

# Woodloes Primary School

## Inspection report

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<b>Unique Reference Number</b>	135757
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	360744
<b>Inspection dates</b>	14–15 June 2011
<b>Reporting inspector</b>	Gerald Griffin

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	334
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Greg Smith
<b>Headteacher</b>	Andy Mitchell
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Deansway Woodloes Park Estate, Warwick CV34 5DF
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<b>Email address</b>	admin5207@we-learn.com

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons taught by 13 teachers. They observed an assembly and break times, and held meetings with members of the governing body, staff and groups of pupils. Inspectors observed the school's work, and looked at progress records, teachers' lesson plans, pupils' work, school improvement plans, policies and reports. They analysed completed questionnaires returned by 106 pupils, 23 staff and 91 parents and carers.

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

- Do pupils at Key Stage 2 make enough progress in mathematics?
- Does teaching sufficiently challenge all groups, especially those with special educational needs and/or disabilities?
- Do improvement plans have sufficient rigour to accelerate progress in all subjects for all pupils?
- Are there any differences in the progress of boys and girls in the Reception classes?

## Information about the school

Woodloes is a larger than average primary school. The school opened in 2009 as an amalgamation of Woodloes Infants and Junior schools. The school has recently moved into new and refurbished buildings. Three quarters of the pupils come from a White British heritage. The remainder come from a wide range of ethnic heritages. A small minority of pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. Most of these pupils have moderate learning difficulties or speech, language and communication needs. An above average proportion of pupils are known to be eligible for free school meals. The Early Years Foundation Stage provision comprises two full-time Reception classes. The Saplings pre-school care facility and Oscar before- and after-school care club are managed by the governing body and were also inspected.

**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**

**2**

## Main findings

This is a satisfactory school. In its caring atmosphere, pupils feel very safe, behave well and grow into articulate and mature young people. They enjoy all aspects of school and their attendance is good. Parents and carers are very pleased with the standard of education the school provides. Typically, one wrote, 'My daughter loves coming to school. She has only positive things to say about all areas of school life.'

The ongoing building work on the school site has caused many interruptions to learning, especially in Key Stage 2. In spite of this, the school has made a promising start and is improving strongly under the determined leadership of the headteacher. While pupils' progress is satisfactory overall, it is improving strongly and is good in the Early Years Foundation Stage, at Key Stage 1 and for pupils with special educational needs and/or disabilities. In Key Stage 2, effective planned actions have successfully tackled the previously slow progress in mathematics. Attainment is average and rising, especially at Key Stage 1. Pupils' personal development is good. Teaching is satisfactory but improving strongly. The quality of the curriculum, care, guidance and support, and leadership and management is good. The rigorous monitoring of the school's performance provides leaders with secure and accurate information for self-evaluation. This and the improving picture across several key aspects underpin a good capacity to improve further.

Relationships in class are very positive and pupils enjoy lessons. Teachers use resources well, such as computers, to engage pupils and develop their learning. Teaching is not consistently good. Where it is weaker, this is typically because a rapid rate of progress is not sustained throughout the lesson; introductions last too long or work does not closely match the needs of every pupil in the class. Marking and other feedback are improving but the quality is inconsistent. As a result, not all pupils know precisely how they can improve their work. The curriculum supports pupils' personal development well.

Pastoral care, especially for those whose circumstances make them potentially vulnerable, is very good. Children and pupils in the Saplings and Oscar settings are also very well cared for and kept very safe. Adults provide a good range of interesting and stimulating activities that promote their learning and personal development well.

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 the quality of teaching so that the large majority of lessons are good or better, especially by sustaining a rapid pace of learning throughout lessons and ensuring that:

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- the difficulty of the work for each pupil matches his or her needs closely, so that all make at least good progress
- lesson introductions do not last too long.
- Make sure that marking and other feedback always provide pupils with detailed information about how they can improve their work.

## Outcomes for individuals and groups of pupils

3

Attainment on entry to the school is below average. Across the school, pupils enjoy learning and the achievement of most groups is satisfactory, including pupils who speak English as an additional language. Pupils with special educational needs and/or disabilities make good progress because they are consistently provided with challenging next steps. Work is carefully planned for them with specific needs in mind. For example, adults provide pupils who have moderate learning difficulties with a wide range of games, computers and other resources that promote their understanding. When pupils work in small groups, a good rate of learning is sustained throughout the lesson, and those who finish work early are quickly provided with extra challenges. Teaching assistants make a valuable contribution to the learning of these pupils. They make detailed notes of each child's progress which are passed to the teacher to help with lesson planning.

In Key Stage 1, pupils are consistently given work that matches their needs closely and they are challenged well. In Key Stage 2, progress in mathematics was well below that in English when the school opened. It has accelerated because pupils now have more opportunities to solve mathematical problems, a previous weakness. As a result, attainment has risen sharply in mathematics and is now similar to English in all years except Year 6, where it is rising but pupils are still catching up on work missed in the past. In English, progress is accelerating because written work is based around topics such as Robin Hood that interest pupils, especially the boys. Pupils use a wide range of vocabulary when writing to create interesting and imaginative stories. Their factual accounts sometimes lack accuracy and structure.

