

# Whiteshill Primary School

Main Road, Whiteshill, Stroud, Gloucestershire, GL6 6AT

## Inspection dates

13–14 November 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although teaching is often good or better, there are weaknesses in the quality of teaching of mathematics. Some teachers are not sufficiently secure and confident in teaching mathematics to ensure all pupils achieve well.
- Gaps in pupils' learning in mathematics are not always effectively identified and quickly addressed.
- Insufficient time is given for pupils to improve and recall mathematical facts and for them to use and apply what they know to develop a secure understanding.
- Opportunities to promote the good learning of disabled pupils and those who have special educational needs are not always sufficiently identified or effectively used with the result that the progress of some pupils is not as fast as it could be.

### The school has the following strengths

- Teaching has improved strongly over the last two years and pupils' attainment in reading, writing and mathematics has risen through the school.
- Attainment and progress in reading are, currently, better than national standards and progress in writing is good.
- The headteacher has a clear view of the strengths and weaknesses of the school and has made many effective improvements especially to the quality of teaching, pupils' learning and achievement and to the school budget.
- Governors have high expectations for the school. They are knowledgeable and provide good levels of challenge as well as support.
- The expertise of middle leaders has improved. Opportunities to monitor and to lead improvements have increased with notable impact in reading and writing.
- Strengths within the school curriculum such as the promotion of the arts, music and sport have been well maintained. Pupils' spiritual, moral, social and cultural development continues to be well promoted.
- Pupils behave well. They feel safe in school, get on well with each other and are keen to succeed in their work. Pupils enjoy school and attend regularly.

## Information about this inspection

- The inspector observed nine lessons led by six members of staff. Many of the lessons were observations shared with the headteacher. These sessions included two on the teaching of letters and the sounds they make (phonics).
- The inspector held a meeting with four members of the governing body and with groups of pupils. A telephone conversation was held with a representative from the local authority. In addition to a number of meetings with members of staff, the questionnaires completed by 12 members of staff were taken into account.
- The views of parents were collected from brief informal meetings at the end of the school day. Account was also taken of the parental responses made to a school questionnaire sent out last term as well as the 24 responses to the Ofsted online questionnaire (Parent View).
- The inspector reviewed a range of documentation including the school's analysis of pupils' progress, teachers' lesson plans, the school's action plan, leaders' monitoring records, pupils' work and the record of checks made on staff suitability to work with children.

## Inspection team

Hazel Callaghan, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average primary school. Almost all the pupils are of White British heritage and very few are from minority ethnic groups. Pupils are taught in four classes, three are of mixed ages.
- The proportion of pupils eligible for the pupil premium is well below that found in schools nationally. This is additional government funding provided for pupils who are known to be eligible for free school meals, those who are looked after by the local authority and those with a parent in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported at school action is broadly average. The school has an increasing number of pupils with complex needs and/or who have challenges in their lives that make them vulnerable.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Improve the teaching of mathematics and accelerate pupils' progress in the subject, including that of the more able, to equal that in reading and writing by:
  - sharing the best practice in the school so teachers' subject knowledge and confidence in teaching mathematics improve
  - using assessment more rigorously to identify gaps in pupils' learning so they are quickly filled
  - increasing pupils' ability to recall mathematical facts rapidly and enhance their skills and understanding, such as in using times tables when solving problems
  - helping pupils to develop a range of strategies to solve problems in their heads using their mathematical knowledge and skills.
- Ensure all disabled pupils and those who have special educational needs make at least good progress in their learning to reach the levels of which they are capable by:
  - using outside expertise when required to identify clearly the personal and learning needs of these pupils and developing staff expertise to meet those needs
  - ensuring there is a balance in teaching groups so that these pupils have regular opportunities of working with the class teacher as well as teaching assistants.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Attainment in mathematics is the weakest aspect of pupils' learning and even though standards in the subject have risen, pupils generally make only levels of progress expected nationally, rather than good progress in this subject. Some pupils cannot recall number facts quickly to solve problems and this slows their progress. Similarly, not all pupils are confident to use their knowledge to develop a variety of strategies which could help them calculate answers mentally. Not all teachers have strong expertise in mathematics.
- Disabled pupils and those who have special educational needs are not always making similar progress to that of their peers nationally or that of other pupils in the school. The quality of support has not kept pace with the increasing numbers of pupils who have complex needs or are vulnerable.
- Attainment has risen steadily in reading, writing and mathematics for pupils in both key stages. Year groups are small and so there are some variations from year to year but generally pupils attain broadly average standards. In 2013, however, attainment in reading was above average and progress in reading was strong throughout the school. Progress in writing is, currently, good.
- More-able pupils achieve well in reading and writing but not all reach the levels they are capable of in mathematics.
- Children start in Reception with a wide range of knowledge and skills. In some years these are in line with those expected nationally for their age, but in other years they are below. Whatever their starting points, children achieve well in the Reception class and are well prepared for learning in Year 1.
- Pupils' understanding of phonics was slow to develop in Year 1 in 2012, but it had much improved in the most recent national check. Pupils who are now in Year 2 use this knowledge well to help them sound out letters and read new words. Pupils through the school enjoy reading and those in Year 6 confidently tackle new texts, following the good example set by teachers to try a variety of book styles and genre.
- By the end of Year 6, the few pupils eligible for the pupil premium usually reach the levels expected for their age and their attainment in English and mathematics is broadly in line with that of their classmates. A few of these pupils have complex special educational needs which slow their learning but, generally, any gaps between their attainment and progress and that of other pupils are closing and most go on to achieve as well as their peers in school.

