

# Woodside CofE Controlled Primary School

## Inspection report

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<b>Unique Reference Number</b>	133350
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	360493
<b>Inspection dates</b>	18–19 January 2011
<b>Reporting inspector</b>	Patricia Potheary

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Sharp
<b>Headteacher</b>	Awen Simpson
<b>Date of previous school inspection</b>	4 February 2008
<b>School address</b>	Maypole Lane Grendon, Atherstone CV9 2BS
<b>Telephone number</b>	01827 715507
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<b>Email address</b>	admin2642@we-learn.com

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## Introduction

This inspection was carried out by three additional inspectors who observed 15 lessons, taught by eight different teachers. Meetings were held with a group of pupils, a representative of the governing body and staff. Informal discussions were held with parents and carers. The inspectors observed the school's work, looked at information about pupils' progress, staff and pupil surveys and safeguarding procedures, and analysed 69 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How effective is the teaching of mathematics in Key Stage 2 and the teaching of writing in Key Stage 1?
- How consistent is the use of the new assessment system to ensure that all groups of pupils, including those with special educational needs and/or disabilities, are making enough progress?
- What is the impact of leadership in securing improved progress in literacy and numeracy?

## Information about the school

This is a broadly average sized primary school. Very few pupils are from ethnic groups other than White British and none use English as an additional language. A few pupils are known to be eligible for free school meals. About 25% of pupils have a wide range of special educational needs and/or disabilities. The school has the Healthy Schools Award. There is a privately run pre-school and after-school care provision on the school site, which was not part of this inspection. The headteacher has been in post since September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. Pupils' achievement is satisfactory. They make satisfactory progress in academic subjects and good progress in their personal skills. The school has an attractive and very well appointed environment which pupils appreciate. Good care, guidance and support ensure that the school is a happy, safe and welcoming place to be. The satisfactory quality of teaching and the progress pupils are making are beginning to improve. This improvement is resulting, in part, from more accurate assessment of pupils' levels of attainment and much better monitoring of how well they are doing.

Pupils' attainment compared to schools nationally is broadly average. Pupils with special educational needs and/or disabilities also make satisfactory progress and they receive skilled individual support. There are significant variations between the attainment of pupils of different ability, classes and subjects. In a small minority of year groups, too few more-able pupils reach the higher levels, while in others pupils of average ability do not do as well as could be expected. Attainment is lowest in mathematics, being just below average by the end of Key Stage 2, although better progress in this subject is evident in several classes more recently. Problem solving in mathematics is the least effective aspect, largely because the problems provided do not encompass the full range of mathematical key skills. Pupils' progress in writing has improved and is now satisfactory overall. It is good in Key Stage 1 due to a successful range of strategies now introduced.

The good curriculum has significant strengths in the creative way that subjects are intended to be taught and learning brought to life for pupils. From high-quality singing to working with small animals or making a 'river', pupils are fully involved and enjoy discovering the world around them. One effect is that pupils make a thoroughly responsible contribution to the work of the school, putting forward their ideas, taking care of the environment and being helpful wherever they can.

Teachers have an accurate and detailed knowledge of pupils' attainment levels, which is increasingly effective in improving progress. This use of assessment to support better progress remains inconsistent. There are examples of best practice within the school but this is not yet shared or consolidated in all classes. Pupils do not always have individual targets readily to hand and so they are not always clear about how to move on to the next steps in their learning. Teachers do not always use pupils' targets to plan each lesson precisely enough to help all groups make good progress. As a result, expectations of how rapidly pupils can learn are sometimes too low. Most lessons, though, are lively and thoroughly enjoyable, and pupils behave well and work hard.

Most parents are pleased with the school, although the school recognises that a small minority do not feel that their concerns are dealt with effectively. It is also recognised that improved communication for involving more parents with their children's learning is not fully effective.

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The new headteacher has been instrumental and effective in developing the school and now provides all staff with a regular picture of how well pupils are progressing. This good practice has led directly to increasingly strong teamwork and improving outcomes for pupils. As a result, there are evident improvements to mathematics and writing, an increase in the amount of good teaching and an accurate self-evaluation of the school's strengths and areas for development. Leadership at all levels is satisfactory overall and the capacity to sustain improvement is also satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment throughout the school, particularly in mathematics, by:
  - increasing teachers' expectations of how rapidly pupils can learn
  - extending the range of mathematical skills encompassed in various problem-solving tasks.
- Strengthen the use of assessment to increase progress for pupils of all abilities by:
  - providing all pupils with individual targets and using them more precisely when planning lessons to meet learners' different learning needs
  - involving pupils more closely in knowing how to move to the next steps in their learning
  - ensuring that best practice is shared and consolidated in all classes.
- Increase the engagement of parents and carers by:
  - strengthening procedures for responding to their concerns
  - making sure that the lines of communication regarding their children's progress and how they can be involved are very clear.

