

Whitchurch Primary School

22 Bristol Road, Whitchurch, Bristol BS14 0PT

Inspection dates

22–23 May 2018

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

Summary of key findings for parents and pupils

This is a good school

- Leaders, including governors, have acted swiftly to improve the quality of teaching so that it is now consistently good across the school.
- Leaders' rigorous monitoring of teaching successfully holds teachers to account for the progress pupils make in their classes.
- The progress of pupils has risen quickly and continues to increase so that they now make good progress from their different starting points.
- Standards are good across the school. They have improved so that, in 2017, pupils reached at least the expected attainment for their age in reading, writing and mathematics in the end of key stage tests at both key stage 1 and key stage 2.
- In 2017, in reading and writing, the proportion of pupils working at a higher standard for their age was above the national average at the end of Year 6.
- Reading and phonics are taught well. Pupils read fluently, with enthusiasm and enjoyment.
- Children receive a good start to their education in the early years. They are well prepared for the learning they will experience in Year 1.
- Pupils have positive attitudes to learning. They use school's systems of assessment and feedback to improve their work. The broad and wide-ranging curriculum helps pupils to learn well.
- Teachers' accurate and timely assessment of pupils' learning means they quickly identify any dips in pupils' progress. Teaching is highly effective at helping pupils catch up quickly.
- Pupils behave well in lessons and around the school. They say they feel safe and enjoy school. The majority of parents and carers agree.
- In mathematics, too few pupils reach a higher standard for their age by the end of Year 6.
- Newly appointed middle leaders are not yet fully effective in their roles.
- The quality of handwriting and presentation is not good enough in all classes, particularly in mathematics and in key stage 1.

Full report

What does the school need to do to improve further?

- Further improve the standards pupils reach by ensuring that:
 - teachers have consistently high expectations of pupils in their handwriting and presentation
 - more Year 6 pupils reach the higher standard in mathematics.
- Improve the impact of leadership further by:
 - developing new middle leaders to become effective in their roles.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, the headteacher, the leadership team and the governors have worked tirelessly and effectively to address the actions for improvement identified at the last inspection. As a result, the quality of teaching has improved so that it is now consistently good and the standards pupils reach have continued to rise.
- Since the previous inspection, leaders and governors have clearly demonstrated their capacity to improve the school. They identify areas for further improvement swiftly and accurately and put into place detailed action plans which quickly make a difference. Governors monitor these plans closely and challenge leaders about their impact. Governors' and leaders' evaluations of the school's strengths and areas for development are accurate.
- Teachers value the continued professional development they receive. For example, training in mathematics has improved teachers' subject knowledge. Senior leaders have ensured that the school's English and mathematics leaders help colleagues in their planning and preparation. As a result, teachers' planning has become accurately focused on pupils' differing needs. Leaders' feedback to teachers is accurate and helps them to improve their practice. The targets set for teachers in their annual appraisal are linked closely to the school's development priorities.
- Leaders and governors regularly gather staff views. As a result, school staff feel a part of the school's improvement journey. All who responded to the staff survey say the school has improved since the last inspection and that they are proud to work here.
- Through their effective monitoring, established middle leaders, such as leaders for mathematics and physical education, have an accurate view of the strengths and areas for development in their subjects. They report their findings regularly to governors. More recently appointed middle leaders are not yet as effective in their practice.
- Pupils who have special educational needs (SEN) and/or disabilities and those pupils with lower prior attainment are now making good progress. Leaders show strong practice in their monitoring of the effectiveness of the additional support pupils receive and the staff who lead this provision. As a result of the information they collect, leaders allocate the most effective learning support staff to the groups of pupils with the highest needs to maximise their progress.
- Leaders, including governors, have ensured that the additional funds for disadvantaged pupils are spent well. Disadvantaged pupils, including the most able, make good progress. Often, their progress is stronger than that of other pupils nationally and their peers in school. The standards they achieve at the end of Year 2 and Year 6 are above those of pupils nationally in reading, writing and mathematics.
- Leaders and governors make sure that the additional funds of the primary physical education and sport premium are spent well. Pupils participate in a range of sports clubs, many subsidised by the school. Pupils access specialist coaching in a range of sports, such as gymnastics and football. As a result, pupils enjoy learning how to keep themselves fit and healthy and how to improve their skills.
- As a result of leaders' stringent stance on attendance, pupils' absence rates have

diminished and are continuing to improve. The attendance of disadvantaged pupils has improved, so it is close to that of pupils nationally. Leaders' actions have ensured that the attendance of those pupils who are persistently absent has improved significantly.

