

# Whitmore Park Primary School

Halford Lane, Coventry, CV6 2HG

**Inspection dates** 25–26 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Outstanding leadership by the executive headteacher has quickly transformed teaching quality from inadequate to good within two years.
- The recruitment, deployment and performance management of all staff are driven by an unswerving focus from leaders and governors on maximising pupils' learning and development.
- The intensive and timely training of staff is driven by accurate assessment of their professional needs and linked to the progress their pupils are making.
- Specialist subject teaching expertise allows pupils to access high standards across many subject disciplines, through the 'carousel curriculum' programme in, art, physical education and music.
- Early years' provision is good, with notable strengths in the development of reading and writing.
- The achievement of younger pupils through early years and Key Stage 1 is high. Achievement in Key Stage 2 is improving rapidly and is now in line with national averages.
- Performance gaps between different groups of pupils, including disadvantaged pupils with others, are narrowing quickly and are no different to national values at Key Stage 2 and have disappeared altogether at Key Stage 1.
- Teaching is consistently good across all classes, including in the Enhanced Support Classes (ESC), with consistently good marking and feedback to pupils in English and mathematics. These lessons are carefully pitched to ensure pupils are challenged and stretched at an appropriate level for their ability.
- Pupils are positively friendly and welcoming, attend school regularly and rarely misbehave.
- The school is a lively and safe place to learn, with all pupils irrespective of background having the opportunity to excel in a wide range of subjects and skills.

### It is not yet an outstanding school because

- Historical weaknesses in spelling skills are not fully resolved and so are limiting some pupils' writing in Key Stage 2.
- Detailed lesson planning that is closely matched to pupil prior attainment, with thorough subject-specific marking and feedback to pupils is not yet embedded in subjects other than English and
- There are some small but measurable differences in achievement between boys and girls in different subjects in some year groups.

mathematics.

## Information about this inspection

- Inspectors visited 23 lessons taught by 23 different teachers, in four cases conducting joint observations with school senior leaders. In lessons, inspectors looked at pupils' work, heard some pupils read, took account of available lesson planning notes, and talked to some pupils about their learning.
- Inspectors met with the executive head, the school's headteacher, senior and middle leaders and managers, teachers, governors, a representative of the local authority, groups of pupils, and some parents. Inspectors scrutinised governing body minutes, monitoring reports of previous Ofsted visits and those of the local authority, and the school's self-evaluation and development planning documents.
- Inspectors analysed data on pupils' recent attainment and progress, behaviour and attendance logs, and looked at policies and procedures including those for pupil premium, safeguarding, health and safety and anti-bullying.
- Inspectors took note of 17 responses to 'Parent View', and 81 responses to a staff questionnaire.

## Inspection team

Brian Cartwright, Lead inspector

Her Majesty's Inspector

Sarah Davey

Additional Inspector

Lynn Stanbridge

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- The school formed a federation with Willenhall Primary School, Coventry in July 2014, under the current executive headteacher's overall leadership, and with a single common governing body.
- Since the previous inspection the school has appointed a new substantive headteacher who took up post in December 2014, and there have been 22 changes to teaching staff.
- A new school building replaced the original buildings in 2014 and is now fully occupied and operational.
- The school is much larger than most primary schools, with well over twice as many pupils.
- The proportion of disabled pupils and those who have special educational needs, at around one in four pupils, is much higher than average.
- There is a specially resourced provision for pupils with special educational needs called the ESC. It has three classes where many of the pupils with special educational needs are taught. Currently 37 pupils are in the classes. The ESC specialises in supporting moderate learning difficulties, and speech, language and communication needs.
- Nearly a third of pupils are supported through the pupil premium (pupils for whom the school receives additional funding, including those known to be eligible for free school meals), which is above average.
- Just over a half of pupils are of White British background. Other pupils are from a wide range of backgrounds, with the largest group being of Indian heritage.
- About a quarter of the pupils speak English as an additional language. This is above the national average. Some of these are newly-arrived pupils with initially no English language skills.
- The early years' provision in Nursery and Reception classes is full-time.
- The executive head is a national leader in education (NLE).
- The school meets the current government floor targets.

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

- Further improve the effectiveness of the teaching of spelling for pupils in Key Stage 2.
- Investigate the reasons behind some of the achievement differences between boys and girls across different subjects in different years and resolve them.
- Further improve the effectiveness of teaching in subjects other than English and mathematics from good to outstanding by:
  - planning lesson activities that match the various different starting points of different pupils in that subject so that pupils of all abilities are fully motivated and challenged to reach their potential
  - provide the same high-quality subject-specific feedback in these subjects, including personal targets, that pupils experience in English and mathematics.

