

# Whitehouse Community Primary School

Marlow Road, Ipswich, Suffolk IP1 5JN

## Inspection dates

6–7 June 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Since the previous inspection, the headteacher, staff and governors have worked tirelessly to improve outcomes and progress for pupils.
- There are positive and caring relationships between adults and pupils. This directly impacts on the pupils' strong progress from their starting points.
- Pupils are polite, friendly, well-mannered and caring towards each other and adults. Pupils' behaviour in lessons, on the playground and as they move around the school is of a high standard.
- Children are happy and settled in the early years classes. They play and learn well together.
- The high level of care that pupils receive in school is outstanding. The school actively promotes all aspects of pupils' welfare.
- Spiritual, moral, social and cultural education is woven into school life at every opportunity. This is a strength of the school.
- Pupils are well prepared for life in modern Britain. They have a good knowledge and understanding of British values and how they are intertwined with 'the Whitehouse way'.
- Pupils with special educational needs and/or disabilities (SEND), pupils with English as an additional language and vulnerable groups of pupils are ably supported and cared for. They achieve well.
- Overall, the quality of teaching, learning and assessment is good. This is because leaders check the quality rigorously to ensure that it is consistent across the school.
- In key stage 2, pupils make good progress in all subjects, particularly in mathematics, and by the end of Year 6 they are well prepared for their move to secondary school.
- Leaders have rightly devoted their time to improving teaching and learning in English and mathematics. Leaders are in the process of supporting subject leaders to improve teaching, learning and assessment in other curriculum subjects. This work is at an early stage of development.
- Attendance is improving, but remains below the national average. A number of pupils are persistently absent or do not arrive at school on time.
- The school has tried hard to work in partnership with parents. However, the impact of its actions has not been effective enough.

## Full report

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

- Improve attendance by:
  - encouraging and supporting parents and carers to bring their children to school regularly and to arrive on time every day, so that overall attendance increases to at least the national average.
- Broaden the curriculum focus beyond English and mathematics by:
  - supporting subject leaders to become skilled in strengthening the teaching, learning and assessment of the subjects they lead.
- Support parents to help their children with their learning by:
  - creating opportunities for parents to visit school more regularly to learn with their children
  - further developing opportunities for different cultures and faith groups from the local community to become involved in the life of the school.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Senior leaders know the school well and have a reflective approach to all the work they do. They articulate their vision for the school with passion and clarity and are determined that all pupils will achieve.
- Since the previous inspection, the headteacher, governors and staff have been relentless in bringing about improvements. The headteacher has galvanised the school team to work well together. All pupils are supported to make the progress they are capable of. Staff work well together and share the same high aspirations for securing better outcomes.
- Leaders have developed and refined systems and processes to support teaching, learning and assessment. Rigorous and detailed monitoring means that any areas for development are quickly identified and acted upon. The monitoring of teaching is accurate and challenging. Leaders sensitively support staff to improve their practice, which has helped to improve the quality of teaching.
- The progress that pupils make in reading, writing and mathematics is meticulously tracked by leaders. The information is used to target pupils who are at risk of falling behind. This means that the majority of pupils make good progress, especially those with SEND or English as an additional language and other vulnerable groups. Staff are determined that there are no excuses for pupils not succeeding.
- The provision for supporting pupils' spiritual, moral, social and cultural development is a strength of the school. The subject leader clearly communicates her vision for this area. She has worked hard to ensure that all adults understand and fully embed this into every area of school life. Pupils have a wide range of opportunities to learn about different faiths and cultures. The school promotes celebrating diversity within its local community. For example, a small group of parents are working with the coordinator to deliver a whole-school Kurdish day. Pupils learn about British values and what it means to be a citizen in England today. 'The Whitehouse way' permeates all aspects of school life. This helps pupils to develop a greater understanding of the world they live in and the contribution they make.
- There is a determination by leaders for pupils to experience activities that they might not otherwise have an opportunity to try. Pupils visit the beach, have careers days and learn about what it is like to be healthy and how to be mindful of their emotional health and well-being. Since the previous inspection, the school has introduced a plethora of activities for the pupils to participate in. The additional activities support and enhance the lives of pupils.
- Pupils have the opportunity to participate in a wide range of sports clubs. The physical education and sports premium funding has been used well. Teachers have had additional training and are appreciative of the professional development. This area is well led. The school has achieved the bronze and silver award for the Sports Mark and is now in the process of working to achieve gold.
- Leaders use the pupil premium funding to maximum advantage to address the needs of the large number of disadvantaged pupils. They use the funding creatively so that