- The curriculum is interesting and diverse. It motivates pupils and helps them develop the skills and understanding they need to become active citizens. Because it interests pupils, the curriculum encourages pupils to behave well.
- Leaders ensure that they are available to parents by their daily presence at the school gates at the beginning and end of the day. They make regular and informative use of newsletters, the school website and other new technologies to inform parents quickly about events in the life of the school.

Governance of the school

- Governors have a good understanding of the school's work. As a result of reports they receive and visits they make to the school, they are well informed. The information they gather helps them ask leaders challenging questions.
- Governors hold the school leaders to account for the progress pupils make. They set challenging targets for the headteacher. They make sure that leaders apply the school's appraisal and performance management policies robustly. Together with the headteacher and senior leaders, governors have ensured that the quality of teaching has risen so that it is consistently good and is continuing to improve.

Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that the school's staff are well informed about safeguarding. The training that they provide is detailed and up to date. As a result, staff know the school's policies and procedures well and take immediate action if they have any concerns about a pupil. Records are well kept. Those responsible for leadership in safeguarding make good use of external agencies to support vulnerable pupils. Leaders take their concerns further when necessary. Governors monitor the school's safeguarding work effectively, for example by conducting spot checks to see that school procedures are followed.
- Leaders and governors make sure that appropriate checks are in place during recruitment to ensure the suitability of staff to work with children. New staff, governors and volunteers receive a thorough induction, ensuring that they understand the high expectations of the school's safeguarding culture.
- Pupils told inspectors that they feel safe at school. They know who they would turn to if they had a concern and that adults, including the headteacher, would listen to them. Additional strategies the school has put in place, such as the 'Friendship Box', give them a number of ways to tell adults if they have a worry.

Quality of teaching, learning and assessment

Good

- Teachers' use their accurate assessment of pupils' learning to plan well-crafted lessons that meet pupils' needs. As a result, pupils across the school, including those who are disadvantaged and the most able pupils, are making strong progress in English,

mathematics and across the curriculum.