## Inspection judgements

### The leadership and management are outstanding

- The impact of the partnership and subsequent federation between Whitmore Park and Willenhall Primary has been outstanding. The leadership of the executive head, and her subsequent development of substantive internal school leadership and management, has secured significant improvements to teaching and pupil achievement. She has brought her successful leadership model from Willenhall Primary to Whitmore. Her vision for both the federation's schools is founded on these three priorities:
  - All the school's activities put pupil achievement first above any other consideration. Her determination drives staff recruitment, deployment and the way that classes are organised. Good training and development of teachers, teaching assistants, leaders and managers is the driver of good teaching. Staff development needs are primarily identified through careful and detailed analysis of pupil progress.
  - Teaching expertise coupled with specialist subject knowledge is key to giving pupils high aspirations. It is evident in the recently introduced 'carousel curriculum' of subject specialists in art, music, and physical education.
- The school systematically teaches pupils about their developing role as future British citizens. Pupils are taught this through a carefully structured personal, social and health education programme (PSHE). It is age-appropriate, and covers all the necessary aspects to prepare pupils well for successful and full engagement in their future. It includes teaching on the rule of law (including visits by magistrates), democracy (including meeting a local Councillor), keeping safe (with specialist lessons on child safety from the NSPCC), and an understanding of faiths and religions, primarily Christianity and Islam.
- All pupils enjoy a range of visits to places of worship, theatres, museums and other historical settings.
- All pupils are taught about 'Futures' as part of a careers information programme. There are very good links with the main local secondary school to smooth transition to Year 7.
- The school's own mix of pupils from many different backgrounds is used effectively to ensure pupils have first-hand opportunities to understand and respect each other's cultural and religious beliefs. The school is fully inclusive, supporting newly-arrived pupils and their families very well and keeping a close eye on the progress of these and other potentially vulnerable learners.
- All pupils are enjoying good quality teaching and rich range of subjects, and are thriving. This is particularly the case for pupils in the ESC; their curriculum mirrors the main school's programme, and they can access lessons from the 'carousel curriculum'.
- Middle managers take the lead in monitoring teaching quality, including oversight of lesson planning and of pupil progress. The support from a teaching and learning consultant and leaders from the partner school has been instrumental in effectively training and developing these leaders.
- The performance management of staff is solely based on how well their pupils achieve. Until last year, that was inadequate, so until now no teacher since the last inspection has progressed up the performance related pay spine. Teachers on higher pay bands must also deliver additional responsibilities, a practice that had not been required under previous leadership.
- The policies and practices of the school to keep children safe comply with legislation and are carefully monitored by governors. Staff training at all levels for child protection is up to date, and includes nominated governors. All governors as well as all staff receive annual training on their duties. The school works effectively with external partners including children's social care to help support vulnerable children. School leaders have received training to help identify pupils at risk of radicalisation.
- The pupil premium is used effectively to ensure disadvantaged pupils achieve as well as their peers. The priority is to pay for additional teachers in the key subjects of English and mathematics. The sports premium funding is matched by the school's own resources and that allows the employment of two physical education specialists. This has led to high quality sports performance including success in local

sports competitions, and much increased participation in sporting activities by pupils.

- The 17 responses to 'Parent View' are too low to be representative. A small minority of parents responded to 'Parent View'. Not all the responses were overwhelmingly positive; nine of the 17 would not recommend the school to others. A few of the parents who spoke with inspectors mentioned a lack of information from the school, and lack of trips for pupils. Inspectors found no evidence to substantiate the concerns.

#### ■ The governance of the school:

- Governors are very well trained, and use their training to scrutinise and question school performance data. The governing body possess a wide range of professional skills. Their skills are used effectively in ensuring good financial management, and good strategic planning for the longer term including senior leadership recruitment. Governors provide firm support for the school's performance management process, including taking the steps required to tackle poor performance.
- Governor received detailed information about the impact of pupil premium and sports premium funding. The school provides accurate pupil progress data to governors. Governors' minutes record good challenge by governors of this data. These challenges link questions on teaching quality to the performance of pupils.
- Governors run a monthly 'parents forum', where parents raise a number of topics. These are addressed and the actions taken are recorded and reported to the full governing body.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good.
- Pupils now attend school regularly; attendance is average and rising. The attendance of pupils with persistently high absence has substantially improved since the previous inspection and is also average.
- Pupils are interested in learning and keen to get on with their work as quickly as possible. They cooperate well together in pairs and larger groups, and can be trusted to concentrate on their own work without constant reminders.
- Pupils take a pride in their work, trying hard to respond to the 'show me' targets that teachers write on their work. They keep their work tidy and neat as best they can, and wear their uniform proudly.
- Occasionally, pupils' attention wanders off task but teachers are skilled at spotting this very quickly; it is rare for pupils to disrupt their own or others' learning. When that does happen, a well-understood system of sanctions helps deal appropriately with the mis-behaviour. This system is consistently applied, according to pupils. Inspectors saw nothing that needed the operation of that policy during lesson observations; teachers maintain excellent relationships with pupils which allow subtle interventions, such as a sharp look or raised eyebrow, to alert pupils that might be veering off-task.
- The Enhanced Support Classes (ESC) provision is particularly good at engaging and enthusing pupils with specific special educational needs, so that these pupils are then able to learn and achieve well. The recent success here is linked to changes in staffing organisation, by leaders making clear the responsibility teachers have for improving their pupils' achievement is of first priority.
- Pupils are positively welcoming, not just to one another but with adults including visitors. They move respectfully around the school, rush around enthusiastically in the playground, and take part quietly and attentively in assembly. The dining halls are full of cheerful pupils at lunchtime, politely taking their turn in the queue before eating together in a pleasant and enjoyable atmosphere.

