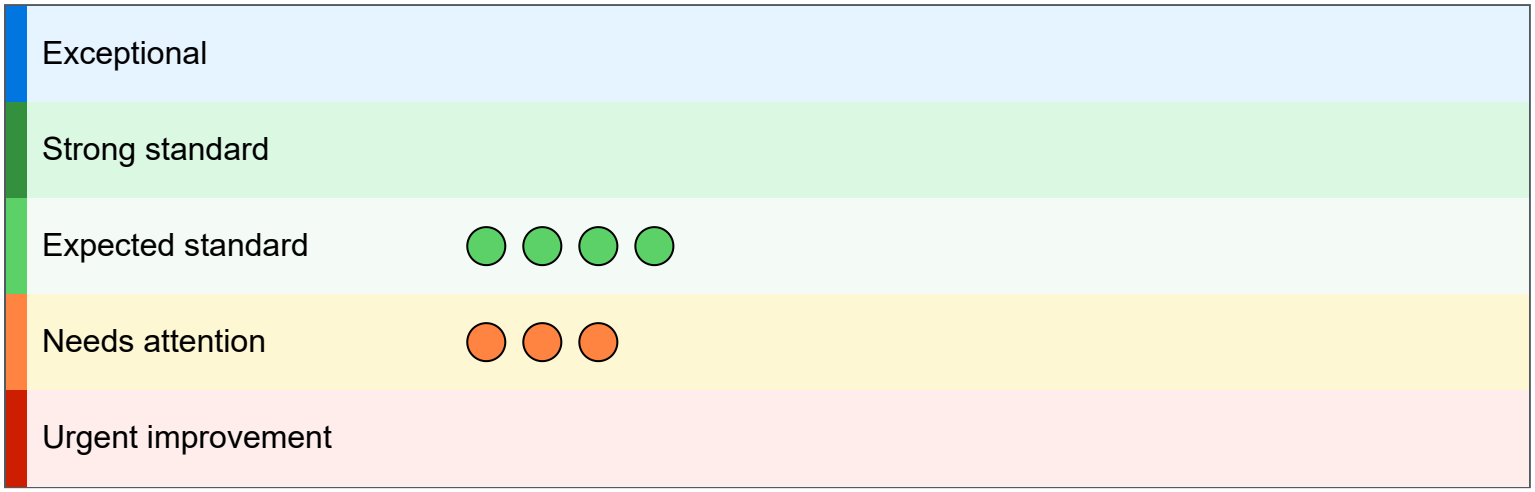
Whitmore Park Primary School

Address: Halford Lane, Coventry, West Midlands, CV6 2HG

Unique reference number (URN): 103685

Inspection report: 13 October 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Pupils generally achieve well across the school. They make a positive start to their education in the early years. Pupils' achievement has been improving steadily over the past few years. Most pupils secure the basics of reading, writing and mathematics well. Pupils' achievement at the end of Year 6 is generally in line with national averages. Pupils' achievement is also improving in the multiplication tables check in Year 4 and in the phonics screen check in Year 1. Pupils with barriers to their learning, including pupils with special educational needs and/or disabilities, typically progress through the curriculum successfully from their starting points.

Pupils are keen to talk about their learning in a variety of subjects. For example, pupils discuss the benefits of exercise and the concepts they have learned in mathematics. At times, however, pupils have small gaps in their learning in some foundation subjects.

Early years

Expected standard

Staff ensure that children settle quickly into the early years through well-established routines and structures. Leaders have organised an early years curriculum that is broad and supports children's development across all areas of learning. Leaders identify the knowledge and skills children need and focus on closing gaps in their learning. Parents and carers are supported effectively to contribute to children's learning and wellbeing.

Children secure important foundational knowledge in early reading, writing and mathematics. Staff teach phonics from the start of Reception and follow the curriculum accurately. Staff show children how to pronounce new sounds accurately. Children build their early writing and handwriting skills through practical activities that strengthen their finger control, such as cutting.

Staff support pupils to develop their independence. Children take part in teacher-led activities that develop their skills in art, mathematics, speaking and imaginative play. Teachers support learning through their clear focus on developing children's vocabulary and coordination.

Staff know children well and adapt provision to meet their needs. They identify gaps in children's learning and language development effectively, including for children with special educational needs and/or disabilities, and those with other vulnerabilities. Teachers then provide focused support for these children. This means that children make a positive start to school and engage successfully in school life.

Inclusion

Expected standard

Leaders have established an inclusive culture across the school. Leaders identify pupils' needs quickly and accurately, including pupils with special educational needs and disabilities and disadvantaged pupils (SEND). Leaders check the impact of support and refine provision accordingly. Leaders adjust support appropriately when pupils meet their learning targets or

when reviews identify further needs. Leaders have improved provision for pupils with SEND so that pupils generally receive the support that they need. On the whole, leaders seek parents' and carers' views. They continue to build positive relationships with parents.