- Teachers adhere consistently to the school's policies on assessment and on feedback to pupils about their work. This means that pupils know the school's procedures well and know what to expect.
- Teachers adapt their planning quickly if their assessment picks up pupils at risk of underachievement. This allows them to help pupils at risk of falling behind to catch up quickly. As a result, pupils who have SEN and/or disabilities and those of lower prior attainment make accelerated progress from their different starting points.
- Through the system of 'cold' and 'hot' tasks, teachers encourage pupils to assess their own work. As a result, pupils see their progress, which motivates them to do better and to improve their work. This contributes to the strong progress that current pupils are making.
- Reading and phonics are taught well. Pupils, from the youngest children upwards, enjoy reading and confidently use their phonics knowledge to tackle unfamiliar words. The teaching of comprehension is now a strength of the school, beginning effectively in Year 1 and building to the end of key stage 2. Previously identified weaknesses in the comprehension skills of two specific year groups have been addressed successfully. Discussions with pupils and scrutiny of their work show that these pupils are now making strong progress.
- As a result of the well planned and interesting curriculum, pupils have positive attitudes to learning. Teachers' skilful adaptation of their questioning helps pupils develop as resilient, reflective and inquisitive learners. Pupils reflect on their work regularly and implement the feedback teachers give them. They address misconceptions and are keen to improve their work. Pupils say that their teachers make learning interesting and challenging.
- In mathematics, effective professional development means that teachers' subject knowledge has improved. Teachers provide challenging tasks for all groups of pupils, including the most able. In particular, teachers develop pupils' reasoning and understanding well. As a result, the proportion of pupils working at a deeper understanding for their age is increasing, although at Year 6 it is still slightly below the national average.
- Teachers provide parents with information on their children's progress every six weeks. Many parents praise this system and value the information they receive. A few find it confusing.
- Pupils' handwriting and presentation, while in general reaching a high standard by the end of Year 6, are not good enough in some classes, particularly in key stage 1.
- Pupils' layout and presentation in mathematics varies across the school. Poor formation and layout of numbers mean that some pupils cannot apply their knowledge of place value as they should.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and self-assured learners. They want to do well. Their positive attitudes contribute to the good progress they are making. The school's work on promoting resilience and resourcefulness helps pupils learn.
- Pupils appreciate the many ways that their voices and opinions are heard. They are confident that adults will listen to them.
- Leaders consider the well-being needs of different groups of pupils carefully. Leaders and governors have allocated significant funds to provide a wide range of interventions to meet pupils' needs. They monitor their impact carefully and change them if necessary. Leaders work closely with a range of external agencies to support pupils' well-being. Parents appreciate the emotional and personal development support that their children receive.
- Few pupils express concerns about bullying. They know what bullying is. They are clear what actions they would follow if they had a concern. All said they would speak to an adult, including the headteacher. They were confident that issues would be sorted out.
- Provision for pupils' social, moral, spiritual and cultural development is good. Through a wide range of activities, pupils learn to become active members of their community.
- Pupils are reflective about the world around them and demonstrate empathy and concern for others. For example, they raised money for a homeless charity because they were concerned about homeless people when it snowed earlier this year. Pupils are tolerant of different views. Incidents of racist or homophobic comments are rare. Pupils know how to stay safe online and when using new technology.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite, courteous and respectful to visitors, adults and to each other. For example, pupils hold doors open and greet and welcome visitors. The school is calm and orderly. Pupils listen to and follow the instructions of adults quickly. They know the school's routines and expectations well. For example, they settle very briskly to their learning in the mornings. Pupils understand and appreciate the systems the school has in place to encourage good behaviour.
- In lessons, pupils demonstrate positive attitudes to their learning and want to do better. They work well together, for example in pairs, small groups and as whole classes. The curriculum motivates pupils and, consequently, they behave well. They enjoy the activities that the curriculum provides, such as trips and sports.
- At breaktimes and lunchtimes, pupils support each other and clearly enjoy the range of activities and resources available, such as the woodland area and climbing equipment. Adults support pupils, for example when helping a group of pupils develop their skipping skills.
- Leaders record and monitor behaviour carefully. Leaders make their high expectations known to staff and pupils. The school follows up incidences of poor behaviour with

pupils and parents. As a result of strategies the school has put in place, pupils previously excluded or at risk of exclusion have improved their behaviour substantially.

- Pupils say they enjoy school and most attend well. Disadvantaged pupils attend at similar levels to pupils nationally. Fewer pupils are absent persistently and no group is disadvantaged by poor attendance.

Outcomes for pupils

Good

- Pupils in the school are making good progress from their different starting points. Their progress is continuing to improve in English, in mathematics and across the wider curriculum subjects such as science, art and history.
- Pupils, including the most able, those who have SEN and/or disabilities and those with lower prior attainment, are all making good progress. Many are making accelerated progress.
- Historically, the standards pupils achieve at the school have been above the national expectations at Year 2 and Year 6. However, in 2016, pupils' progress and attainment in reading and mathematics were not as high as in previous years, particularly at the end of Year 6. By 2017, swift action by leaders had remedied this. Standards continue to rise.
- In 2017, in Year 2 and Year 6, the proportion of pupils working at a greater depth than expected for pupils of their age increased. In reading and writing, the proportion of pupils working at a deeper understanding than pupils nationally was high. In mathematics, in Year 6, although the number working at a greater depth rose notably from 2016, it is not yet high enough.
- The proportion of pupils reaching the expected standards for their age in all three subjects of reading, writing and mathematics has increased markedly from 2016 and was above the national average in 2017.
- The progress of disadvantaged pupils, including the most able, is strong. By the end of Year 6, in 2017, they made better progress in reading, writing and mathematics than did pupils nationally and their peers in school. In 2017, their progress in writing and reading was particularly good. Their attainment is higher than that of pupils nationally.
- Pupils are well prepared for the next stage in their education. As a result, they make a strong start at secondary school.
- Phonics is taught well. The proportion of pupils reaching the standards expected of them in the phonics screening check in Year 1 is above the national average consistently. The school helps those who need to catch up in Year 2 successfully.

