

# Whitminster Endowed Church of England Primary School

## Inspection report

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<b>Unique reference number</b>	115660
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	379116
<b>Inspection dates</b>	13–14 June 2012
<b>Lead inspector</b>	John Eadie

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>	93
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keren Mattfield
<b>Headteacher</b>	Lisa Hinkley
<b>Date of previous school inspection</b>	25–26 February 2009
<b>School address</b>	School Lane Whitminster Gloucestershire GL2 7PJ
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## Introduction

Inspection team

John Eadie

Additional inspector

This inspection was carried out with two days' notice. The inspector visited 18 lessons, four of which were paired observations with the headteacher, and observed five teachers. He spent nearly 70% of the available time observing teaching and learning. He met informally with parents and carers and had meetings with pupils, staff and two members of the governing body. The inspector took account of the responses to the online questionnaire (Parent View) and information on the school's website in planning the inspection. He observed the school's work, and looked at its self-evaluation, policies and procedures, particularly those relevant to keeping pupils safe. The inspector evaluated the school's information on the progress that pupils are making. Questionnaires returned by parents and carers of 50 pupils were analysed.

## Information about the school

The school is smaller than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs who are supported at school action plus or who have statements of special educational needs is above average. A very large majority of the pupils are White British, and none speaks English as an additional language. Sixteen per cent of pupils come from Traveller and Showman families. The school meets the current floor standards, which are the minimum expectations for pupils' attainment and progress set by the government.

The school hosts the village pre-school on two mornings each week, but this is run privately and is inspected separately.

## 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>1</b>
<b>Leadership and management</b>	<b>2</b>

### Key findings

- This is a good school. It is not yet outstanding because the quality of teaching, while good and sometimes outstanding, is not yet consistently outstanding. Consequently pupils' achievement is good rather than outstanding. A particular strength of the school is pupils' outstanding behaviour and safety. This is a result of the excellent provision for their spiritual, moral, social and cultural development.
- Pupils' achievement is good. In the Reception class, children make outstanding progress. From Year 1 onwards, pupils make good progress, leaving Year 6 with attainment in reading, writing and mathematics which is typically above average and sometimes well above average. Pupils from Traveller and Showman families make particularly good progress compared to their peers nationally.
- Teaching observed during the inspection was never less than good and was outstanding in the Reception class. Noteworthy strengths are the way that teachers use questioning to move learning on and the way that they match work to the needs and abilities of all individuals and groups in their class. There are occasions when a task continues for too long, when pupils have already mastered the skill or learning which is the focus.
- Pupils' behaviour and safety are outstanding and they are caring, considerate and courteous. They are particularly sensitive to the needs of others and have excellent attitudes to their work and their school. They say that bullying is rare and very minor and dealt with extremely well if it occurs.
- Leadership and management are good. There is an extremely strong sense of teamwork and purpose among all staff and governors, very ably led by the headteacher. Raising the quality of teaching has been a key priority and staff are very enthusiastic about opportunities they have been given to attend focused and very effective training.

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

- Increase the proportion of outstanding teaching by ensuring that:
  - learning activities are not allowed to go on for too long, so that once pupils have mastered a skill or new knowledge, they can quickly move on to new learning
  - consistently high levels of challenge are set for pupils of all ability levels in all lessons.

## Main report

### Achievement of pupils

Children join the school with skills and knowledge well below the expected levels. They make outstanding progress in the Reception class and join Year 1 with average attainment. They make particularly good progress in linking sounds and letters and in their early reading skills. For instance, children in this class were concentrating extremely hard as they successfully spelt 'moth' on their whiteboards to reinforce the 'th' sound blend. Enthusiasm in learning was very much in evidence as these children followed a recipe and prepared the ingredients for a delicious vegetable soup, which they were keen for the inspector to sample!

Pupils make good progress from Year 1 to Year 6, although progress is not consistent in all classes or subjects. Enthusiasm for learning is much in evidence in all lessons. Their keenness was very obvious when young pupils were searching for words with the same starting sound in their outside area. They were delighted with their success when all found at least two alliterative words in their work on poems. Older pupils were observed fully involved in preparing a debate on the merits of cycling as they interviewed a reluctant 'hoodie' cyclist (a student helper). Pupils said that they find their lessons interesting and fun and all pupils on their questionnaires said that they learn a lot in lessons. Similarly, all parents and carers who responded to the questionnaire said that their children are making good progress.

Progress in mathematics has been particularly strong in the recent past because teachers ensure that pupils fully understand and are confident with the basics of addition and multiplication. Progress in writing is also better than usually found and, unusually, attainment in writing is as good as that in reading by the time pupils leave. Attainment in reading is well above average both at the end of Year 2 and Year 6.

Disabled pupils and those with special educational needs make good progress relative to their abilities because of the support provided for them. Pupils from Traveller and Showman families also make the same progress as their classmates.

### Quality of teaching

Pupils are making good progress because they are being taught well. All parents and carers who responded to the questionnaire agreed that their children are being taught well, the very large majority strongly agreeing. A particular strength is the

way that teachers use question and answer sessions to extend learning. This was demonstrated well in a mathematics lesson with the oldest pupils when the teacher was guiding the pupils in making decisions about how to display the data they had collected. A further strength is the way that teachers provide a range of tasks for their classes which are usually matched well to the needs and abilities of the pupils. However there are occasions when some of these tasks, whether for the more or less able, are not sufficiently challenging and pupils find the work relatively easy.

