

# Inspection of a good school: Whitminster Endowed Church of England Primary School

School Lane, Whitminster, Gloucester, Gloucestershire GL2 7PJ

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Inspection date:

18 May 2022

## Outcome

Whitminster Endowed Church of England Primary School continues to be a good school.

## What is it like to attend this school?

Whitminster Church of England Endowed Primary School has a warm and caring ethos. Values such as perseverance and kindness are at the centre of school life. Pupils respond well to this and like to look after each other. They talk positively about school.

Teachers make sure that all pupils are supported well, including those with special educational needs and/or disabilities (SEND). They set challenging work that pupils find interesting. There is a productive 'buzz' in lessons.

Teachers have high expectations of all pupils. They help pupils to build secure knowledge and understanding in a range of subjects. Pupils learn to read well and develop a good foundation in mathematics. In a small number of subjects, the curriculum is not thought out as well.

Pupils feel safe and happy at this school. They behave well and say that bullying almost never happens. If they are worried, they trust adults to help them sort things out. Pupils appreciate the support that adults give them.

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

Reading is a priority. Teachers make sure that pupils practise blending sounds to make words regularly. As a result, pupils learn to read well. Leaders have developed a structured approach that sets out what pupils should be able to do as they move through the school. Pupils begin learning to read as soon as they start in the early years. By the time they leave the school, pupils read widely and often. They enjoy talking about books. Teachers identify pupils who are falling behind in reading. They give these pupils extra support. Most of the time, adults support pupils well. However, this is sometimes not the case. When staff give too much or too little help, pupils do not develop their reading as

quickly as they could. Leaders have not made sure that all adults have the expertise they need to support pupils effectively in their reading.

Pupils learn well in mathematics, both in the early years and throughout the school. Teachers design learning that helps pupils tackle increasingly difficult problems. Pupils enjoy mathematics. They sustain concentration throughout lessons.

Leaders have designed a curriculum that sets out what pupils should know and be able to do in most subjects. Teachers use this to plan learning that is challenging and interesting. Pupils enjoy their learning and develop a strong grasp of the basics in most subjects. For example, in music, pupils can talk in depth about pitch, melody, rhythm and pulse.

In some subjects, leaders have not identified the key knowledge pupils need to master at each stage of their journey through the school. As a result, teachers do not focus on what pupils need to know to be ready for the next stage in their learning. Pupils do not develop a deep enough understanding in these subjects. For example, in history, pupils can only recall limited details of periods they have studied.

Leaders are ambitious for all pupils, including those with SEND and those from the Gypsy, Roma and Traveller communities. Teachers make sure that all pupils get the support they need. Pupils with SEND are motivated and learn well. They talk enthusiastically about the range of additional support they receive.

Leaders ensure that the school values permeate into all areas of school life. Adults have high expectations for pupils' behaviour. Pupils feel valued. They behave well around the school at different times and in a range of situations. These values apply to the adults as well. Staff are positive about the school. They feel that leaders support them.

Leaders make sure there are many opportunities for pupils' wider development. Pupils are keen to talk about these opportunities. They particularly value the school's buddy system. They enjoy looking after, and learning from, each other.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that robust systems are in place to protect children. All adults in the school have the training they need to keep pupils safe. Adults know what to do if they have a concern about a pupil's well-being.

Staff teach pupils how to stay safe. Pupils are confident that staff will take their concerns seriously and will help them if they need it. They are protected well.

When there are concerns about a pupil's well-being, staff work closely with families and external agencies. They make sure pupils are supported and kept safe.

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

### (Information for the school and appropriate authority)

- In some subjects, the curriculum is not designed as well as it is in others. The curriculum in these subjects does not set out exactly what core knowledge and concepts pupils must know, and by when. This means pupils do not develop a strong and consistent body of knowledge. Leaders must make sure that the curriculum design sets out exactly what pupils must know, and at what points, in all subjects.
- On occasion, when some pupils are learning to read, adults do not know when best to step in and support if the pupil is struggling. At these times, pupils do not practise reading and develop fluency as well as they could. Leaders need to ensure all adults have the expertise to provide high-quality support to all pupils.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2012.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115660
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10211025
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	111
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Keren Mattfield
<b>Headteacher</b>	Lisa Hinkley
<b>Website</b>	<a href="http://www.whitminstercofe.gloucs.sch.uk">www.whitminstercofe.gloucs.sch.uk</a>
<b>Date of previous inspection</b>	22 November 2016, under section 8 of the Education Act 2005

## Information about this school

- This school is a voluntary-controlled Church of England school. The last section 48 inspection was in June 2017. The school was found to be outstanding.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to the headteacher, the deputy headteacher, curriculum leaders, teaching staff, governors and a representative from the local authority as part of the inspection.
- The inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspectors examined a range of documentation provided by the school, including curriculum plans and leaders' self-evaluation.
- The inspectors scrutinised safeguarding records, checked that staff understood their responsibilities, spoke with pupils and met with both the designated safeguarding lead and the family support worker.
- The inspectors reviewed and analysed the responses to Ofsted's online survey, Ofsted Parent View. They also considered the responses to the staff and pupil surveys.

### **Inspection team**

Nick Sheppard, lead inspector

Ofsted Inspector

Gareth Simons

Ofsted Inspector

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