

Inspection of Whiteley Primary School

Gull Coppice, Whiteley, Fareham, Hampshire PO15 7LA

Inspection dates: 9 and 10 July 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Outstanding

What is it like to attend this school?

Pupils understand the school's aspirational, inclusive ethos profoundly well. Pupils talk about and model values such as resilience with exceptional consideration for staff and each other. Pupils are very respectful and welcoming. They have a deep understanding of diversity and protected characteristics. Pupils genuinely care for others in the school community and beyond. Pupils' attitudes to learning are excellent.

Pupils thrive through many opportunities which broaden their talents and interests. They develop the confidence to perform and share their love of music and the arts with others. The school often takes a lead role at musical events and music provision is a particular strength. Pupils learn to play instruments, such as the flute and the violin, and participate in regular singing activities which start at the beginning of the early years. Pupils are very proud of their school.

Pupils achieve exceptionally high standards. The school is unwavering in its support for every pupil and the aim for all of them to achieve successfully. Disadvantaged pupils, in particular, benefit from the ambitious curriculum and thoughtful adaptations that help them to learn very securely. The school works really hard to make sure all pupils succeed. Pupils are prepared for their next stages of education thoroughly well.

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

Children in Reception have no limits or barriers to their learning. They flourish in engaging learning environments. Staff focus on communication, language, and personal development very effectively. The school creates many opportunities for children to practise the key skills that they need to be ready for key stage 1. Staff have excellent subject knowledge. They use traditional stories, poems, songs, and nursery rhymes really well, often linking these to the wider curriculum.

The school has an ambitious curriculum for all pupils. Staff design sequences of lessons that help pupils to build on their prior learning fully. Subject areas such as writing are taught expertly. Staff use texts skilfully to help pupils to develop their confidence and understanding. Key knowledge is made explicit for pupils. For example, when studying animal life cycles in science, younger pupils are clear in describing terms such as 'maturity', 'producer' and 'consumer' and older pupils can build on this and talk about respiration and taxonomy clearly. Across all subjects, pupils' work is of a high quality. The curriculum has a strong, positive impact on pupils' learning.

Reading is taught excellently. Library time, book club, choral reading and story time all contribute to a strong culture of prioritising books and reading from Reception to the end of key stage 2. For pupils at the earliest stages of learning to read, books are matched closely to the sounds they have learned. Staff check how well pupils have learned the phonics curriculum and if any pupils fall behind, they receive

support quickly. Pupils with special educational needs and/or disabilities (SEND) have their needs identified quickly. Staff adapt learning successfully. As a result, pupils learn to read fluently and many pupils achieve highly in reading by the end of Year 6.

Pupils' behaviour is impeccable. Staff have the highest expectations of pupils and apply the behaviour policy consistently and sensitively. If any pupil struggles with their behaviour, staff take highly effective action to address this. There is no low-level disruption in lessons and pupils' conduct around the school and at lunchtimes is calm and respectful. Attendance is strong and has been sustained over time. The school does everything it could reasonably do to ensure pupils attend school regularly. Pupils feel safe and are very happy.

Pupils enjoy many activities that develop their talents and interests. School clubs, such as choir, football, tennis, archery, and orchestra, give pupils the chance to grow in confidence and experience new opportunities. School trips include residential stays to Stubbington and Avon Tyrell in what is a carefully considered programme of extra-curricular activities. Enrichment and aspiration opportunities are extensive and valued enormously by pupils. Pupils understand democracy, the rule of law and can debate issues in balanced ways positively.

Governors know the strengths of the school and the areas of focus which help to secure continued high standards. Governors are passionate advocates for disadvantaged pupils. They support and challenge the school while helping staff to maintain a manageable workload. Staff are proud of the teamwork and togetherness that helps them to sustain excellence in a healthy, supportive environment. Parents are full of praise and appreciation. One parent summed up the thoughts of many others, stating, 'This is a wonderful school...we couldn't ask for more.'

Safeguarding

The arrangements for safeguarding are effective.

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	131420
Local authority	Hampshire
Inspection number	10321918
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	626
Appropriate authority	The governing body
Chair of governing body	Carla Jefferson
Headteacher	Lesley Pennington
Website	www.whiteleyprimary.co.uk
Date of previous inspection	25 April 2013

Information about this school

- The school does not currently use alternative provision

Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the staff and members of the governing body, including the chair of governors. The inspectors also met with a representative of the local authority and other leaders within the school.
- The inspectors carried out deep dives in these subjects: early reading, mathematics, design and technology, physical education and music. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited a

sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspectors: 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' interests first.
- The inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Carl McCarthy, lead inspector	His Majesty's Inspector
James Everett	Ofsted Inspector
Linda Appleby	Ofsted Inspector
Andrew Foster	Ofsted Inspector

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