

Woodcote Primary School

Inspection report

Unique Reference Number	120096
Local Authority	Leicestershire
Inspection number	363917
Inspection dates	15–16 March 2011
Reporting inspector	Roy Bowers HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	161
Appropriate authority	The governing body
Chair	Tim Chesworth
Headteacher	Ian Watson
Date of previous school inspection	20 May 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Seventeen lessons were observed and seven teachers seen. Inspectors held meetings with two members of the governing body including the chair, parents and carers, a group of pupils and senior and middle leaders. Inspectors observed the school's work and looked at its plans for improvement, assessment information, lesson plans, monitoring information, policies and 58 questionnaires from parents and carers.

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

- Why do pupils attain higher and make better progress in mathematics than English?
- How effectively do pupils use self and peer assessment to improve their work?
- How effectively do leaders at all levels, including the governing body, carry out their roles in monitoring, evaluating and improving outcomes and provision?

Information about the school

The school is smaller than the average primary school. Most pupils are White British and the others are from a range of minority ethnic backgrounds. There are very few pupils who are learning to speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is below average. Most of these pupils have moderate learning difficulties. The school has gained the Eco-schools silver award, the International School award and Healthy Schools status. The school runs a breakfast club which is managed by the governing body and attended by pupils of the school.

A Children's Centre operates in the same grounds as the school. This is inspected separately.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. In its caring and welcoming atmosphere, pupils feel very safe and secure. Lessons are calm and orderly. Pupils behave well, work hard and show good attitudes to their learning. Teachers and support staff share the headteacher's commitment to improving pupils' achievement and the life chances for all groups of pupils. As a result of their hard work and the initiatives following the last inspection, pupils' progress is accelerating. Pupils make good progress throughout the school and, by the time they reach the end of Year 6, their attainment is close to average in reading and mathematics. However, pupils' attainment in writing is lower, mainly because few pupils attain above the expected level for their age. Most pupils with special educational needs and/or disabilities make good progress and some make outstanding progress, especially in reading. Pupils' spiritual, moral and social development is strong, but their knowledge and understanding of the diversity of faiths and cultures in the United Kingdom and globally is not as well developed.

In lessons, pupils try their best and work hard. Relationships are positive. Skilled teaching assistants provide good support in lessons and through learning programmes for those pupils who are learning to speak English as an additional language, low-attaining pupils and those with special education needs and/or disabilities. In those lessons where pupils' learning is outstanding, teachers' planning is focused on what pupils of all levels of attainment are going to learn, teachers reinforce the learning regularly throughout the lesson and ensure that all pupils are guided through the small steps which help them learn effectively. These aspects of teaching are better in mathematics lessons than in writing and this is the main factor why pupils' attainment in mathematics is higher than in English. In addition, although pupils' work in writing is usually well matched to their needs, in some lessons, a few of the more-able pupils are not challenged sufficiently. In many lessons, pupils' learning is improved through pupils assessing their own learning and that of others and teachers giving clear guidance to pupils on how to improve their work, through marking and target setting. However, all these aspects are inconsistent.

The headteacher leads an enthusiastic and committed team of teachers. He is held in high esteem by the governing body, parents and carers. Senior leaders know the school well through good self-evaluation. Effective systems are in place for tracking pupils' achievement and for supporting those who are not meeting expectations. Middle leaders are playing an increasingly important part in monitoring, evaluating and improving the school through their areas of responsibility. The governing body is supportive and growing in its ability to challenge the headteacher about pupils' performance. However, it does not check and endorse regularly enough some of the school's written policies, especially those related to the health, safety and well-being of pupils and staff. Accelerating pupils' achievement and leaders' good knowledge of areas for improvement show that the school has good capacity to improve even further.

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What does the school need to do to improve further?

- Raise pupils' achievement in writing by the end of Key Stage 2 by ensuring that the more-able pupils receive work which provides sufficient challenge.
- Increase the proportion of good and outstanding teaching by ensuring that:
 - teachers' planning is focused on what pupils of all levels of attainment are going to learn
 - teachers reinforce the learning regularly throughout the lesson and ensure that all pupils are guided through the small steps which help them learn effectively
 - pupils are given more opportunities to assess their own learning and that of others
 - teachers use target-setting and marking more effectively to improve pupils' learning.
- Improve pupils' knowledge and understanding of the diversity of cultures and faiths in the United Kingdom and globally.
- Ensure that the governing body checks and endorses the school's written policies regularly, especially in relation to the health, safety and well-being of pupils and staff.