### The quality of teaching

### requires improvement

- Teaching has improved and much is good but not all teachers are confident in teaching mathematics. Important opportunities to consolidate learning before new work is tackled are missed. Some teachers do not use assessment sufficiently accurately to identify gaps in pupils' mathematical knowledge which can mean new learning is not secure.
- Teachers do not always prompt pupils to recall mathematical facts and apply them when doing mental calculations.
- Teaching assistants are usually a strong element of the teaching and many provide knowledgeable and effective support for pupils of all abilities. Sometimes, some disabled pupils and those who have special educational needs require more expert teaching and support than some teaching assistants are, currently, able to provide. These pupils do not always have enough opportunity to work with the class teacher and this, coupled with the lack of expertise of teaching assistants, slows these pupils' progress.
- Some teaching has outstanding elements which ensure pupils' learning progresses at a good rate. This was particularly evident in English sessions and, sometimes, in mathematics, but this is not always the case and so progress in mathematics is not as rapid.

- Teaching in the Early Years Foundation Stage is good. Teachers and teaching assistants have a good understanding of how young children develop and tasks engage, interest and stimulate a desire to explore new ideas. Questions are well matched to all children's stage of learning so they make good progress.
- In many lessons, teachers provide clear explanations so pupils understand what they are to learn and how to go about it. Work is challenging so pupils are motivated and engaged. Tasks are well matched to pupils' different levels of ability and learning needs. The pace of learning is well judged and all pupils have time to reflect on new ideas and to complete their work. Questions are used well to probe pupils' understanding and activities adapted to provide greater challenge where necessary. In these situations, pupils are confident and successful, including the more able.
- In all classes, relationships between the teachers, the teaching assistants and pupils are very positive. Pupils enjoy their lessons and say their teachers help them to understand new work. Teachers have high expectations for pupils' good behaviour and use a wide range of positive strategies so there are rarely any interruptions to lessons.
- Teachers mark pupils' work thoroughly, showing them what they have done well and what can be improved. Pupils understand the process and mark each other's work using the same evaluations, which enable them to make increasingly good progress.
- The promotion of pupils' spiritual, social, moral and cultural development is good. There are many opportunities for pupils to work in different groups and to share activities with pupils in other schools, such as sporting events. Earlier in the year pupils in Years 5 and 6 joined other choirs to sing *Noah's Flood* in Gloucester Cathedral – a memorable experience which pupils recall with pleasure.