pupils make better progress from their starting points. The school is adamant that all pupils are ready to learn. It provides breakfast every day, as well as other essential items such as school uniform. Disadvantaged pupils make good progress.

- The main improvement foci for leaders since the previous inspection have been reading, writing and mathematics. Consequently, these curriculum areas have improved. Leaders are in the process of supporting subject leaders to improve teaching, learning and assessment in other areas of the curriculum.
- The school curriculum is broad and balanced. Pupils have access to a wide range of different experiences as part of the school curriculum. Whole-school themed days bring the curriculum alive for pupils. They are appreciative of the opportunities they are offered. Work is showcased in vibrant displays around the school.
- A very small percentage of parents responded to Ofsted's online questionnaire, Parent View. Parents and carers who did respond were mainly positive about the school. Parents who talked to inspectors at the start of the school day were also positive. All parents said they would recommend the school to other parents.

### **Governance of the school**

- Governors are effective. They know the school and the community they serve well.
- They hold leaders to account for all aspects of school life. They have a rigorous and clear improvement and support programme for the school.
- Governors ensure that school finances and additional government funding are used to enhance the life chances of pupils in their care.
- Governors are not complacent and know there are areas that need further improvement, such as attendance and parental engagement.
- Governors are passionate about all pupils having opportunities that allow them to succeed. They are rightly proud of the achievements of the school and have pupils at the heart of everything they do.

### **Safeguarding**

- The arrangements for safeguarding are effective. Indeed, this is a strength of the provision.
- Safeguarding is integral to the daily life of the school. Leaders have created a culture of vigilance in which pupils' welfare is actively promoted.
- There is a large team of safeguarding personnel, and this ensures that responses to any concerns are immediate. All concerns are recorded, tracked and followed up effectively.
- Pupils are listened to and feel safe. Parents confirm this. Pupils have learned about e-safety and how to keep themselves safe when using social media outside of school.
- All staff are regularly trained. There are comprehensive training records and staff can explain the processes they need to follow if they have a concern.