Outcomes for individuals and groups of pupils

2

Pupils enjoy their learning, behave well, and mature into polite, thoughtful and considerate young people. Pupils are keen to learn and often show this by volunteering to answer questions or to share their work with the class. They respond exceptionally well when they are clear about what teacher wants them to learn and the activities stimulate their imagination. In one Year 2 writing lesson, pupils of all levels of attainment, enthusiastically, added written speech to characters taken from a story, with some pupils focusing on full-stops and capital letters and others adding speech and question marks. All pupils, proudly, read their work to others in the class and were very willing to discuss their learning.

From below-average starting points when children enter the Early Years Foundation Stage, all groups of pupils achieve well. Initiatives to improve the quality of teaching and raise pupils' achievement in writing are beginning to have a positive impact. However, because of a legacy of underachievement in writing, these initiatives are having less impact on pupils' attainment at the end of Key Stage 2, where too few pupils attain above the expected level.

Pupils get on extremely well together and are keen to engage in the many opportunities to take on responsibilities in school and the local community. They are proud of their contribution to improvements to school meals and work with local senior citizens. Pupils say that bullying is very rare and are confident that teachers will listen to their concerns and resolve any difficulties which may arise. Pupils' spiritual, moral and social development is strong, but there are few opportunities provided to promote pupils' cultural development, especially through first-hand experiences of other cultures and faiths.

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These are the grades for pupils' outcomes

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

¹ 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?

Classrooms are stimulating environments that support learning. Most lessons are well structured and purposeful and learning progresses at a good pace. Teachers plan interesting tasks for the pupils, but where learning is most effective, teachers keep pupils highly focused on their learning and guide them carefully through small learning steps. Where teaching assistants are clear about what the pupils are required to learn, they make a strong contribution to pupils' learning. In a few lessons, especially on writing, teachers' expectations of the more-able pupils are not high enough and the work is too easy. Some marking identifies precisely how well pupils have achieved and what they need to improve and, in some lessons, pupils are clear what they need to do to meet their targets for improvement. However, the lack of consistency in both these aspects means that they do not make a significant contribution to improving pupils' learning.

There is a good range of activities which enrich the curriculum and add effectively to pupils' learning and enjoyment. French is taught in all classes and there is a good range of visits and visitors, such as a theatre group. The extensive school garden enables pupils to grow their own vegetables. The curriculum is currently being improved to enable teachers to create even more opportunities for pupils to practise their literacy, numeracy and information and communication technology skills through a variety of subjects.

The school is a happy and welcoming place where staff care deeply and work hard to ensure that every pupil is safe and secure. The breakfast club provides pupils with good

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opportunities to develop their social skills while enjoying a nutritious meal. The school recognises and responds very quickly to pupils' different circumstances and can point to many examples where pupils who are facing difficulties in their lives have been supported very effectively. Senior leaders work closely with staff to identify potential underachievement quickly and ensure that support is provided to boost pupils' progress. Good induction arrangements when pupils first enter the Early Years Foundation Stage, together with effective links with secondary schools, help pupils settle quickly into their new communities.

These are the grades for the quality of provision

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

How effective are leadership and management?

Staff work collaboratively and share responsibility for developing new approaches to improving outcomes for pupils. Since the last inspection, middle leaders have become more involved in contributing to the school's cycle of monitoring, evaluation and review and are keen to extend their skills further to include lesson observations.

The governing body is highly supportive of the work of the school and is aware of the school's strengths and priorities for improvement. Although it is involved in determining the strategic direction of the school and monitoring its all-round performance, it does not ensure that some of the school's policies and procedures are kept up to date. Consequently, although all aspects of safeguarding and welfare meet current requirements and the school does everything to ensure pupils are safe, safeguarding is only satisfactory.

The school is highly committed to supporting every pupil, whatever their circumstances and background. Rigorous monitoring of the progress of individuals, action taken to improve the achievement of the lower attaining pupils and effective work with external agencies to support the potentially most vulnerable pupils show the school's commitment to equal opportunities and tackling discrimination.

