** | 88% | 74% | Above |
| **2023/24 (final)** | 88% | 73% | Above |
| **2022/23 (final)** | 83% | 73% | Above |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 62% | 46% | Above |
| **2024/25 (final)** | S | 47% | S |
| **2023/24 (final)** | S | 46% | S |
| **2022/23 (final)** | S | 44% | S |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 69% | 62% | Above |
| **2024/25 (final)** | S | 63% | S |
| **2023/24 (final)** | S | 62% | S |
| **2022/23 (final)** | S | 60% | S |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 62% | 59% | Close to average |
| **2024/25 (final)** | S | 59% | S |
| **2023/24 (final)** | S | 58% | S |
| **2022/23 (final)** | S | 58% | S |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **Latest 3 year average** | 77% | 60% | Above |
| **2024/25 (final)** | S | 61% | S |
| **2023/24 (final)** | S | 59% | S |
| **2022/23 (final)** | S | 59% | S |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

### Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 62% | 68% | -6 pp |
| **2024/25 (final)** | S | 69% | S |
| **2023/24 (final)** | S | 67% | S |
| **2022/23 (final)** | S | 66% | S |

### Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 69% | 80% | -10 pp |
| **2024/25 (final)** | S | 81% | S |
| **2023/24 (final)** | S | 80% | S |
| **2022/23 (final)** | S | 78% | S |

### Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 62% | 78% | -16 pp |
| **2024/25 (final)** | S | 78% | S |
| **2023/24 (final)** | S | 78% | S |

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **2022/23 (final)** | S | 77% | S |

### Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

| Year | This school | National non-disadvantaged score | School disadvantage gap |
|---|---|---|---|
| **Latest 3 year average** | 77% | 80% | -3 pp |
| **2024/25 (final)** | S | 81% | S |
| **2023/24 (final)** | S | 79% | S |
| **2022/23 (final)** | S | 79% | S |

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (3 term)** | 5.3% | 5.2% | Close to average |
| **2023/24 (3 term)** | 6.2% | 5.5% | Close to average |
| **2022/23 (3 term)** | 5.8% | 5.9% | Close to average |

### Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year | This school | National average | Compared with national average |
|---|---|---|---|
| **2024/25 (3 term)** | 12.8% | 13.0% | Close to average |
| **2023/24 (3 term)** | 12.6% | 14.6% | Close to average |
| **2022/23 (3 term)** | 12.6% | 16.2% | Close to average |

## Our grades explained

**Exceptional** 🔵

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

**Strong standard** 🟢

The school reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard** 🟢

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention** 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement** 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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