## Quality of teaching, learning and assessment

Good

- Spiritual, moral, social and cultural education underpins all areas of the school curriculum. British values are linked to 'the Whitehouse way', which encourages pupils to think about reflection, responsibility, courage and perseverance. Each year group studies a topic that is focused on answering a question each half term. For example, in Year 6 pupils learn about how life changed for children during World War 1, and in Year 2 pupils learn about how animal habitats differ around the world. The enquiry curriculum is closely aligned to the school's writing curriculum. This helps the pupils to make links in their learning between different subjects.
- The clear systems and processes for monitoring the quality of teaching, learning and assessment have meant that expectations are clear for all. Staff at all levels confirm that having a whole-school approach means that teaching and learning are improving.
- Consistency of learning across all classes in each phase group means that there is equality of opportunity for all pupils to access the curriculum.
- The curriculum for English and mathematics has been redesigned, with clear links made between what pupils can do and what they need to do next in their learning. This means that all teachers are knowledgeable about the standards the pupils need to achieve.
- The teaching of mathematics across the school is a strength. A range of reasoning and problem-solving activities ensure that pupils are able to demonstrate their mathematical skills. Pupils are regularly asked to convince teachers of their understanding.
- The new English curriculum has been closely aligned to the school's enquiry-based curriculum. This allows pupils to write at length across the curriculum for a variety of different purposes and audiences. The skills of planning, drafting, editing and writing are being taught and assessed to show progress and areas for pupil development. 'Extended write' books give pupils the opportunity to demonstrate what they have been practising. This encourages them to take pride in their work.
- Pupils are given opportunities to read regularly at school. Reading targets have been revised to support pupils to achieve age-related expectations. Pupils with English as an additional language all achieved as they should at the end of key stage 2. Younger pupils confidently use their knowledge of letters and sounds when reading. Pupils who are not able to practise reading at home are given additional opportunities in school.
- Assessment practice in foundation subjects such as science, history and geography is at an early stage. Subject leaders are aware that the same rigorous systems and processes implemented in English and mathematics would further develop these areas of learning for pupils.
- Teaching assistants make a good contribution to pupils' learning. Their work is focused on pupils' specific area of learning needs within the class. The school's system of daily focused support gives pupils the opportunity to improve their learning quickly.
- Overall, since the previous inspection, the quality of teaching learning and assessment has improved.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is outstanding.
- This is an inclusive school. All pupils, regardless of faith, culture or learning needs, are welcomed and supported extremely well. All members of the school community ensure that respect and acceptance of difference are embraced.
- All staff are highly sensitive to the needs of individual pupils. Attending to pupils' learning needs quickly is established throughout the school.
- Leaders work closely and effectively with a wide range of external agencies to offer support to families who require it.
- All staff do everything they can to ensure that pupils enjoy school and want to attend. Their readiness to learn is paramount, and the school goes above and beyond to support pupils by providing breakfast and other resources, based on need.
- Leadership roles for pupils have expanded since the previous inspection. Prefects are proud of their chosen uniform and wear it with pride. There is a range of new responsibilities for pupils, which include being a member of the school parliament, a house captain or an e-safety ambassador.
- The school's golden rules and learning behaviour expectations allow pupils to develop into good citizens of the future. They set out how pupils conduct themselves to maximise their learning in and out of lessons. In an assembly for Reception children, they celebrated the success of their friends who had been given an award for following the golden rules that week. All pupils are clear about what is expected of them, inside and outside of school.

**Behaviour**

- The behaviour of pupils is good.
- Pupils are happy, polite, friendly and well-mannered. They are a credit to their school.
- Pupils and parents say there are no incidents of bullying. Pupils are clear about the difference between bullying and unkind behaviour. Pupils know to seek adult support and they know that any unkindness is dealt with swiftly and fairly by the adults caring for them.
- Leaders have ensured that there are consistently high expectations of how pupils should behave. The school has a whole-school behaviour policy that pupils understand and follow.
- Pupils from different home and cultural backgrounds work and play together well. This is because the school openly and clearly values the faith and home backgrounds of all pupils. Pupils learn to respect and appreciate diversity. Weekly celebration assemblies recognise pupils for their achievements both inside and outside school.
- The change of attitudes and ethos of the school has halved the number of fixed-period exclusions.

- Attendance is improving, but is still below the national average. Some pupils do not attend school as regularly as they should or arrive on time.

## Outcomes for pupils

**Good**

- Progress and attainment rates for pupils are improving, year on year.
- The proportion of pupils reaching the expected standard in the Year 1 statutory phonics screening check has risen. This is because of the clearly organised way in which phonics is taught in Years 1 and 2. Pupils make good progress in learning letters and the sounds they make. The dip in previous years has been because of pupils with English as an additional language joining the school in Year 1 who were new to learning English. Current assessment data suggests there will be improvement again this year.
- The outcomes for pupils in key stage 1 are affected by the large number of pupils who join the school with English as an additional language. Often, they have no previous school experience. Pupils from disadvantaged and vulnerable groups performed well in reading and maths. Pupils with English as an additional language are well supported with additional language sessions.
- Pupils' attainment at the end of key stage 2 has improved year on year since the previous inspection. Attainment has improved in all areas and is particularly strong in mathematics and grammar, punctuation and spelling.
- Pupils' writing is rapidly developing fluency, maturity and complexity as they move through the school. They write regularly and at length across a range of subjects. Presentation and handwriting are improving, and pupils strive to be awarded a 'pen licence' for their neat work.
- Progress for pupils with English as an additional language is good from key stage 1 to key stage 2.
- Pupils who attend Whitehouse Community Primary School for both key stage 1 and 2 make good progress.
- The strongest progress has been in key stage 2. The rate of progress, although improving, has not been as strong in key stage 1 due to the high mobility rates of pupils.

