

# Walmore Hill Primary School

## Inspection report

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<b>Unique reference number</b>	115548
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	379095
<b>Inspection dates</b>	22–23 March 2012
<b>Lead inspector</b>	Jenny Batelen

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>	37
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tamsin Terry-Lush
<b>Headteacher</b>	Sue Meek
<b>Date of previous school inspection</b>	1 July 2009
<b>School address</b>	Walmore Hill Minsterworth Gloucester GL2 8LA
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	22–23 March 2012
<b>Inspection number</b>	379095



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## Introduction

Inspection team

Jenny Batelen

Additional inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons, observing four teachers. She heard some pupils read from all year groups in the school. The inspector also held meetings with pupils and staff, as well as with members of the governing body. She took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documentation including policies, school action plans, pupils' work and records of their learning and progress. The inspector observed and discussed behaviour and the school's safeguarding procedures. The inspector analysed 22 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and by members of staff.

## Information about the school

The school is very much smaller than the average-sized primary school. While most pupils are from White British backgrounds, a small minority are of Gypsy/Roma heritage. The proportion of pupils who speak English as an additional language is well below the national average. The proportion of pupils known to be eligible for free school meals is below the national average. The percentage of disabled pupils and those who have special educational needs is above average and includes a range of pupils with moderate learning needs. No pupil has a statement of special educational needs. Pupils throughout the school are organised in mixed-age classes. Early Years Foundation Stage provision is made for Reception-aged children. The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

A playgroup is located on the same site but is not managed by the governing body, and therefore 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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Pupils make good progress from their starting points so that achievement is good and attainment is in line with national averages. Good quality safeguarding ensures that every pupil feels safe. The school is not outstanding because pupils' progress is not rapid enough to ensure that attainment is above average and planning for all subjects in the curriculum does not clearly identify the progression of skills that pupils need to acquire.
- Leaders and managers, including the governing body, have a very clear focus on the right priorities to improve the school further. The leadership of teaching and the management of teacher performance have been effective in improving teaching and learning across the school. This is clear in the improved pace and challenge in lessons, leading to rising attainment, particularly in writing, as well as in the improved use of targets and self-assessment, so that pupils know how well they have done and what they must do to improve.
- Skilled teaching of sounds that letters make (phonics) enables pupils to develop successful strategies for reading and writing and achieve well. Well-planned support for disabled pupils and those who have special educational needs, for the Gypsy/Roma pupils and those who speak English as an additional language ensure that they make good and sometimes outstanding progress.
- Teaching is now consistently good with some outstanding practice evident across the school. Tasks generally ensure that pupils are challenged throughout the lesson so that they make good and better progress in their learning. However, this improved practice is not yet embedded to ensure that rapid progress is made in every lesson.
- Pupils behave well in lessons and around school. They respect and care about each other. There is no evidence of any disruption to learning.

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

- Improve achievement in English and mathematics by ensuring that all work has an increased level of challenge so that progress is accelerated.
- Ensure that planning across the whole curriculum clearly identifies the progression of skills in all subjects.

## Main report

### Achievement of pupils

The small numbers in each year group mean that there is considerable variation in the skills and understanding with which children enter the Early Years Foundation Stage. However, in recent years levels on entry have been below those expected for their age. The range of activities provided and skilled adult support ensure that children make good progress through the Reception Year. This good start is continued throughout Key Stages 1 and 2 and pupils leave school at the end of Year 6 with attainment that is broadly average in reading, writing and mathematics. School assessment data, pupils' work and lesson observations reflect the good progress in English and mathematics. This was clear in a mathematics lesson starter on fractions for Years 5 and 6 when pupils worked at the task of 'what is the question if this is the answer?' The range of questions produced demonstrated pupils' confident use and understanding of a range of fractions. Parents and carers agree that their children make good progress throughout their time in school. The inspector agreed with the school's evaluation that the good progress now being made needs to be accelerated, by increasing the challenge in all work given to pupils in order to raise their levels of attainment still further.

Phonics is taught to all pupils across the school and as a result the standards in reading are at least average at the end of both key stages. Pupils are confident readers and talk with enthusiasm about the books they read both in school and at home. Writing tasks which relate strongly to the topics being studied, and links between mathematics and real-life situations are ensuring that standards in these subjects are rising.

Disabled pupils and those who have special educational needs are very well supported to make good progress because their needs are clearly identified. They receive a range of support, both in class and individually that enables them to tackle the tasks set for them. Gypsy/Roma pupils make good progress because of the good support and careful assessment of progress made and next steps in learning that are needed. As a result some of these pupils exceed the standards met by their peers nationally. Pupils who speak English as an additional language are well supported to develop their understanding so that they are able to access the full curriculum. There is strong support for pupils whose circumstances may make them vulnerable, so that

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they are able to work hard in class and make good progress.

### **Quality of teaching**

Parents and carers agree that their children are taught well. Pupils enjoy their learning and feel that they are helped to make good progress. Teachers make good use of regular and accurate assessments so that they have a clear understanding of how well pupils are doing. As a result lessons are well planned, with varied tasks that are adjusted to meet the pupils' needs. Teachers share these adjustments with the class so that pupils are clear about why they are undertaking the set tasks. However, as levels of attainment are rising work is not always of sufficient challenge to ensure that pupils can make even faster progress.