#### Safety

- The school's work to keep pupils safe and secure is good.
- The key reason for this is the carefully structured personal, social and health education programme that

every pupil receives on a weekly basis. Because of this, pupils are well aware of risks they might face, including from internet use. Older pupils receive instruction on how to recognise and avoid exploitation, and what constitutes appropriate touching.

- Pupils say bullying is rare, and if it happens, is dealt with effectively. They know how to report concerns, and understand that words can hurt as much as physical assault. They are taught about the different ways that bullying might take place. School records show two instances this year of bullying, one of which was homophobic in nature, and one racist incident. This is low, given the large numbers of pupils in the school.
- Adults are fully trained in how to look for signs that pupils might be at risk of abuse, and take quick action when concerns arise. The new modern building is a bright and roomy place to learn with good physical security to control visitor access.

### **The quality of teaching** is good

- Inspectors found consistent evidence of good quality teaching of English and mathematics, in all classes.
- In mathematics work is very well matched to pupils' existing knowledge and understanding, and is usually pitched to take pupils' learning even deeper. Teachers know how to teach mathematics for understanding, and not just give pupils shortcuts to solving a specific problem. Pupils enjoy this, because they like mastering something that they initially cannot do very well. There is very effective marking and feedback to pupils in mathematics, with simple and direct advice that invariably takes a pupil even further in their learning. Pupils respond consistently well to this advice.
- In English, this very effective approach to marking is a relatively recent development but it is already further improving pupils' writing in Key Stage 2. Pupils do plenty of writing, not just in English, and their written work is consistently corrected wherever it takes place. Some of the writing is imaginative and creative, with boys out-performing girls in this strand.
- Pupils in the early years and Key Stage 1 are much better than other pupils nationally at learning the sounds that letters make (phonics) because teachers are relentless in delivering their chosen phonics scheme absolutely correctly. It means pupils can decode new words effectively, learn to write well at a very early stage, and quickly develop self-confidence in reading.
- The legacy of weak teaching in the past has largely been removed, but still shows in the spelling of upper Key Stage 2 classes. The school has recently changed its approach to the teaching of spelling to try and remedy this, having assessed that the previous scheme was not working. In tests on punctuation and grammar, pupils do well thanks to an intensive programme to remedy this last year.
- Teaching assistants are deployed in some classes, to varying effect. Those working to support specific learning barriers (for example pupils at an early stage of learning English) are effective in that role. However, in some lessons it is not clear what the teaching assistant is doing to support learning.
- Teachers are using questions well to probe the understanding of individual pupils, and then use the answers pupils give to quickly modify their teaching to ensure good progress.
- The good teaching of other subjects is enhanced by subject specialist teachers, for example in music. These teachers deliver lessons themselves and also train other staff in specialist subject delivery. It leads to pupils experiencing excellence in that subject, which is then inspiring pupils to aim high.
- However, lessons in these subjects are not yet planned to fully take account of pupils prior learning in the subject (unlike in English and mathematics). Marking and feedback to pupils is not subject-specific (although it does correct literacy and numeracy faults). This prevents pupils making consistently outstanding progress in these subjects.

- Pupils are taught the skills of debate, analysis and research. These skills are applied through a systematic homework policy, allowing pupils to extend their learning of many topics at home. Pupils say they really enjoy homework!

