

Whiteshill Primary School

Inspection report

Unique Reference Number	115556
Local Authority	Gloucestershire
Inspection number	379096
Inspection dates	12–13 October 2011
Reporting inspector	Christine Huard

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	97
Appropriate authority	The governing body
Chair	Marian Smith
Headteacher	(Acting) Diane Bainbridge
Date of previous school inspection	23 September 2008
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They visited six lessons, observing four teachers. Meetings were held with the headteacher, members of the governing body, and groups of pupils. Inspectors observed the school's work and scrutinised documents, including minutes of the governing body, the systems for assessing and monitoring pupils' progress, pupils' work and teachers' planning and marking. Inspectors took account of questionnaires completed by 62 parents and carers, 11 staff and 56 pupils.

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

- The effectiveness of actions taken to improve attainment and progress in Key Stage 2, particularly of girls in mathematics and of higher attaining pupils.
- How well assessments are used to ensure that tasks are closely matched to pupils' needs and how well marking moves pupils forward in their learning.
- The extent to which pupils are aware of the cultural diversity of the United Kingdom.
- The effectiveness of actions taken by the leadership and management to reduce the deficit budget and ensure that there is consistency in the quality of provision to enable pupils to make at least satisfactory progress.

Information about the school

Whiteshill is a smaller than average primary school. The proportion of pupils from minority ethnic backgrounds is below average. The proportion of pupils who are learning English as an additional language is well below average as is the proportion of pupils known to be eligible for free school meals. The percentage of pupils who have special educational needs and/or disabilities is broadly average. These pupils mainly have needs in relation to language and communication difficulties. Children in the Early Years Foundation Stage are provided for in a discrete Reception class. The school holds a number of awards including Healthy Schools Plus and Activemark.

The acting headteacher took up post in September 2011.

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?

3

The school's capacity for sustained improvement

3

Main findings

Whiteshill is a satisfactory and improving school. There are particular strengths in the provision for children in the Early Years Foundation and for pupils' personal development. As a result, pupils' behaviour in and around the school is outstanding. Pupils have an excellent knowledge and understanding of how to keep themselves safe and what constitutes a healthy lifestyle, the latter being reflected in the school's health-related awards. These aspects are also thought to be particularly strong by the parents and carers who returned questionnaires, one comment summing up those of many, 'Whiteshill teaches children things going far beyond school subjects: caring for others, personal and group responsibility, respect for feelings and other lifestyles and cultures.'

Since the last inspection, attainment has fallen and is now average. Pupils make satisfactory progress although it is better in English than in mathematics. Attainment in mathematics has fallen because there has been insufficient emphasis on pupils' acquisition of basic skills. Pupils have had too few opportunities to practise their mathematical skills by solving problems or using them, together with investigational skills, in other subjects. With strong leadership since September and a robust action plan to reverse the downturn, pupils' progress is beginning to improve. This is a result of improvements in the quality of teaching and learning, and regular daily opportunities for pupils to practise skills such as multiplication tables and number bonds. Pupils with special educational needs and/or disabilities are supported appropriately, enabling them to make progress in line with their peers.

Teaching is satisfactory overall. It is good in Reception and in Years 5 and 6 where some outstanding teaching was also observed. Teachers plan lessons carefully and, in the best lessons, use assessment information well to plan work for different ability groups of pupils. This ensures tasks are appropriately matched to the needs of most. Teachers generally explain what pupils are going to learn and identify what they need to do in order to complete tasks successfully. However, in about half the classes, teachers' input is often too long and, as a result, pupils have too little time in which to complete their tasks. In addition, more-able pupils do not consistently achieve their potential because their progress in lessons is not monitored sufficiently well by the teachers and tasks do not match their needs precisely enough.

The curriculum is enriched by a wide range of clubs, visitors and visits, which stimulate pupils' learning, as well as by activities such as Forest School for the younger pupils. The school takes good care of its pupils and this ensures that their

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personal development is of a high order. Pupils make a good contribution to the life of the school through taking on a range of responsibilities, from devising and leading routines for wake and shake, to being buddies with the children in Reception and looking after their welfare at play and lunchtimes.

The acting headteacher has a very clear vision for the school. Her priority has been to monitor the quality of teaching and learning in order to identify accurately where improvements are needed to accelerate pupils' progress. The procedures for assessing and tracking pupils' progress have been greatly improved and the structures now in place mean that teachers can more quickly and accurately identify pupils who are not making enough progress. Middle leaders have not had sufficient opportunities to take a full part in monitoring the school's performance, but are now beginning to develop their skills so that they are better able to fulfill their roles more effectively. The self-evaluation carried out by the current leadership team is accurate and provides a good basis for future planning. While improvements are beginning to be seen, particularly in the progress made by pupils in mathematics, it is too soon to see the full impact of actions taken. Because of this the current capacity to improve is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that 80% is good or better by July 2012 by:
 - providing more opportunities for pupils to discuss and share ideas
 - ensuring that the pace of lessons is kept brisk and teachers' input of a length that ensures pupils have sufficient time to complete tasks set
 - monitoring the progress of all pupils, including the more able, to ensure they fully understand the tasks set
 - ensuring tasks set in lessons are more closely matched to the individual needs of more-able pupils.