Pupils are very clear about what they are learning and how they will know if they have been successful in meeting the learning intention. Written and oral feedback gives clear guidance so that they can improve their work. Pupils in Years 3 and 4 made use of the time given to reflect on the previous day's learning and edit their work. They talked confidently about the learning intention for the next task and how they would be able to assess their own progress. High quality questioning from all adults enables pupils to deepen their understanding. This was clearly demonstrated as more able Years 5 and 6 pupils worked to find the best method for multiplication of decimals and then explained clearly their choice of method.

In the mixed-age classes teachers are careful to ensure that pupils are able to access the learning at an appropriate level. The Reception, Years 1 and 2 class enjoyed a poem together and then Years 1 and 2 pupils looked for powerful and rhyming words in the text, both independently and with support. Children in the Reception Year found rhyming words in games and in their own writing, using their phonic strategies. They also make full use of the well-resourced outside area, and experience a range of activities that develop their thinking through adult-led and child-initiated tasks.

Strong links made between topics across the curriculum mean that pupils understand the relevance of their tasks. Learning to write in order to provide information, pupils in Years 3 and 4 used their knowledge about penguins from their topic 'Tip of the Iceberg' to develop their use of words and their sentence construction. There are many opportunities for pupils to develop their spiritual, moral, social and cultural development as they reflect on their learning and its relevance to real life, work together, listen carefully to each other and learn about the lives of people who follow different cultures and traditions. Homework, linked to class work, contributes effectively to the progress that pupils are making.

### **Behaviour and safety of pupils**

Pupils' good behaviour in lessons and around school indicates that there is little or no disruption and pupils are able to thrive. Rewards for those who behave well and are kind to others are valued by pupils, and they are proud to receive the 'Pupil of the

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Week' awards. The school effectively helps those who find it difficult to manage their own behaviour and, as a result, they are able to manage classroom relationships, stay on task and make progress.

Pupils understand about different types of bullying and know how to respond to any difficulties, such as cyber-bullying. They are confident that there is no bullying and that any incidences of bad behaviour are effectively dealt with by the school, so that recurrences are rare. Some parents and carers express a concern that their children's lessons are disrupted by inappropriate behaviour. Inspection evidence, including school logs, show that behaviour over time is consistently good and there are very few reported incidents. Pupils also affirm that the good behaviour seen first-hand during the inspection is typical. Parents and carers acknowledge that the school works effectively to resolve any pupils' difficulties.

Pupils have a strong sense of feeling safe at school and parents and carers agree with them. Attendance is below average for the school as a whole, but when the attendance of particular groups of pupils is considered the attendance figure is closer to the average. The school has helped to improve the attendance and punctuality of some pupils.

### **Leadership and management**

Leaders and managers have identified the right priorities that will enable them to improve the school further. For example pupils are confident about their learning and progress and have a very clear understanding of how to improve their work through the feedback they are given and their own self-assessment. This, continued improvements in teaching and the improved provision for the Early Years Foundation Stage since the previous inspection demonstrate the school's capacity to make further improvements. Staff value the support they receive and are particularly appreciative of the lesson observations that highlight positive aspects and give clear guidance about how to improve. Leaders ensure that assessment data are used to identify school priorities for improvement.

The good curriculum provides pupils with memorable experiences. Visits and visitors enrich pupils' understanding of the topics they are studying and also deepen their understanding of differences and similarities with other communities. The local area is valued and used to develop pupils' understanding of the environment in which they live. Staff have opportunities to plan together for all areas of the curriculum, but also acknowledge that there is not yet a clear identification of when skills need to be taught so that progress is as rapid as it could be through all subjects and year groups. There is a range of extra-curricular and enrichment activities. School leaders and staff do all they can to ensure that there is no discrimination, and that equal opportunities are vigorously promoted, including through full access to the curriculum for all pupils.

The school promotes spiritual, moral, social and cultural development well. There are opportunities for pupils to reflect, not only on their own work, but on the

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circumstances and issues affecting others. Pupils were encouraged to think about 'how they can make a difference' as they watched a video about water supplies in Sierra Leone to help them appreciate the impact of their donations to a national charity. Pupils learn about other faiths and cultures and the diversity of experiences through their studies in different subjects, and in welcoming back their Gypsy/Roma friends and learning about their lives. The school is valued locally for its long history and connections with families in the community, and pupils are involved in various local events.

Parents and carers feel that they are well informed about the work of the school and that they are helped to support their child's learning. The governing body and school leaders ensure that safeguarding procedures, including robust arrangements for vetting staff appointments and staff training, meet requirements. Parents and carers expressed no concerns about their children's safety.



## 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



26 March 2012

Dear Pupils

**Inspection of Walmore Hill Primary School, Gloucester, GL2 8LA**

Thank you for making me so welcome when I visited your school recently. Thanks also to those of you who returned questionnaires about your school. I enjoyed joining in your lessons, assembly, talking to you and sharing books with you.

Yours is a good school and, as a result, you make good progress in your learning. There are many good things that impressed me.

- You behave well, are very polite and play well together.
- You have a good knowledge and understanding of how to keep yourselves safe.
- You listen carefully to your teachers and each other and work hard in lessons.
- You say that all the adults in the school care a lot about you and make sure that you are safe and well supported.
- The adults who manage and run your school work hard to make sure you have the best opportunities to achieve well.

We have asked the school to do two things to make it even better.

- Help you reach higher standards in English and mathematics by giving you work that helps you to make faster progress.
- Ensure that the adults who lead your school plan all the subjects in the curriculum in such a way that teachers are clear about what skills you need to learn and when.

All of you can help by continuing to work hard and taking time to make your work the best that it can be.

Yours sincerely

Jenny Batelen  
Lead inspector

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