



# Whitminster Endowed Church of England Primary School

## Inspection Report

**Unique Reference Number** 115660  
**LEA** Gloucestershire  
**Inspection number** 279648  
**Inspection dates** 16 November 2005 to 16 November 2005  
**Reporting inspector** John Paull RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Voluntary controlled		Whitminster
<b>Age range of pupils</b>	4 to 11		Gloucester, Gloucestershire GL2 7PJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01452 740406
<b>Number on roll</b>	107	<b>Fax number</b>	01452 741974
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jan Bunting
<b>Date of previous inspection</b>	13 March 2000	<b>Headteacher</b>	Miss Kerry Cunningham

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 16 November 2005 - 16 November 2005	<b>Inspection number</b> 279648
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## **Introduction**

The inspection was carried out by two additional inspectors.

## **Description of the school**

Whitminster Endowed Church of England Primary School is located in a rural area, not far from Gloucester. It is part of the Diocese of Gloucester. Nearly all pupils are of White British heritage, although several are from a range of travelling communities. Significant groups are of Roma and Showmen backgrounds. Several are involved in fairground businesses that take them away from the area at times when the school is in session. The proportion of pupils with learning difficulties and disabilities is about average. Pupils' attainment on entry is also average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Whitminster Primary is a good school which broadly matches the school's view of itself. This opinion is shared overwhelmingly by parents. Good value for money is achieved. The school has several outstanding features and pupils are proud to attend.

Leadership and management are good. The headteacher, staff and governors are seeking excellence and what they have done already suggests that they are likely to succeed in their aim. Standards on entry are average, although the range is wide. Pupils of all backgrounds and abilities are given good support, including those who travel with their families. Teaching and learning are good and include some outstanding features. Pupils make good progress academically and thrive personally. By the end of Year 6, achievement is good and, in English especially, standards are high, with many pupils reaching a level above that normally expected. Monitoring of standards in this subject has been good. While satisfactory, monitoring in science and, to some extent, mathematics has had less impact on provision, although improvement is under way. Standards in mathematics, for example, improved considerably in 2005.

Pupils' personal development is outstanding. Outside agencies and parents are involved fully in creating a climate of care and respect to which pupils respond very well. They are very helpful, tolerant and polite, and behaviour in lessons is excellent. Children in the Reception class are taught well, so settle quickly and make good progress.

Improvement since the last inspection has been good. Standards are higher and weaknesses in provision in information and communication technology (ICT) have been rectified. The involvement of parents, including those with a travelling heritage, has improved considerably. Weaknesses in the accommodation have been harder to rectify. Cramped space in the hall restricts pupils' opportunities to practise in gymnastics and dance. Exterior space is limited for children in the Reception.

### **What the school should do to improve further**

To achieve its goal of excellence, this good school should:

- do all that it can to bring about the completion of local authority plans for the extension and improvement of the building
- use its recently improved systems for managing and monitoring provision in mathematics and science in order to raise standards to the levels achieved in English.

## **Achievement and standards**

### **Grade: 2**

Pupils' achievement is good, although stronger in English than in other subjects. Achievement is also good in the Reception Year. Good teaching means that pupils make good progress through the school. For many of them, average performance on first entering the school rises to above average by the time they leave. In English, especially, the proportion of pupils who reach a level above that normally expected is high, which is reflected in the results of national tests in Year 6. In the last few years, challenging targets have been set and largely met and trends are upwards. Standards

in science are not quite as good as those in English or mathematics. Good monitoring of pupils' performance has established where their lack of understanding has caused them difficulty, and teaching has been adapted to correct it. Further checks indicate that this action is proving successful and should produce stronger results in the weaker areas. The school's record in producing such change looks good. A focus on raising pupils' writing standards in younger age groups has produced a recent strong performance in national writing tests in Year 2.

Pupils from travelling families are benefiting from a much closer relationship between the school and their parents. The result has been that their needs are now being met well. When they are unable to be at school, work is provided for them to take on the road. Supporting staff then help them to reintegrate successfully into lessons on their return. Pupils with special educational needs are also well catered for and make good progress towards their own specific targets. Similar arrangements are made for children in the Reception class, where progress towards the required goals is good.

## **Personal development and well-being**

### **Grade: 1**

Pupils' personal development is outstanding. Their knowledge of other cultures has improved since the last inspection and is now good. They make excellent progress in their spiritual and moral development, reflecting the school's religious character. Pupils show strong commitment in acts of worship, joining in hymns and prayers with respect and enthusiasm.

Behaviour is excellent. Pupils listen with considerable care in lessons and tackle their work cheerfully. Pupils show concern for the well-being of others and treat each other with tolerance and care. They take on duties willingly and show pride in their school. They are keen to do well, and to help their teachers and other adults. Their perseverance when working on difficult tasks is impressive. They show considerable initiative and rise to the occasion strongly when they offered independence. Playtimes are happy and energetic. Pupils' understanding of safe and healthy practices is very well developed. They enjoy opportunities to contribute to the life of the community, taking part in church services and local events. The school council plays a significant role in decision-making and organising fund-raising for charities and playground equipment. Pupils' excellent social habits and good basic skills promise well for their future social and economic success.