Staff typically make appropriate adaptations within lessons so that most pupils can access learning alongside their peers. Staff deliver a range of interventions to help pupils keep up and catch up with their peers. This enables most pupils to participate well, remain focused and make progress.

Leaders have accurately identified the barriers that pupils may have in learning. They use additional funding suitably to improve disadvantaged pupils' learning, wellbeing and attendance.

Leaders provide effective support for pupils who are known to social care. They work collaboratively with the local authority, seek specialist advice and arrange appropriate staff training where necessary. Leaders ensure that alternative provision arrangements meet pupils' needs and include clear safeguarding oversight.

Personal development and wellbeing

Expected standard

Leaders have developed a personal, social and health education (PSHE) programme that builds pupils' knowledge. Leaders base the curriculum on the school values, aligned with fundamental British values. Pupils discuss concepts like respect, honesty and democracy with increasing understanding. Typically, pupils demonstrate these values in their actions. Pupils understand how to look after their own health and wellbeing, for instance in describing eating well or exercising to stay fit and healthy.

Pupils participate in all aspects of social and moral development and appreciate this learning within their local context. Pupils recognise and value the diversity within the school. They value their skills and talents, such as being able to speak in multiple languages. Staff explore 'aspiration weeks', and parents share their careers to promote ambition and opportunities for pupils. Pupils that have special educational needs and/or disabilities or other vulnerabilities benefit from additional opportunities, including funded programmes, enhanced transition and some leadership roles.

Staff ensure a range of pastoral support is available to all pupils. Leaders are mindful that vulnerable and disadvantaged pupils may need additional pastoral support. Staff provide opportunities for pupils to regulate their emotions. For instance, 'soft starts' can be put in place so that pupils are ready to learn at the start of the school day.

Leaders make sure that all pupils take part in the wider curriculum. They plan enrichment opportunities, including visiting speakers and workshops, that strengthen pupils' understanding of real-world risks. Pupils talk confidently about staying safe online and how to avoid sharing passwords or personal details. Educational outings enhance pupils' learning. For example, pupils visited a local cathedral to support their wider cultural understanding. Overall, pupils are generally well prepared for the next stage of their education.

Needs attention

Attendance and behaviour

Needs attention

Most pupils attend well. However, some pupils that are vulnerable struggle to attend as well. This has not improved sufficiently since the last inspection. Overall, attendance is broadly in line with national averages. However, persistent absence is above national averages for some groups of pupils, especially those who are experiencing vulnerability. Leaders make attendance a priority. They promote the importance of regular attendance to pupils and their families. Leaders use attendance information to identify patterns and offer specific support when concerns arise. Staff generally work closely with families to understand and address the reasons for absence. They offer support including home visits, adapted provision and tailored help.

Leaders' expectations of behaviour in the school are not as high as they should be. At times, the behaviour policy is not implemented across the school as leaders intend. As a result, a few pupils disrupt other pupils' learning. Sometimes, leaders do not provide effective support to staff to manage behaviour. Nevertheless, most pupils in most classes behave well. They pay attention in lessons and are eager to learn. Pupils are typically calm and considerate towards one another. Most pupils say they feel safe and that when bullying or discrimination does occur, staff support them and help to resolve any problems that they have. Leaders monitor incidents and review them regularly.

Curriculum and teaching

Needs attention

Leaders have designed an appropriately sequenced curriculum. However, at times, teachers' delivery of some subjects varies. Leaders acknowledge this. In some areas, such as reading, writing and mathematics, teachers deliver the curriculum clearly and pupils learn well. At times, teachers do not teach the planned curriculum as effectively as they could in some subjects. This is partly because some teaching is interrupted in order to deal with low-level disruption. Occasionally, teaching does not challenge and stretch pupils as much as it should.

In the core subjects, pupils build knowledge well. This is because teachers have considered the order that they teach new content. In phonics, the most successful teaching enables pupils to learn new sounds and blend them accurately to make words. Teachers prioritise reading. It is taught with a clear structure that helps pupils become increasingly fluent and confident. Pupils who struggle to read are supported to catch up.

Teachers typically demonstrate secure subject knowledge. They explain new learning clearly and address misconceptions promptly. Teachers generally adapt activities appropriately for pupils with special educational needs and/or disabilities, and make effective use of additional adults. This enables these pupils to engage successfully with their learning.

Leadership and governance

Needs attention

Leaders have not made sufficient improvements in some areas of the school since the last inspection. In some areas, progress has been slow. Leaders' expectations of pupils'

behaviour are not always high enough or applied consistently across the school. This includes the recording and analysis of incidents. As a result, staff are not as well supported as they should be in maintaining the school's expectations. Many parents and carers are keen to see more rapid improvement. Leaders acknowledge that they need to do more to improve relationships with parents.

Over time, leaders across the school have had a positive impact in some areas, such as pupils' attainment and attendance. Recently, the inclusion team has improved provision for pupils with special educational needs and/or disabilities, and this work is having a positive impact. Teachers and staff work in the best interests of pupils.