Early years provision

Good

- Children enter the early years with a wide range of skills and attributes, a number below those typical for their age. By the time they leave their Reception Year the proportion of them reaching a good level of development is consistently above the national average.
- Teaching in the early years is good. Teachers plan and provide an interesting

curriculum. They make effective use of inside and outside spaces to develop children's skills. Additional adults help children's learning very well. For example, they help children new to the school to quickly catch up with phonics and early writing skills. Disadvantaged children, including those who are looked after, receive careful help so that they make progress and consolidate their skills.

- Phonics is taught well. This means that children use their phonics knowledge to develop their early reading and writing skills well. For example, they write simple sentences about making pizza. However, some children's early handwriting skills are not good enough, which means that they need to catch up in key stage 1.
- Children have very positive attitudes to learning and eagerly share their learning with visitors and each other. Established classroom routines help them to behave well, for example when calmly changing after physical education. However, just occasionally, a few children can be restless if teachers have not matched tasks closely to their needs.
- Safeguarding in the early years is effective. Staff know their roles and responsibilities and report concerns swiftly. All safeguarding training is up to date. Staff have the necessary paediatric first aid training. Parents speak highly of the personal support their children receive. Parents contribute usefully to the assessment of their child's learning through meetings with staff and through requests for specific information from teachers. Parents are very clear that their children thrive in the early years.

School details

Unique reference number	109073
Local authority	Bath and North East Somerset
Inspection number	10052894

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

Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	201
Appropriate authority	The governing body
Chair	Christine Dyer
Headteacher	Carl Hornsby
Telephone number	01275 833593
Website	www.whitchurchprimary.co.uk/
Email address	whitchurch_pri@bathnes.gov.uk
Date of previous inspection	10–11 January 2017

Information about this school

- Whitchurch Primary School is slightly smaller than most primary schools.
- The majority of pupils are of White British heritage. The proportion of pupils who have English as an additional language is much lower than the national average.
- The proportion of pupils eligible for the additional pupil premium funding is below the national average.
- The proportion of pupils at the school who have SEN and/or disabilities is slightly higher than the national average.
- The school meets the government's current floor standards for schools.

Information about this inspection

- Inspectors visited classes across the school, accompanied in almost all by the headteacher or deputy headteacher. Inspectors talked to pupils about their learning and looked at their work with them. In addition, they scrutinised pupils' work from every year group.
- The inspection team observed and talked to pupils during breaktimes and lunchtimes and as they moved around the school. They met formally with groups of pupils to gather their views and listened to pupils read.
- Inspectors held meetings with school leaders, governors and two members of the local authority. Inspectors met with a group of staff to gather their views. Inspectors looked at the school's documents and procedures, including information about current pupils' progress and records of the monitoring of teaching and learning.
- Inspectors examined the school's policies and procedures concerning safeguarding, including a check of the school's single central record and systems concerning the recruitment of staff. Inspectors met with leaders responsible for safeguarding and spoke with staff and pupils about their understanding of how to keep pupils safe.
- Inspectors considered the 64 responses to the pupil survey and 13 responses to the staff survey. Inspectors took into account the 104 responses to Ofsted's online parent survey, Parent View, and the 42 comments received. They considered a number of emails, texts and a letter from parents and spoke with parents at the start and end of both days of the inspection.

Inspection team

Sarah O'Donnell, lead inspector	Ofsted Inspector
Helen Springett	Ofsted Inspector

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