### The achievement of pupils

is good

- Pupils arrive in Nursery with levels of development typical for their age. They make good progress in the early years and in Key Stage 1, achieving above average standards in the national assessments at the end of Year 2 in 2014. Current data shows slightly higher standards this year. There is no attainment gap between disadvantaged pupils in this school, with non-disadvantaged pupils nationally, because boys achieve even better than girls in Key Stage 1.
- At Key Stage 2, progress had, until the summer of 2014 been too slow. The results for Year 6 tests in 2014 were much better than previously. Pupils left the school with standards just lower than national averages overall. Those pupils had started Key Stage 2 with below average attainment, and overall made reasonable progress compared to pupils from previous years. However, some less able pupils, and some disadvantaged ones, did not make good enough progress in 2014.
- The most able pupils made better than expected progress in 2014, and are continuing to do so across the school. This is primarily because teachers set challenging work that motivates these pupils. Teachers keep a close eye on lesson progress, moving pupils on quickly to avoid unnecessary repetition. Teachers' marking sets more able pupils some very demanding 'show me' tasks. In some lessons pupils can choose the level of demand, which they are starting to do with increasing confidence.
- Pupils whose first language is not English achieve very well, significantly higher than for other pupils.
- School leaders carefully ensure that the teachers' assessment of current pupils' attainment is accurate, by cross checking with colleagues in the partner school. This gives inspectors the confidence that current measures of achievement for the various year groups across the school are reliable. Work in pupils' books is consistent with at least average attainment. Overall the school is expecting current Year 6 pupils to gain broadly average standards, which would represent good progress from their low starting points.
- Disadvantaged pupils in Year 6 are currently two or three terms behind their non-disadvantaged peers, a similar gap to that found nationally. The gap varies slightly between reading, writing and mathematics, with the gap lowest in reading. This is an even better picture than in 2014. In Year 4 there is still a noticeable gap in reading and mathematics but no longer in writing. In Year 5 there is no significant difference in progress of these two groups of pupils.
- The performance gaps between other groups of pupils are less than in previous years, and no different to national gaps for similar groups. In some subjects girls do better than boys, in others boys do better than girls; this varies between different years, and between different subjects. The gaps are not substantial, but the reasons for this are not obvious through lesson observations or work scrutiny.
- Where data exists, for example teacher assessment of science in 2014, standards were slightly lower than for English and mathematics. The detailed and very skilled teaching of pupils in the ESC has rapidly led to good achievement for most of these pupils, all of whom have special educational needs. These pupils attend their ESC classes full time initially, before joining a year-based class once their learning needs no longer need the specialist provision. Other pupils with special educational needs and disabilities who are not based in the ESC also make good progress overall.

### The early years provision

is good

- The leadership and management of early years are good, and improving. Changes to staff and the organisation of the provision are driven by an accurate evaluation of the progress children in Nursery and Reception are making. This in turn revealed historical inaccuracies in assessing the levels of development of children. By involving external partners, including the local authority, the school has confirmed that children join Nursery with age-related levels of development (not the previously assumed 'lower than

expected' level). Most of the Reception children have come from the school's own Nursery. Those that come from other settings to Reception arrive with slightly lower levels of development.

- Given this more realistic assessment, children are given much more challenging activities from the start, and consequently they are very quickly developing the skills, knowledge and understanding across all areas of learning. This shows in some examples of high levels of communication skills, with some Reception children already able to write extended sentences. There is, none-the-less, a very wide range of attainment in the provision. There is expert specialist support especially for children newly arrived in England, and those at an early stage of English language learning. Teaching through early years is good, because teachers know their children well, and plan effective activities to accelerate their personal and academic development.
- Children in the early years take a full part in whole-school activities, including the whole school assemblies, and are undaunted by the scale of these events, happily responding to questions in front of an audience of 650 pupils. By fully including them in school life, and in and around the building, children are quickly developing self-confidence and learning how to conduct themselves in a wider society.
- In lessons, children can take on responsibility for their own learning and seek help when they get stuck. They cooperate well in groups, and behave well towards each other. The setting is very well laid out to ensure the health and safety of children, whilst allowing them the freedom to learn to deal with appropriate risks safely. Their behaviour is good, as is the work done by the school to keep them safe.
- As a result, children are very well prepared to move into Year 1, both academically and socially. Four in five children already demonstrating good levels of development in all the areas of learning, with no significant differences between different groups of learners; disadvantages children are catching up with other pupils quickly compared to a wider gap when they started Nursery.

## 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>	103685
<b>Local authority</b>	Coventry
<b>Inspection number</b>	450391

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	635
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	David Chater
<b>Headteacher</b>	Jaqueline McGibney
<b>Executive Headteacher</b>	Caroline Kiely
<b>Date of previous school inspection</b>	12-13 March 2013
<b>Telephone number</b>	02476 335697
<b>Fax number</b>	02476 335697
<b>Email address</b>	admin@whitmorepark.coventry.sch.uk

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