- Improve attainment in mathematics by:
 - ensuring all pupils have a good understanding of basic mathematical skills such as number bonds and multiplication tables
 - providing a greater range of opportunities for pupils to practise and apply these skills in problem solving and investigational activities
 - building opportunities for pupils to develop their mathematical knowledge in a range of subjects and activities across the curriculum.

- Develop the roles of middle leaders to enable them to monitor and evaluate their subjects and aspects more effectively.

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Outcomes for individuals and groups of pupils

3

Pupils generally listen well in lessons and enthusiastically answer questions. They work well together in pairs and small groups. This was particularly evident in a lesson for pupils in Years 5 and 6 who were beginning to solve problems involving ratio and proportion. They discussed and teased out the differences between the two and how they should record their answers. Because the tasks were well differentiated for pupils and the guidance given by the teacher was carefully targeted to meet the needs of pupils’ differing abilities, all pupils were successful and made good progress. This is not always the case. A literacy lesson for younger pupils involved them in writing a list of instructions for washing their hands. This task had been reviewed and recapped so much during the input that the task did not involve them in any further thinking for themselves. It merely served to show what they had remembered. The more able pupils, in particular, were not challenged and thus did not fulfil their potential. Pupils with special educational needs and/or disabilities benefit from individual and small-group support and their progress is improving and in line with that of their peers. When compared with other pupils, there is no discernible difference in the progress of girls and boys, nor in the progress made by pupils from ethnic minority backgrounds and those speaking English as an additional language. Pupils are competent at using information and communication technology (ICT). This, together with their improving academic progress and personal development, ensures they are prepared appropriately for their future lives.

Pupils enjoy school and this is reflected in their high attendance. They are thoughtful and reflective and know the difference between right and wrong. Their social skills are particularly good. Their knowledge and understanding of different faiths and religions are extensive. The school has a well-established link with a school in a contrasting area and this enables pupils to gain a depth of understanding about the diversity of cultures in the United Kingdom today.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils’ attainment ¹	3
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils’ behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers ensure that pupils know what they are going to learn and skilfully use resources, such as interactive whiteboards. Sometimes pupils have opportunities to discuss and compare their thinking with partners and in these lessons pupils' ideas flow thick and fast. However, the strategy is not embedded in all classes and teachers miss opportunities for pupils to extend their thinking in this way. Occasionally, the progress of more-able pupils slows. This is because some teachers do not use assessment information precisely enough when planning, which results in tasks being set that do not stretch the pupils enough. Sometimes progress slows because teachers do not check closely the progress of more-able pupils and consequently do not realise when the task set has not been fully understood. Marking is generally good and most pupils say teachers tell them what they need to do to improve their work. The setting of targets has been reintroduced this term and is particularly helpful in showing pupils what they need to do to reach the next level in mathematics.

In order to ensure that pupils have the opportunity to contribute and follow their own ideas and interests, many topics have been extended and, as a result, coverage of all subjects has improved. The curriculum is enhanced by a good range of activities which motivate and interest pupils. A robust review has ensured that pupils now have satisfactory opportunities to consolidate their basic skills across the curriculum in English, but not so in mathematics. The school has established a number of partnerships, links and events which increase pupils' experiences and enrich their learning, such as participation in Film in Education week. Out-of-school clubs are supported well and embrace interests from gardening to board games and a variety of sports.

The breakfast club, managed by the governing body, is well organised and gives pupils a healthy and positive start to the day. It provides them with a range of appropriate activities. The school works closely with parents and carers and outside agencies to enable the best possible provision for pupils whose circumstances have made them vulnerable. Transition arrangements into and out of the school are highly effective. Pupils receive very good support for their personal development and are well cared for.

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These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The acting headteacher has a clear vision for the school. This is well focused on improving achievement and accelerating pupils' progress, while maintaining the strengths that make the school a happy and secure place. Since her appointment, the quality of monitoring and evaluating performance has improved greatly. Middle leaders are taking a greater part in determining the direction of the school, although their roles are not developed as fully as they might be. The leadership is well aware of where weaknesses remain. Strategies for addressing these have been planned. The school has put in place a robust action plan which is realistic and achievable. The plan focuses attention on sustaining the school's ability to continue to improve while systematically reducing the budget deficit over the next three years.