The school canvasses parents' and carers' views, values their responses and regularly keeps them up to date with the school's news. Although the school has strong links with all groups in the local community, pupils have few first-hand experiences of the similarities and differences between their own culture and those of others in the world beyond the local area. Community cohesion, therefore, is satisfactory.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Because of the strong induction procedures and the caring ethos of the school, children settle in quickly and enjoy coming to school. Children move about very sensibly and behave well indoors and outside. There are effective links with families and external agencies to support children's learning and well-being, especially those potentially most vulnerable.

Children enter into the Early Years Foundation Stage with skills which are below those typically expected for their age. Children's progress has improved over recent years and, by the time they enter Year 1, pupils' attainment is average, showing good progress. Teaching is consistently good, but, on a few occasions, opportunities are not taken to improve children's writing skills by correcting their errors. There is a good balance between child-initiated and teacher-led activities.

The Early Years Foundation Stage is well led and managed. Partnerships with parents, carers and external agencies are strong and specialist help is sought and provided when needed. Teachers and other adults are perceptive and note down significant moments of each child's progress, helping to ensure that their learning is well-matched to their needs.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The proportion of questionnaire responses received from parents and carers was about the same as on average. Almost all parents and carers who responded to the inspection questionnaire or who spoke with the inspectors were happy with their children's experiences at school and felt that the school is well led and managed. All parents and carers agree that teaching is good and their children are kept safe and helped to lead a healthy life-style. The inspection findings support these views. A few parents and carers said that they did not know whether or not the pupils were well prepared for the future. The inspection found that, by the time pupils leave the school at the end of Year 6, their skills in literacy and numeracy are about average. There are good transfer arrangements in place so that pupils settle quickly into the high schools and new classes within the school. Pupils also have good learning habits such as the willingness to work hard and cooperate well with others. Overall, there were very few negative comments from parents and carers and all views were taken into consideration before judgments were made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodcote 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 team inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 161 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	76	13	22	0	0	1	2
The school keeps my child safe	43	74	15	26	0	0	0	0
My school informs me about my child's progress	30	52	26	45	1	2	0	0
My child is making enough progress at this school	33	57	23	40	2	3	0	0
The teaching is good at this school	39	67	19	33	0	0	0	0
The school helps me to support my child's learning	31	53	26	45	1	2	0	0
The school helps my child to have a healthy lifestyle	36	62	22	38	0	0	0	0
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)	31	53	22	38	0	0	0	0
The school meets my child's particular needs	32	55	23	40	2	3	0	0
The school deals effectively with unacceptable behaviour	34	59	21	36	1	2	1	2
The school takes account of my suggestions and concerns	32	55	25	43	1	2	0	0
The school is led and managed effectively	37	64	19	33	1	2	0	0
Overall, I am happy with my child's experience at this school	42	72	15	26	0	0	0	0

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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



17 March 2011

Dear Pupils

Inspection of Woodcote Primary School, Ashby-de-la-Zouch, LE65 1JX

Thank you for being so polite and friendly when we visited your school recently. We appreciated meeting with you and visiting your lessons. We were very pleased to see the sensible way you behave around school and we liked the way you play happily together and work hard in lessons. You have a good understanding of how to keep yourselves healthy through a balanced diet and taking plenty of exercise.

The teachers are very kind and helpful and want you all to do your best. Although you go to a good school where you make good progress and everyone cares for you well, we want it to be even better and have asked the headteacher to make sure that:

- the teachers are clear about what they want you to learn and carefully guide you through the small learning steps, in all your lessons
- those of you who find learning easy in writing lessons are given harder work so that you achieve even higher levels
- you are given more opportunities to assess your own learning and that of other pupils
- the teachers use marking and target setting more effectively to help you improve
- you learn more about different cultures and faiths in the United Kingdom and in the world
- the governing body checks some of the policies more often.

All of you can help the school improve even further by continuing to work hard and taking careful note of what teachers write in your books to help you learn.

We shall take away many good memories about your school. Thank you again for being so helpful and courteous.

Yours sincerely

Roy Bowers

Her Majesty's Inspector (on behalf of the inspection team)

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