

# Whitchurch Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	116324
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	357941
<b>Inspection dates</b>	25–26 January 2011
<b>Reporting inspector</b>	Catherine Robinson-Slater

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Karen Baker
<b>Headteacher</b>	Sarah Peters
<b>Date of previous school inspection</b>	2 October 2007
<b>School address</b>	Daniel Road verage by: RG28 7LS
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## Introduction

This inspection was carried out by three additional inspectors. Twenty lessons taught by eleven teachers were observed. Meetings were held with groups of pupils, members of the governing body and the teaching staff. Inspectors observed the school's work, including the school improvement plan, notes of visits made by the School Improvement Partner, minutes of meetings held by the governing body and documentation relating to the safeguarding and welfare of pupils. They looked at the 194 questionnaires returned by parents and carers and those returned by staff and pupils in Years 3 to 6.

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

- The impact of the changes to the school leadership team on the rapid improvement of many aspects of the school.
- The school's approach to developing handwriting.
- The quality of teaching and learning of pupils at school action, on the school's register of special educational needs, in mathematics and writing.
- The provision for boys in communication, language and literacy in the Early Years Foundation Stage.

## Information about the school

This is a larger-than-average voluntary controlled primary school, drawing the vast majority of pupils from Whitchurch and some surrounding villages. Almost all of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is below the national average. The nature of learners' special educational needs and/or disabilities varies and includes pupils with speech and language difficulties, moderate learning difficulties and behavioural and emotional and social difficulties. A new headteacher was appointed in April 2008. A new deputy headteacher was appointed in 2009 and four new teachers joined the school in September 2010. The school has been through a rapid period of change over the last three years. The school has recently gained the following awards: The Healthy schools award, in 2009; Eco Silver Schools, in 2010 and the Active Mark Award, in 2010

**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**

**1**

## Main findings

This is a good school, which has made significant improvement since its previous inspection. It has a number of outstanding features. Care, guidance and support are an outstanding feature of the school, where all pupils' needs are very well supported. This is underpinned by outstanding safeguarding procedures, which are very robust and result in pupils feeling very safe at the school.

Pupils' achievement is good, and they make good progress. By the end of Year 6 attainment in English and mathematics is high. However, attainment in science is broadly average because pupils have insufficient opportunities to develop their investigative and experimental skills. Pupils' handwriting skills have improved significantly as a result of a concerted effort by all staff to remedy a previous weakness in this key skill.

Pupils, and parents and carers indicate that pupils enjoy school and this is reflected in their above average attendance and the outstanding contribution that pupils make to their school and local community. There are many opportunities for pupils to hold posts of responsibility in the school, for example running lunchtime clubs. The school council plays a significant role in contributing to the life of the school and other activities in the community. Pupils have an excellent understanding of the importance of healthy lifestyles. Ninety per cent of pupils participate in sporting activities in or outside of school.

Teachers and teaching assistants provide good support for pupils with special educational needs and/or disabilities. Lessons are planned and designed to engage pupils in a curriculum that is innovative and creative. Most pupils report that they know how well they are doing and they know their targets. At the beginning of some lessons, the intended learning outcomes are not always consistently matched to pupils' abilities, with the result that not all pupils are clear about what they are expected to learn by the end of each lesson.

A strength of the school is the effectiveness in which the school engages with parents and carers. They are strongly encouraged to be involved in their children's learning. This was demonstrated during the inspection where large numbers of parents and carers attended whole-school assemblies, and a parent and carer forum attracted parents and carers to discuss ways of improving performance in writing, particularly for boys.

The headteacher, deputy headteacher and middle leaders form a very effective team who regularly undertake rigorous self-evaluation and monitoring procedures. The impact has resulted in a very rapid rate of improvement in many aspects of the school since 2008. They are supported by a highly effective governing body, which holds the school to account. Therefore, the school has an outstanding capacity for even further improvement.

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

- By July 2012, raise attainment in science from broadly average to above average by:
  - providing more opportunities for pupils to develop and apply their experimental and investigative skills.
- Improve the quality of teaching so that all lessons are good or better, by ensuring that pupils of all abilities are clear about their intended learning outcomes.

## Outcomes for individuals and groups of pupils

2

◆ Attainment on entry is in line with expectations for four-year-olds. Attainment by the end of Year 6 is above average. Historically, girls have outperformed boys, but the school is addressing this matter by introducing a range of strategies which is resulting in a narrowing of this gap in attainment.

Pupils are enthusiastic and keen to learn. In a Years 5/6 mathematics class, a pupil said: 'I enjoy mathematics because it is fun.' The pupils were developing their knowledge of angles and shapes by simulating a company designing swimming pools. In a Years 1/2 literacy lesson, the pupils were actively engaged in developing an information guide about the library which enabled them to demonstrate their good speaking and listening skills and writing skills.

The school fosters a strong Christian ethos. Behaviour is good, and pupils are polite and courteous to each other and adults. The importance of rights, responsibilities and respect is promoted in each classroom. Pupils have opportunities to develop good work-based skills. During the inspection, a class presented an assembly to the entire school and parents and carers. The pupils were confident and communicated well and demonstrated good presentation skills.

Pupils with special educational needs and/or disabilities, including those at school action, make good progress because of the effective support from all adults who work with them. Those at school action have made significant improvement in their progress in mathematics and writing as a result of effective intervention programmes.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<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>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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

## How effective is the provision?

A significant proportion of the lessons seen were good or better. Teachers plan interesting activities to engage the pupils which are well matched to their needs that enable them to make good progress. However, in some lessons, there are inconsistencies, so that not all pupils are clear what they must, should or could achieve by the end of the lesson. Relationships between adults and pupils are good. Leading learners are identified weekly to help others in their learning. Assessment is good. Regular progress meetings are held to monitor strengths in performance and identify any underperformance so that any intervention programmes can be put in place.