Lessons move at a good pace, though there are occasions when a task is continued for too long and teachers miss opportunities to extend learning by providing different and more challenging tasks for those who are ready to move on. There is a thorough programme in place to teach the links between sounds and letters of the alphabet and pupils are divided into groups appropriate to their abilities for these sessions. This has a significant impact on pupils' good progress in reading.

Very clear plans are made for the learning of disabled pupils and those with special educational needs and these are monitored well and adapted to make sure that these pupils are learning at the optimum rate. Good support is also provided to pupils from Traveller and Showman families, for example by providing them with learning packs while they are away from school.

Teachers use assessment well. Pupils in danger of falling behind are identified rapidly and effective strategies are put in place to help them catch up, many administered by skilled teaching assistants. Teachers also set clear targets for pupils' next steps in learning, though pupils only tend to have one at a time in writing and mathematics, when they could easily cope with more. Pupils say that teachers' marking helps them to improve their work through the system of identifying something for them to work on in the future.

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

All parents and carers who responded to the questionnaire were positive about the quality of behaviour. This fully confirms the findings of the inspection, where all lessons were calm and orderly and playtimes were happy and friendly social occasions. Pupils confirmed that behaviour seen was typical of the norm. A very notable feature is pupils' care and concern for those around them. This was seen in lessons when there were many instances of pupils ensuring that others had all they needed to tackle the task set. Even the youngest children listen carefully when others are speaking and wait to contribute their own views. This good beginning ensures that pupils work particularly well together when asked to work in pairs or small groups. There have been no exclusions in the last few years.

Pupils have a very clear understanding of all types of bullying and say that it is rare and very minor when it happens. They also say that the minor incidences are dealt with extremely well. They feel exceptionally safe in school and that problems, for example when friends fall out, are sorted quickly, quite often by trained peer mentors.

## Leadership and management

Responses to the questionnaires completed by teaching and non-teaching staff were very positive, reflecting the strong team spirit in the school. Professional development is a particular strength and is very well focused both on school improvement and individual needs. Governors are also fully involved in school improvement, for example attending one of the staff training days at the start of the school year where the school development plan is drawn up. One of the strengths of development planning is that it is strongly based in monitoring, both of the quality of teaching and of pupils' progress. This has enabled effective procedures to be put in place for improvement and illustrates the school's capacity for sustained improvement. Members of the governing body and leaders and managers are effective in ensuring that the arrangements to keep pupils safe are rigorous. Statutory requirements regarding safeguarding are met.

Equality of opportunity is high on the school's agenda. This was identified by parents and carers, one of whom said for example, 'The school values each child as an individual and develops a caring ethos as all year groups know each other and work and play together.' In particular, the cultures of all groups in the school are celebrated. This was very well exemplified in a topic taught last year entitled, 'All the fun of the fair', where the lifestyle and culture of the Traveller and Showman families were celebrated. Pupils thoroughly enjoyed learning about their classmates' lives and hearing from a father what life is like on the road. They particularly enjoyed the ride he brought along! This topic was a good example of how the curriculum is planned to interest and engage the pupils. It is also planned well to meet their individual needs.

Provision for pupils' spiritual, moral, social and cultural development is outstanding. Many opportunities are planned for them to reflect on their place in society and their responsibilities towards it. There is a very strong moral code, which is appreciated and reinforced by pupils themselves. Their social development is a particular strength, and they say for example, 'It is easy to make new friends as everybody is so friendly.' The buddy system, where older pupils are linked with younger ones, is much appreciated by all, older pupils enjoying the responsibility of 'looking out for' their buddies. The school has made strenuous efforts to promote pupils' awareness of the wider world, forging links with schools in South Africa and Inner London for instance. All this was summarised well by a comment from a parent or carer who said, 'Our child has thrived and grown into a confident, independent, loving and thoughtful young person.'

## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards:	the national minimum expectation of attainment and progression measures.
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.**



15 June 2012

Dear Pupils

**Inspection of Whitminster Endowed Church of England Primary School,  
Gloucester GL13 7PJ**

Thank you so much for the way you welcomed me so warmly when I visited your school recently. I really appreciated talking with you and hearing how much you enjoy your school. I am not surprised as it is a good school.

These are some of the best things I found.

- You are making good progress in reading, writing and mathematics and leave from Year 6 with standards that are typically above average.
- The reason for this is that you are being taught well. You told me that your teachers make your lessons interesting and fun.
- The youngest children in the Reception class make outstanding progress as their teaching is outstanding.
- Your behaviour is excellent. You show that you really care for one another and told me that your school is a really friendly and happy place.
- The school makes outstanding provision for your spiritual, moral, social and cultural development and you are growing into responsible and thoughtful young people.
- Your headteacher, the staff and governors have really good plans to make sure that your school becomes even better.

There is just one thing I have suggested could be improved.

- For you to make outstanding progress, there needs to be more outstanding teaching. There are times in lessons when an activity carries on for a bit too long and you have already mastered the learning. There are also occasions when not all of you have work that really challenges you.

I know you will help by continuing to work really hard. Very many thanks once again, particularly for the delicious soup made by the Reception class.

Yours sincerely

John Eadie  
Lead inspector

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