

Inspection of a school judged good for overall effectiveness before September 2024: Whitehouse Community Primary School

Marlow Road, Ipswich, Suffolk IP1 5JN

Inspection dates:

15 and 16 October 2024

Outcome

Whitehouse Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteachers of this school are Andrea Hall and Anna Siddall. This school is part of the Children's Endeavour Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Daniel Jones, and overseen by a board of trustees, chaired by Ian Scott.

What is it like to attend this school?

The school is rightly proud of its inclusive ethos. Pupils come from a range of backgrounds. At Whitehouse, difference is welcomed and encouraged. From Nursery to Year 6, pupils embrace diversity.

Pupils are united by the school's values and the sense of community. Pupils for whom English is an additional language and those pupils with special educational needs and/or disabilities (SEND) are fully involved in the life of the school. Pupils' voices are listened to. Consequently, they build character and confidence. There is evident trust in adults to look after the pupils well.

Pupils respond well to high expectations. As a result, they achieve well. Pupils enjoy being challenged to answer questions in class and take pride in working hard. Many pupils comment that their lessons enable them to learn uninterrupted. Pupils enjoy attending school, they have wide friendship groups and play well together. Young children share toys and wait their turn.

Sporting activities play a pivotal role in school life. All pupils, irrespective of ability or background, are able and encouraged to participate. Regular fixtures are held and many

pupils take part. Pupils talk enthusiastically about dodgeball and football, and the visits from professional athletes that inspire them.

What does the school do well and what does it need to do better?

The school has designed its own curriculum in the majority of subjects. It is well designed and ambitious. Children in the early years foundation stage (EYFS) enjoy searching for numbers in their classroom. They are curious about the natural world and are encouraged to find minibeasts. Older pupils benefit from teachers with strong subject knowledge that is well delivered. Most pupils produce work which is of a high quality. Assessment of pupils' knowledge is regular. Where pupils' understanding is not as precisely and consistently checked, errors and misconceptions are not always picked up. This results in gaps in some pupils' knowledge.

The needs of pupils with SEND are met through a combination of adaptations in lessons and appropriate intervention activities. Pupils with very high levels of SEND receive an excellent standard of care alongside a well-planned and implemented curriculum. These pupils with SEND are provided with appropriate resources and supported by well-trained staff. Consequently, the academic and social progress they make is remarkable. They are in the best of hands.

Reading is prioritised as soon as children enter the school. Early on, children begin to listen to sounds and are introduced to phonics. Staff have been supported to ensure that the newly established scheme is followed rigorously. For pupils who struggle with reading, there are regular intervention activities to help them catch up with their peers. They quickly gain the knowledge and skills they need to become confident, fluent readers. Older pupils enjoy reading. They visit the library regularly.

Pupils' behaviour is excellent. Classrooms and corridors are calm. Pupils walk sensibly between rooms. Children in Reception are polite and welcoming to new people. During unstructured times, pupils enjoy the outside space. They line up quietly and follow staff instructions. This peaceful environment enables pupils to learn effectively. Most pupils attend school regularly and benefit from the school's good quality of education, and routines associated with school. However, some pupils do not come into school often enough. Consequently, they do not make the progress they could.

Pupils benefit significantly from the school's clear focus on their broader development. The opportunity to participate in a wide variety of clubs and activities enables them to build their confidence and prepare them for their future steps. All children are encouraged to participate. Most pupils are involved with at least one activity during the school year. Children in the EYFS and their parents take part in 'wake up and walk', encouraging the very youngest children to engage in physical activity. The range of educational visits is huge. It gives pupils the chance to experience visiting the beach, the zoo and a residential visit. Pupils value leadership roles promoted by the school. Librarians, prefects, house captains all play a part in ensuring that pupils have a voice in the school.

Leaders at all levels are determined that all pupils receive the highest standard of education. Ensuring an inclusive school community in which all pupils thrive is a priority. The school community works effectively together to constantly strive for improvement. Staff speak highly of school leaders and their vision of excellence. The professional development opportunities staff receive further strengthen the school's capacity to move forward. Parents enjoy the valuable opportunity to be able to participate in school events, such as 'project showcases'.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- While attendance of pupils has improved, there are still some groups of pupils whose attendance is not regular. As a result, they do not make the progress of which they are capable. The school should redouble its efforts to ensure all pupils attend school regularly.
- In a small number of subjects, some pupils' understanding is not always checked effectively. As a result, errors and misconceptions are not always picked up. The school should ensure that the approach to assessment is consistently applied across the curriculum.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Whitehouse Community Primary School, to be good for overall effectiveness in June 2019.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148750
Local authority	Suffolk
Inspection number	10345545
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	587
Appropriate authority	Board of trustees
Chair of trust	Ian Scott
CEO of the trust	Daniel Jones
Headteachers	Andrea Hall and Anna Siddall
Website	www.whcps.org
Dates of previous inspection	Not previously inspected

Information about this school

- The school does not currently use alternative provision.
- The school is part of the Children's Endeavour Trust.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other senior staff.
- The inspector met with the CEO and other trust officers.
- The inspector met with three members of the local governing body.

- The inspector focused inspection activity on the following groups of subjects: early reading and maths; and physical education, geography and science. For each group of subjects, the inspector visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interest first.
- The inspector spoke with groups of pupils and observed their behaviour at breaktime and lunchtime.
- The inspector met with groups of staff and also considered the opinions expressed through the staff survey.
- The inspector considered the views of parents through responses to Ofsted Parent View. The inspector gathered the views of pupils and staff through Ofsted's pupil and staff surveys, as well as interviews and discussions conducted throughout the inspection.

Inspection team

Jonathan Rockey, lead inspector

His Majesty's Inspector

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