The curriculum provides many interesting opportunities to enrich pupils' experiences. Creative and innovative approaches are used to engage pupils' interest. For example, pupils have built a model of London to re-enact 'The Fire of London'. A further project involved building a Viking ship on the school field.

There is a good range of extra-curricular clubs and activities, which have a take-up of over 90%. Many of the lunchtime activities are run by the pupils themselves. The use of literacy across the curriculum is a strength of the school, as is the artwork which is prominently displayed in both the school and the local community. Year 6 pupils identified art, English and physical education as their favourite subjects.

However, a number stated that they do not spend enough time doing experiments in science and this is confirmed by inspection findings. The local secondary school provides

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good opportunities for pupils to participate in dance and other sporting activities through the use of its specialist teachers, particularly with pupils in Years 5 and 6. Such teaching is effective in its positive impact on the transition to secondary school.

The quality of care, guidance and support for all pupils is exemplary. The school works closely with a range of outside agencies to support vulnerable pupils or pupils with special educational needs and/or disabilities. The impact of this outstanding support is evident in the good standard of behaviour and social skills shown by the pupils.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher and governing body have established a very effective team, who have brought about a rapid improvement to many aspects of the school. The team has worked closely with the local authority to raise attainment in mathematics and English, which has resulted in a significant improvement in attainment. The monitoring of teaching and learning by senior leaders has contributed to significant improvements in the quality of teaching, although it has not fully addressed the inconsistencies in the teaching of investigative and experimental skills in science. The governing body is effective in supporting the school and holding it to account. Members are involved in the self-evaluation process and are linked to year groups to monitor their progress. This clearly demonstrates that the leaders, managers and the governing body have an outstanding capacity to extend ambition and drive improvement. There is no discrimination in the school and the good progress made by all pupils reflects that the school ensures equality of opportunity for all.

The school promotes community cohesion effectively, with strong local and international links. There are firm plans in place to strengthen links with other schools to improve the national dimension of community cohesion. The school has extremely robust safeguarding procedures for all its pupils. One hundred per cent of pupils', and parents' and carers' and carers' questionnaires indicated that pupils feel safe at school. There is a strong partnership with local agencies and risk assessments are carefully undertaken. The school has provided excellent information for pupils on how to use modern technology safely. Pupils know who they can speak to at school if they have an issue and the school places a high priority on teaching them how to keep safe.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</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>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress and attain above average levels of attainment in all six areas of learning. They are confident in speaking and listening and make good progress in writing. The gap in the progress of boys and girls in communication, language and literacy is closing rapidly because of effective strategies to encourage boys to write. For example, boys write their own names on the whiteboard and, outdoors, use chalk to make routes to their 'Treasure'. Behaviour is good and results in happy children, who are enthusiastic about their learning.

There is a good balance of adult-led and self-initiated activities. Exemplary learning journals are produced, which are linked closely to the early learning goals, and show parents and carers, and children the good progress they make. There are strong links with pre-school providers and home visits to ensure smooth transition into school. In the questionnaires, a number of parents and carers expressed very positive views about how well their children have settled into school.

Planning is good, although it is not consistently linked to the six areas of learning. Effective leadership and management are underpinned by a good knowledge of the requirements of the Early Years Foundation Stage Statutory Framework, and positive partnerships with other schools.



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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
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 are very supportive of the school. All agree the school is well led and managed and that their children are kept safe. In written comments, parents and carers spoke about how pleased they were with the school overall. Many commented on the wide range of extra-curricular activities that were available to pupils. A few parents and carers expressed concern regarding the school's approach to tackling bullying and the quality of some intervention strategies. The inspection confirms that bullying is rare, but, if it does occur, the school takes appropriate action. The inspection has confirmed that all pupils make good progress.

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

Ofsted invited all the registered parents and carers of pupils registered at Whitchurch Church of England 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 194 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	99	51	86	44	4	2	3	2
The school keeps my child safe	126	65	67	35	1	1	0	0
My school informs me about my child's progress	81	42	107	55	5	3	0	0
My child is making enough progress at this school	85	44	95	49	11	6	1	1
The teaching is good at this school	102	53	90	46	1	1	0	0
The school helps me to support my child's learning	87	45	102	53	3	2	0	0
The school helps my child to have a healthy lifestyle	97	48	98	51	3	2	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)	93	48	98	51	3	2	0	0
The school meets my child's particular needs	79	41	101	52	4	2	0	0
The school deals effectively with unacceptable behaviour	81	42	99	51	8	4	0	0
The school takes account of my suggestions and concerns	80	41	101	52	9	5	1	1
The school is led and managed effectively	136	70	58	30	0	0	0	0
Overall, I am happy with my child's experience at this school	122	63	69	36	1	1	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](http://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"><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 pupils' 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.**



27 January 2011

Dear Pupils

**Inspection of Whitchurch Church of England Primary School, Whitchurch RG28 7LS**

We really enjoyed visiting your school and thank you for making us so welcome.

We are grateful to representatives from Year 6 and the school council who were willing to talk to us during their lunchtime. I am delighted to tell you that you go to a good school. It has a number of outstanding features which I would like to share with you.

You must be congratulated on the outstanding contribution you make to your school and community. You have an excellent understanding of how to stay healthy and keep safe. Your teachers have made significant improvements to your school and are determined to make it even better.

We have listened to your views about having more opportunities to undertake experiments in science and we have asked your teachers to provide you with more experimental and investigative work. We would also like the teachers to make sure that you all know what you need to achieve by the end of every lesson.

I know that you will continue to work hard to support your own learning and continue to contribute so well to your school and community.

Yours sincerely

Catherine Robinson-Slater

Lead inspector

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