### **The behaviour and safety of pupils are good**

- Pupils behave well in their classes, in assembly, at break times and around the school. Pupils are polite and friendly and courteous to visitors.
- All pupils have good attitudes to learning. They often show considerable levels of concentration and attention in lessons and respect for each other's work and effort. In all lessons observed, pupils were fully engaged and well focused on their work. One pupil stated, 'I like coming to school because I learn new things and this will help me to pass exams and get better at my work.' Many other pupils said they find their lessons enjoyable and they want to do well.
- Response to the teachers' comments in their books is positive and older pupils are increasingly checking their work to see if they have met their targets. They are developing good levels of confidence in the work and recognise how to make it better. They take difficulties in their stride and try again.
- Pupils say behaviour is good and any upsets are caused by frustration or minor arguments. They have no concerns over bullying because they say it is rare, especially any physical, emotional or cyber-bullying.
- Pupils say they feel very safe at school. They identify possible hazards and suggest sensibly ways to keep themselves and others safe. They have a good understanding of the dangers of internet safety.
- Attendance to school is well above the national average. There is rarely any persistent absenteeism.

**The leadership and management are good**

- The headteacher has an accurate view of the school's performance and has been effective in improving teaching and learning across the school. There has been robust action to tackle inadequate teaching with the result that pupils' achievement has risen across the school. However, the teaching of mathematics is still not strong enough. Clear strategies for improvement of it have been identified but not yet fully implemented and the best practice in the teaching of mathematics is not yet shared well enough across all staff.
- The improvements already made in teaching and pupils' achievement show that the school has strong capacity to continue to go forward.
- Comprehensive analysis of pupils' attainment is used to monitor their progress as individuals and for groups. This information is shared with staff so that underachievement is identified and extra support put into place to accelerate learning.
- Performance management of staff has raised expectations for pupils' progress and the teachers' part in promoting good achievement. There are secure links between pupils' progress and achievement and pay awards for teachers. Relationships throughout the school are highly positive.
- Subject leaders are taking a greater part in school improvements. Well-focused training has developed their monitoring skills and helped them to lead their subjects forward. Helpful support from the local authority has promoted strategies for improvement, especially in writing. The local authority's help has had a positive impact on developing teaching and increasing pupils' learning.
- The school is effective in providing support for pupils with social, emotional and/or behavioural difficulties. There is an effective partnership with an outside resources base which provides additional help for pupils with the greatest need of support.
- There is an increasing number of pupils who have complex special educational needs, which staff work hard to meet, but there is not always the expertise in this small school to ensure these needs are met. Staff training is updated as the need is identified and the headteacher seeks additional expertise from outside the school but this is not always readily available.
- The curriculum is effectively planned to provide an enjoyable range of topics and activities which enhance pupils' learning. The breadth of the curriculum has been effectively maintained. There are many opportunities to extend pupils' spiritual, moral, social and cultural development. Pupils' learning in music, art and sport are well promoted. Recent additional funding for physical education and sport is being used to employ sports specialists who work alongside staff to share their expertise and ensure improvements are sustained. However, it is too soon to evaluate the full impact of these initiatives. After-school activities are being developed to ensure girls are encouraged to participate as much as the boys in the many fun, sporting activities provided.

**■ The governance of the school:**

- The governing body has a good understanding of school data about pupils' progress and attainment and challenges the headteacher to account for pupils' achievement. Governors use a variety of data to help them evaluate the school's performance compared to that of other schools.
- The governing body is fully involved in determining the use of the pupil premium funding and makes a check on the impact on pupils' achievement.
- The governing body has high aspirations for the school. Governors fully support opportunities for leaders, including those below senior level, to be trained to extend their knowledge and expertise.
- Governors have effectively audited the range of skills and expertise within the governing body so that these are used effectively to monitor and support school improvement. Additional training is used to ensure the governing body effectively carries out its legal responsibilities.
- All governors understand what the quality of teaching is across the school and use the outcomes of performance management of staff to reward good teaching based on its impact

on pupils' achievement.

- Effective financial controls and planning have turned a deficit budget into a secure basis for school improvement.
  - The governing body carries out its responsibilities to ensure a safe and secure environment and all safeguarding requirements are met.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	115556
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	426753

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

<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>	98
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Claire Deacon
<b>Headteacher</b>	Diane Bainbridge
<b>Date of previous school inspection</b>	12 October 2011
<b>Telephone number</b>	01453 762949
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