## Early years provision

**Good**

- Children start their school well in a safe, caring and happy learning environment.
- The majority of children start school with skills and knowledge that are significantly below those expected of their age. They make rapid progress from their individual starting points as they move through the Nursery and Reception classes.
- Over the past three years, the proportion of children reaching a good level of development at the end of Reception has improved consistently and is in line with the national average.
- The early years classes are led well by the coordinator. Swift action is taken to make

sure that the curriculum meets the needs of the children. Children's progress is accurately assessed. This helps teachers to identify how well each child is doing and plan for what they need to learn next.

- Teachers and other adults know the children well.
- Disadvantaged children and children with SEND are supported to access the curriculum. They access a good range of resources to help them engage in their learning.
- Positive relationships between all adults and children are central to the well-being of children in the early years environment. For example, at snack time in the Nursery children are encouraged to use sign language to overcome the language barrier and communicate their needs.
- The indoor learning environment promotes positive learning experiences. It is well resourced. Adults provide a range of practical activities that cover all the required areas of learning. The large outdoor learning environment has a range of activities for the children to further develop their knowledge and understanding of the world. Some reorganisation of some of the key areas that the children enjoy using would further enhance their learning experiences. For example, children wanted to push the large trucks around the track on the tarmac, where many other activities were taking place.
- Children are happy and safe. They enjoy learning and playing together. They take care of each other and seek adult support if they need to. Children behave well and move between different activities in a calm and orderly way.
- The school uses an online electronic system for recording children's achievements. This is shared with parents and carers. Parents are able to comment on the work and upload any work that the child completes at home. Staff say this has been positively received and the majority of parents have registered to access the system.
- Safeguarding is effective. Staff are appropriately qualified to meet the statutory requirement for ensuring children's welfare.



## School details

Unique reference number	124660
Local authority	Suffolk
Inspection number	10088663

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	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	594
Appropriate authority	The governing body
Chair	Martin Parker
Headteacher	Andrea Hall
Telephone number	0147 374 1249
Website	<a href="http://www.whcps.org">www.whcps.org</a>
Email address	<a href="mailto:admin@whcps.org">admin@whcps.org</a>
Date of previous inspection	8–9 March 2017

## Information about this school

- Whitehouse Community Primary School is much larger in size than other primary schools nationally.
- The proportion of pupils supported by the pupil premium is above the national average.
- The majority of pupils are White British. However, nearly a third are from a range of minority ethnic backgrounds. Half of these pupils speak English as an additional language.
- The proportion of pupils with SEND is high compared to national data.

## Information about this inspection

- Meetings were held with the headteacher, the deputy headteacher, the assistant headteacher and other middle leaders. The lead inspector held a discussion with a representative of the governing body as well as the school's local authority representative.
- The inspection team scrutinised pupils' books in English, mathematics and foundation subjects. An inspector also formally spoke with pupils about what it is like to be a pupil at this school.
- A range of documentation was reviewed, including the school's self-evaluation document, the school improvement plan, the school's own assessment information, safeguarding procedure and attendance data.
- The lead inspector took into account the 21 responses on Parent View, Ofsted's online questionnaire, and the 21 free text messages. There were 40 responses to the staff questionnaire and four responses to the pupil survey.

## Inspection team

Lou Nelson, lead inspector	Ofsted Inspector
Ahson Mohammed	Ofsted Inspector
Brenda Watson	Ofsted Inspector

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