

Inspection of St White's Primary School

Sneyd Wood Road, Cinderford, Gloucestershire GL14 3GD

Inspection dates:	5 and 6 November 2024
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Good

What is it like to attend this school?

Pupils have plentiful opportunities to thrive at this ambitious school. Pupils fully embrace the values of 'challenge, commit, conquer and celebrate'. Parents cite the school as having 'kindness in abundance'. This is demonstrated by its strong pastoral offer. Pupils feel very well cared for and they are confident to share any worries. This begins in early years where children maturely express their feelings. Pupils know their feelings matter and they are empowered to take responsibility to manage their emotions.

Pupils' behaviour is exemplary. They are very well mannered and equally attentive both in lessons and at social times. Meaningful pupil leadership roles such as peer mediators support pupils with their well-being. Play ambassadors help younger pupils play creatively. Pupils take great pride in their learning. This is reflected in the work they produce. Pupils live up to the high expectations the school has of them.

The school holds charity work in high regard. Pupils have a strong sense of social and moral purpose. Pupils can explain how they support the local community. For example, they led a purposeful writing project and sponsored walk to raise money for local hospitals and cancer patients.

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

The school's mission to be 'always learning' forms the basis of the curriculum. The school provides leaders with ongoing training that has helped them to craft the curriculum to suit the context of the school. The curriculum is ambitious for all pupils. The school has carefully considered the most important knowledge that pupils need to learn at each stage, from early years onwards. Vocabulary development is front and centre of the school's vision to develop pupils' articulation of knowledge. This is having a positive impact on pupils' achievement.

Reading is integral to the school's curriculum. Pupils are passionate about reading. For example, pupils initiated a book swap area that has pride of place in the school's foyer. Trained staff deliver the phonics programme well. Pupils learn to read with books that contain sounds they are confident with. Pupils who need extra help receive timely support. Consequently, pupils become fluent readers quickly.

Typically, staff identify pupils' misconceptions and gaps in knowledge. For example, this is done extremely well in early years. However, this practice is not consistent across the curriculum. On occasion, teaching strategies are not used well enough to identify and address misconceptions or gaps in learning. Consequently, these are allowed to persist. This hinders some pupils from connecting new ideas to previous learning. Because of this, they find it difficult to remember their learning long term.

Support for pupils with special educational needs and/or disabilities (SEND) is a strength of the school. Teachers are swift to identify any additional needs. Training to support these pupils helps teachers to adapt learning well. Because of this, pupils learn the curriculum successfully alongside their peers.

Children in early years flourish. Staff make every minute count. They effectively model new vocabulary. For example, they use language such as 'stable' when building blocks so that children use this in their play. Teaching activities are carefully designed so that teaching draws out and addresses any misconceptions. For example, staff use resources such as dice to support children's number recognition. They use these opportunities to draw out any misunderstandings. Because of this, children in early years are exceptionally well prepared for their next stage.

The school has cultivated a purposeful and harmonious learning atmosphere. It has expertly given pupils the freedom to build independence. For example, pupils decided to reinstate the school disco so they could enjoy more social times together. Pupils have highly positive attitudes and know they can make a difference to their school community. Pupils attend well and make the most of all the school has to offer.

The way the school develops pupils' character is praiseworthy. Pupils debate issues, for example views on different laws, in a very sensitive way. Through the school's 'European languages day', pupils learn about cultures and countries they may not normally come across. The school offers an extensive array of exciting clubs, including 'glee club' and Christmas sewing. These help pupils to build their talents and interests beyond the norm. Clubs are very well attended, including by those who are disadvantaged. Pupils pride themselves on being inclusive. For example, pupils decided to learn British Sign Language. Pupils here blossom into confident young people ready for secondary school.

Staff value and recognise the positive impact their curriculum training has had on pupils' education. Governors understand their statutory duties and fulfil their responsibilities well.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's assessment strategies beyond early years do not always check that all pupils have learned important concepts. This means some pupils develop gaps in their learning or misconceptions without teachers knowing. The school should ensure that teachers build their expertise further to check that pupils are securing knowledge before moving on, helping them to remember their learning long term.

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	115520
Local authority	Gloucestershire
Inspection number	10344502
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	251
Appropriate authority	The governing body
Chair of governing body	William Acland
Headteacher	Clare Tilling
Website	www.st-whites.gloucs.sch.uk/web
Date of previous inspection	19 June 2019, under section 8 of the Education Act 2005

Information about this school

- There is a before- and an after-school club for pupils who attend the school.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, school staff, parents, pupils, governors and representatives from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and music. For each deep dive, 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. Inspectors also discussed the curriculum in some other subjects.
- The lead inspector listened to pupils from Years 1, 2 and 3 read to a known adult.
- 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.
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes. In addition, the inspectors met with pupils formally and informally to hear their views.
- Inspectors considered responses to the online survey, Ofsted Parent View, including parents' free-text responses. They also looked at responses to the staff and pupil surveys.

Inspection team

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