**Outcomes for individuals and groups of pupils****3**

Pupils' skills on entry to Reception are usually below those expected for their age. All pupils are keen to do their best in lessons, where they share their ideas and express their views confidently. In one lesson seen, pupils worked effectively in groups to rotate shapes on a floor grid, cooperating well, finally to succeed. They clearly enjoy learning.

Attainment, including in science, has been broadly average for several years, although it varies considerably from year to year. Pupils' of all abilities achieve to a satisfactory degree in a wide range of subjects, which includes English and mathematics. Those with special educational needs and/or disabilities also make satisfactory progress, although their progress is usually good when they receive extra support. All pupils achieve particularly well in information and communication technology (ICT) and music. In these subjects they demonstrate a wide range of skills and make good progress. One group, for example, successfully produced their own video having written the material. In assembly, the beautiful harmonies pupils sing are uplifting. Progress is strongest in reading, where attainment is above average, reflecting an effective focus within the curriculum. In one guided reading session pupils demonstrated a good level of skill in eagerly analysing the

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meaning of text and holding lively discussions of their current books. The school has already identified that mathematical problem solving is the main area for improvement within mathematics, which is why good progress is recently evident in some classes as a result of a closer focus on this aspect.

Pupils are well prepared for the future, largely because they have well developed personal skills, competence with ICT, and their other basic skills are improving. They are punctual, willingly take on responsibly, and regularly work well in teams, for example, raising money or supporting school and community projects. Many pupils have a good understanding of money management and running an enterprise. They show good skills in using a range of essential technology and have plenty of enthusiasm for most things they do. Pupils have a strong regard for looking after themselves and each other. Many of them take more exercise or eat more fruit and vegetables as a result of learning about healthy living. Typically, one pupil explained how she walks more and takes less transport so as to keep fit. Their good behaviour means that they all report feeling safe in school and they show great interest in and respect for people from cultures different from their own.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Activities in lessons are interesting and planned to engage pupils. The effective curriculum focus on independent research and first-hand experience, ensures that lessons are motivating and enjoyable. Teachers use technology well to help pupils understand what is

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being taught and there is good encouragement for pupils to work together productively. The recent developments in the way that teachers use assessment and mark work mean that pupils are, increasingly, given more information about the things they need to do to reach the next steps in their learning. However, clear, individual targets are not always evident and many pupils are not sufficiently involved in moving on more rapidly in their learning. Lesson plans still lack the detail and precision necessary to help pupils of differing ability to make as much progress as they can in English and mathematics. This is particularly evident, for example, where other subjects are used to teach literacy and numeracy skills. There is a very wide range of helpful links with other schools and organisations, which supports a host of activities to extend and enrich pupils' experience. These activities include master classes, instrument tuition, art weeks, sports clubs, early morning dance and visits to the theatre.

Good care, guidance and support ensure that there are effective procedures to help pupils with a wide range of difficulties. Support for pupils with special educational needs and/or disabilities is well organised, for example, with a range of interventions and strategies including individual tuition to ensure that they make at least satisfactory progress. A successful emphasis on healthy living includes two classes who take a run before lessons each morning. The school has effective systems for encouraging good behaviour and positive attitudes to learning and robust systems help pupils move smoothly into secondary education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Good leadership by the headteacher has ensured that the systems necessary to move the school forward and improve outcomes have been implemented. The drive and ambition among all staff to improve the school are becoming more firmly established. Systems such as the strengthened assessment for lesson planning and the new curriculum are recent innovations, so the impact of these is at an early stage. This is why the quality of lessons and sharing of best practice, although improved, remain variable. There are, however, several improvements to outcomes already evident, as in writing and the increasing proportion of good teaching and progress. The governing body has a wide range of relevant skills and is increasingly effective at holding the school to account. Its support for school improvement is better established, although it is at an early stage of development.

The school is seeking ways to improve the way parents and carers feel their concerns are dealt with. A number of steps have also been taken to increase parental involvement in their children's learning, although these are not yet fully effective. For example, a valuable

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parent room base at the school has been created and there are several progress reports and review evenings each year.