Governors fulfil their statutory duties and support leaders. They have an accurate understanding of the school, informed by the information that they gather and their school visits. They monitor safeguarding, the allocation of resources and carry out their statutory responsibilities effectively. However, governors do not check the effectiveness of leaders' actions rigorously across all areas of the school's work. This prevents leaders and those responsible for governance from checking if their actions are having the desired impact.

Leaders work collaboratively and contribute to local school partnerships and professional networks. Leaders provide a broad programme of continuing professional learning for staff. Early career teachers feel supported. Leaders identify individual next steps for staff and provide coaching opportunities for staff to observe effective teaching. This means that the quality of teaching is beginning to improve. Some staff say leaders could give greater consideration to workload and wellbeing.

What it's like to be a pupil at this school

Whitmore Park Primary school is an inclusive school where pupils typically feel valued and supported. When pupils arrive at school each morning, they are welcomed cheerfully and begin learning straight away. Generally, pupils enjoy their learning and talk with excitement about their lessons. Most pupils feel safe at school. They appreciate recent improvements to behaviour.

The school has a broad curriculum. Pupils enjoy their lessons, especially practical activities. Pupils benefit from effective phonics teaching and get off to a positive start in the early years. Pupils generally achieve well in English, mathematics and science. However, some pupils occasionally have gaps in knowledge in subjects outside of these core subjects. This is because the quality of teaching varies between subjects.

Pupils’ behaviour can vary. During social times, most pupils enjoy spending time with their friends. However, in some lessons, teachers do not insist that pupils focus and learn as well as they could. Pupils report that bullying happens here occasionally and staff do not always resolve incidents of bullying as quickly as they should. Pupils notice that recent improvements to behaviour are being made. They typically feel safe and like the calmer feel to lessons.

Leaders’ actions to improve the school have not been as effective as they should be. This means that leaders have not made the necessary changes that they hoped to since the

previous inspection. Leaders' acknowledge this and are working hard to improve the school.

Pupils take part in the many activities that the school has to offer, including clubs. They enjoy leadership opportunities on the various councils within the school. Pupils with special educational needs and/or disabilities are fully included in these opportunities. Pupils enjoy taking part in memorable experiences that enhance their learning and build their character. They create fond memories during residential visits and school outings.

Next steps

- Leaders should ensure that expectations for behaviour are suitably high, and consistently applied across the whole school.
- Leaders should ensure that their work consistently improves pupils' attendance and reduces rates of persistent absence, particularly for pupils experiencing barriers to their attendance.
- Leaders should ensure that the curriculum is delivered to an equally high standard across all subjects, including foundation subjects.
- Leaders, including those responsible for governance, should rigorously check that their actions have the desired impact on improving the school, and build positive relationships with parents and carers.
- Leaders should ensure that all recording and tracking of behavioural incidents is robust and timely so that leaders have an informed and accurate understanding of what is working well and where improvement is needed.

About this inspection

The chair of the board of governors in this maintained school is Karl Miles.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our updated inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

The inspection took place from 13 October to 14 October 2026.

Inspectors spoke with the local authority, governors, headteacher, leaders, teachers, staff and pupils during the inspection.

The school currently uses one unregistered alternative provision.

Headteacher: Jacqueline McGibney

Lead inspector:
Rob Matthews, His Majesty's Inspector

Team inspectors:
Gary Richards, Ofsted Inspector
Tess Sharman, His Majesty's Inspector
Heather Simpson, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from different sources. More recent data may have been published since the full inspection took place.

The inspector(s) used this data during the full inspection on 13 October 2026

School and pupil context

Total pupils

677
Well above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

700
Well above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

22.63%
Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

3.55%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

18.91%
Above average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	59%	62%	Close to average
2023/24 (final)	64%	61%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	75%	Close to average
2023/24 (final)	83%	74%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	72%	Close to average
2023/24 (final)	76%	72%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	69%	74%	Close to average
2023/24 (final)	77%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	45%	47%	Close to average
2023/24 (final)	60%	46%	Above

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	63%	Close to average
2023/24 (final)	80%	62%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	61%	59%	Close to average
2023/24 (final)	70%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	61%	Close to average
2023/24 (final)	77%	59%	Above

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Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	45%	69%	-24 pp
2023/24 (final)	60%	67%	-7 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	81%	-11 pp
2023/24 (final)	80%	80%	0 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	78%	-18 pp
2023/24 (final)	70%	78%	-8 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	61%	81%	-20 pp
2023/24 (final)	77%	79%	-3 pp

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2025/26 (1 term)	5.6%	5.1%	Close to average
2024/25 (3 term)	6.2%	5.2%	Above
2023/24 (3 term)	7.2%	5.5%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2025/26 (1 term)	15.2%	14.4%	Close to average
2024/25 (3 term)	18.0%	13.0%	Above
2023/24 (3 term)	23.1%	14.6%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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