Those occasions when travelling families are away reduce the school's attendance figures considerably. Nevertheless, children from these families attend well when they are living locally and the attendance of other pupils is good. Parents of all groups agree that their children enjoy school and are keen to attend.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The overall quality of teaching is good and includes features that are excellent. Lessons that were observed, covering all classes, were good. One was outstanding. Teachers' organisation and their management of pupils are very strong. What contributes greatly to this picture is teachers' very good knowledge of different pupils' needs and the care that is taken to provide it. What results is teaching pitched at just the level to create constant challenge for pupils, coupled with a realistic view of what pupils need to work on. It is apparent how well assessment is being used to contribute to this, although further improvement of this aspect is required in mathematics and science. In the outstanding lesson, which nevertheless featured numeracy, this feature was particularly strong. Throughout the school, including in the Reception Year, work is tailored to meet the needs of different age groups, abilities and backgrounds in the mixed-age classes. This means that pupils are interested; they work very hard with complete enjoyment, and progress rapidly. Good arrangements are made for the school's travelling community, ensuring that their parents receive information about what they can do to help their children at times when their work takes them away. Pupils with special educational needs are taught effectively, based on the provision of what is necessary to help them understand what to do to learn.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good, and planning for all subjects is well constructed using national guidelines. Adaptations to improve what is taught in mathematics and science, based on good monitoring, are proving effective. A good emphasis has now been placed on practical and investigative approaches in these subjects. Creativity is strong across the curriculum. Work is adjusted to match the needs of pupils across the range of ages and abilities in each class. The curriculum in the Reception Year is well planned and provides a good start. Provision in ICT is good and it is used across the whole curriculum. Nevertheless, limited accommodation is causing restrictions on progress in some areas. Notably, the hall is too small for dance, gymnastics and whole-school activities. The range and quality of out-of-class activities and clubs are impressive. The ICT club, for example, is very well attended, with mixed-age teams enthusiastically producing TV films. The school has a very good record in inter-school sports competitions.

### **Care, guidance and support**

#### **Grade: 1**

The level of care is outstanding, based on the very strong relationships between adults and pupils found throughout the school. Statutory elements such as child protection and safeguarding are fully met. A very strong community spirit exists, based on a very positive ethos of fairness and sharing. Pupils feel valued, knowing that any concerns

will be heard sympathetically and dealt with. Their academic progress is tracked closely and the information is used very effectively to guide provision. Work in all subjects is adjusted carefully so that pupils of all abilities are successfully included. The targets set for individuals and groups are very clearly focused and well understood by pupils. Those with learning difficulties are given intensive extra help so that they make good progress. The school has taken considerable care to build close relationships with traveller families. The support services of the local authority are used very effectively to help these pupils, both at school and when travelling.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher is an outstanding leader and has succeeded in building a very strong team that is determined to use all information at its disposal, working towards the creation of an excellent school. The impact of this drive is already very clearly revealed in improvements to teaching quality and the rising achievements of pupils and in English throughout the school. Improvements in mathematics and science, although not as advanced, owing to less consistency in management, are underway. Parents, including those in the school's Roma and Showmen communities, are overwhelmingly supportive of the changes that have occurred.

Governance is good. Committees are organised effectively and the governors have a good knowledge of the school's performance and why it is improving, putting them in a strong position to ensure continuation. Revenues have been used effectively to develop important aspects of the site and other resources. Provision for special educational needs is good and coordination of the work of the Reception Year is strong.

Leaders and managers have ensured that the school has made good progress. It is well placed to succeed in its quest for excellence.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Whitminster Endowed Church of England Primary School School Lane Whitminster  
Gloucestershire GL2 7PJ

16 November 2005

Dear Children,

Thank you for being so welcoming when Dr Parker and I visited your school. We think that you are making good progress, because your teachers teach you well. We were very pleased to see how hard you all work and how much you enjoy what you do. We were very pleased to be in your school and to see your lessons. We especially liked chatting with you about your work. Dr Parker and I enjoyed lunchtime with you. You were all very helpful, well-behaved and polite.

What we like most about your school:

- your headteacher is working very successfully to help you reach the levels of work that you should
- your behaviour is outstanding in lessons and around the school
- you are thoughtful towards each other and use your "Nomination Book" very well indeed
- the school councillors do a good job
- your teachers help you to feel safe and sound.

What we have asked your headteacher, the staff and the school's governors to do next:

- do all that they can to bring about an extension to the building
- make sure that your work in mathematics and science reaches the levels that you reach in English.

We hope that you will always be proud of your school and wish you well in the future.

Yours sincerely,

John W. Paull (Lead inspector)