Detailed monitoring of how well pupil do, ensures that all pupils are supported equally. The school is a very inclusive community and there is no evidence of any discrimination. Safeguarding procedures meet requirements, are regularly reviewed, rigorously applied and are of good quality. This supports the good care taken and is why pupils feel so safe. The promotion of community cohesion is good - particularly locally, with visitors from different faiths. There are increasing links with schools abroad, in Malawi and Zambia. As a result pupils show a good understanding of people whose lives are different from their own.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children in Reception receive a good start to their education. Children make good progress in all areas of learning, particularly in communication, language and literacy. For this reason, they join Year 1 working at an average level of attainment in all areas of learning. Children's personal skills are particularly well developed as they gain plenty of confidence in making choices, taking turns and doing things for themselves. The quality of teaching is good, with skilled, well-focused teaching in literacy and numeracy and plenty of opportunities for children to explore their environment and learn for themselves. The curriculum is well designed and engaging. Themed activities entrance and involve children both indoors and outside. In one session, some were busy building an igloo by collaborating and revising and testing their ideas together. Others were running a cafe, practising handling money, making menus and acting as waiters and waitresses. Good leadership with good knowledge of this stage of education means that information about children's progress is used well to ensure that they build their learning securely in all



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areas. Assessment is accurate, although the involvement of parents and carers in contributing to their children's progress records is not yet fully established for the majority. There is good use of external monitoring to develop ideas and continually improve aspects of provision.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most parents and carers are overwhelmingly positive about the school as reflected in their positive comments to inspectors. They appreciate many aspects, including how much their children enjoy school, how safe they are, and how their children's particular needs are met. As one remarked, 'My child loves going to school and we are thrilled with the change in him since he started here and with the progress he is now making.' The main concerns, from a small minority, are about progress and the information provided and how parent and carer concerns are dealt with. Inspection findings regarding these aspects are reflected in the main findings of the report. The concerns regarding behaviour were not supported by inspection findings or observations. Pupils reported that behaviour is good, especially in lessons and evidence shows that where the behaviour of a few may occasionally be difficult, the skilled support provided to them leads to improvement.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodside CofE Controlled Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 210 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	41	38	55	2	3	0	0
The school keeps my child safe	29	42	36	52	4	6	0	0
My school informs me about my child's progress	17	25	42	61	6	9	3	4
My child is making enough progress at this school	20	29	39	57	10	14	0	0
The teaching is good at this school	22	32	43	62	3	4	0	0
The school helps me to support my child's learning	16	23	46	67	6	9	0	0
The school helps my child to have a healthy lifestyle	27	39	39	57	0	0	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	22	45	65	2	3	0	0
The school meets my child's particular needs	18	26	47	68	3	4	0	0
The school deals effectively with unacceptable behaviour	16	23	38	55	8	12	3	4
The school takes account of my suggestions and concerns	16	23	34	49	9	13	5	7
The school is led and managed effectively	20	29	41	59	3	4	2	3
Overall, I am happy with my child's experience at this school	22	32	41	59	2	3	2	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



20 January 2011

Dear Pupils

**Inspection of Woodside CofE Controlled Primary School, Atherstone, CV9 2BS**

Thank you for being so welcoming when we visited your school. We very much enjoyed meeting you, joining you for lunch and seeing your lessons. Your school is satisfactory and improving all the time. There are many interesting things going on, just as you described. Senior staff work hard to keep developing the school and this is an important reason why your work is getting better.

Enjoyable teaching helps you to make satisfactory progress in your lessons. We like the way you always try to do your best. To support your work, we have asked your school to help you make faster progress, especially in mathematics, and to ensure that you and your teachers have a more detailed view of what you need to do to move up through the National Curriculum levels by:

- making sure that you are able to learn as quickly as you can
- helping you to develop better skills in mathematical problem solving
- giving you all individual targets in English and mathematics, so that you have a clearer understanding of how to help yourselves
- helping your parents to know more about how well you are doing.

We would also like to see that the way this happens is the same in every class. We are sure that you will discuss these ideas with your teachers and help them and yourselves by working hard.

The responsibilities that you take on, such as becoming play leaders and helping in the local community are heartening. You were keen to tell us that the school keeps you safe and looks after you well. It is, therefore, very pleasing to see that you are helping yourselves by behaving well and considering others in lessons. You show good respect and understanding towards those who have different beliefs and ways of living from your own, which helps make your school a happy and welcoming community.

Yours sincerely

Patricia Potheary

Lead inspector

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