The governing body has been on a steep learning curve over the last year. It now has a better understanding of the school's strengths and weaknesses and is more able to challenge the school's performance effectively while continuing to provide good support. Safeguarding procedures are robust. They are monitored effectively and regular health and safety checks are carried out taking into account the views of parents, carers and pupils. The school ensures that pupils, whatever their ethnic or cultural background, are valued and free from discrimination. Leaders now monitor more closely the performance of different groups of pupils and ensure that pupils are given the support they need to make progress in their learning.

The school promotes community cohesion well. Local and international links are well established and pupils have a good understanding of the range of religious, ethnic and cultural diversity in the United Kingdom. The school provides good opportunities for parents to become involved in their children's learning and listens and acts on what they say. As one wrote, 'This term has brought some positive changes which reflect issues raised previously by parents. This has prompted much enthusiastic and positive comment in the playground.'

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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

The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress in the Reception class. A priority is to develop personal and social skills so that children are ready to begin their learning. Provision is geared towards giving children good opportunities to share and take turns and teaching them to listen carefully. Occasionally however, children who interrupt are not always dissuaded from doing so firmly or quickly enough. Of particularly good quality is the emphasis on developing children’s communication skills. The role-play area enables children to develop their imaginative and language skills and the current ‘hospital’ also provides good opportunities for developing early writing and numeracy skills. Walt the duck helps to sustain children’s concentration through more structured activities, such as learning the links between letters and sounds. This successfully enables the children to develop and improve their speaking and their early reading skills. The lively and interesting outside area has been an excellent addition since the last inspection. Although it is small and compact it provides a wide range of equipment giving children good experiences across all areas of learning. In addition, the use of Forest School activities excites children and enables them to gain confidence in more practical situations.

The leader has analysed and evaluated practice in the Early Years Foundation Stage well and used the results to identify key areas for improvement. This shows a good knowledge of the needs of the young children and identifies how things can be made better. Children’s progress is carefully tracked through the school year. Observations are evaluative but do not always provide sufficient information about what the next steps in learning should be.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2

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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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Views of parents and carers

There was a high return of questionnaires by the parents and carers. Their comments and responses were very supportive of the school. All thought their children were safe in school and the vast majority think that behaviour is good and that the school encourages their children to adopt healthy lifestyles. Most feel that they are well informed about the progress their children make and that progress is good. They think their children are well supported in their learning. A large majority of parents and carers think that the school is led and managed effectively. This positive response was accentuated by many comments which can be summed up by that of one parent: 'This school creates a sense of belonging. Our child has gone in happy each morning.'

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Whiteshill 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 97 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	74	14	22	1	2	1	2
The school keeps my child safe	45	73	17	27	0	0	0	0
The school informs me about my child’s progress	17	27	40	65	4	6	0	0
My child is making enough progress at this school	24	39	31	50	4	6	0	0
The teaching is good at this school	32	52	29	46	1	2	0	0
The school helps me to support my child’s learning	24	39	34	55	1	2	0	0
The school helps my child to have a healthy lifestyle	37	60	24	39	0	0	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)	29	47	22	35	0	0	0	0
The school meets my child’s particular needs	33	53	21	34	3	5	2	3
The school deals effectively with unacceptable behaviour	28	45	27	44	0	0	0	0
The school takes account of my suggestions and concerns	25	40	30	48	3	5	0	0
The school is led and managed effectively	34	55	24	39	3	5	0	0
Overall, I am happy with my child’s experience at this school	37	60	23	37	2	3	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

17 October 2011

Dear Pupils,



Inspection of Whiteshill Primary School, Stroud GL6 6AT

Thank you for making us so welcome when we visited your school. You were really polite and friendly and helped us to learn a lot about what you do and what you enjoy. Your school gives you a satisfactory education and is rapidly improving.

What we found about your school.

- Children in the Reception class do really well.
- The school is a friendly and happy place in which to work and play.
- You enjoy coming to school and behave extremely well.
- You achieve the standards you should in English and are now doing much better in mathematics, although this is still not quite as good as it should be.
- You show an excellent understanding of how to live healthily and how to stay safe.
- Your topics are interesting and additional activities, such as the Forest School, make learning exciting for the younger children.
- You benefit from a good range of after-school clubs as well as some interesting visits and visitors.
- Your headteacher and teachers are working very hard to help you do better.

What we have asked your school to do now.

- You are now doing better in mathematics but we have asked the teachers to make sure that you all really know your tables and number bonds and have a chance to use your mathematical knowledge in practical and problem solving situations.
- Make sure you all have enough time to complete the tasks teachers set you and that the work they give you really builds onto what you already know and understand.
- Some of your teachers have taken on new responsibilities and need a little help to enable them to carry them out really well.

We are sure that you will do all you can to help the adults who work with you to make your school even better.

Yours sincerely

Christine Huard
Lead inspector

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