In the lessons seen, learning was always at least satisfactory and sometimes good or outstanding. In a Year 1 class, pupils were working hard on researching mini-beasts. They were curious and enjoyed answering teachers' questions and discussing ideas in pairs, which was effective in promoting their self-confidence, communication skills and understanding. They especially enjoyed the work because they could choose the topic they were researching. They worked with a good level of independence. For example, higher-attaining pupils used textbooks and computers confidently to find out about mini-beast habitats without a prompt from an adult. Older pupils also work with increasing independence. They enjoy assessing their own and their peers' work to judge how it can be made better. However, they are not usually given enough information about their progress to enable them to take a good measure of responsibility for their learning.

Pupils say that the rare cases of bullying are quickly resolved. They know precisely how to keep themselves and others safe, for example while using the internet. Pupils do their best to eat a healthy diet and take plenty of exercise. They are well informed about the dangers of drug and alcohol abuse. Pupils collect generously for charity. They are keen to take responsibility as playground buddies and members of the school council. They have limited opportunities to provide school leaders with feedback to help improve learning and the curriculum. Average standards in the basic skills and positive attitudes to school mean

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that pupils' preparation for secondary school is satisfactory. Pupils reflect maturely on their feelings and actions and those of others. A strong moral code underpins their good behaviour. They have a well-developed understanding of the diversity of British culture.

*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	2
<b>The extent to which pupils feel safe</b>	<b>1</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

In the best lessons, teachers' questions are challenging and really make pupils think deeply. Occasionally some members of the class are not fully stretched and find the work either too easy or too hard. Mostly learning is active but sometimes it becomes too passive when pupils spend too long listening to teachers' introductions. Marking and other feedback often provide pupils with a clear understanding of how they can make their work better, but this is not a consistent picture across the school.

The curriculum is making a positive contribution to the strong improvements in learning by providing interesting and stimulating work that pupils enjoy. Assemblies and lessons provide good opportunities for pupils to reflect on their feelings. The many educational visits support classroom learning well and add to pupils' enjoyment of school. The wealth of sports and other clubs raise aspirations and broaden horizons.

Pupils confidently share their worries with an adult, knowing their concerns will be quickly resolved. Pupils with special educational needs and/or disabilities and those who speak English as an additional language are provided with sensitive support. The school works

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very effectively with outside agencies to assess specific needs and develop appropriate learning programmes. This is contributing to the very effective targeted support for pupils whose circumstances have the potential to make them vulnerable. One carer wrote, 'I have been very impressed by the school's warm welcome and support for the child in my care.'

Children in Saplings and Oscar are provided with healthy snacks and a high standard of personal care and support from well-qualified adults in the settings.

*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?

The staff enthusiastically embrace the headteacher's challenging and clearly articulated targets for the school. Leaders, backed up by productive partnerships with external consultants, have provided successful training that has sharpened teachers' skills, for example in planning exciting problem-solving lessons in mathematics. Middle leaders take a good measure of responsibility for standards in their areas. Most of them use assessment well to check progress. In their quest to be even better, leaders are rightly fine-tuning their use of assessment to pinpoint precisely where improvements can be made in learning. The governing body works hard on behalf of the school and is playing a key role in its rapid improvement. Its good understanding of assessment results means that it challenges the school robustly over its effectiveness.

The school is committed to equal opportunities. The good progress of pupils with special educational needs and/or disabilities shows that its policies have a positive impact. Safety and safeguarding are given a high priority, both in the main school and in the Saplings and Oscar care facilities. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The checks that the school makes on the suitability of adults to work with pupils are rigorous. Lessons on safety and safeguarding provide pupils with a very strong understanding of how to keep themselves safe.

The school is good at promoting parents and carers' support for their children's education at home. For example, the school's website provides detailed information about school activities, learning and the curriculum. The school takes good account of parents' and carers' views; for example, in drafting the behaviour policy. The school is a happy and harmonious community in which pupils from all backgrounds integrate well. Its promotion of wider community cohesion is developing strongly. For example, the school supports and houses the local community centre and youth club. The school is developing links with communities abroad to extend further pupils' understanding of diversity.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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 make good progress across all areas of learning. The progress of boys and girls is similar. Progress in personal development is especially good for the boys because staff provide many opportunities for children to talk to each other, share toys and games and work productively in small groups. Children are very safe and well looked after in the setting. Children are polite and well behaved. They are gaining good levels of independence through activities including registering themselves on arrival at school and clearing up resources at the end of a lesson. Parents and carers are very pleased with the information they receive about their children's progress. They value the opportunities they have to work with their children at the start of the day and the advice they are given on how they can help their children learn at home.

Good teaching provides an appropriate balance of adult-led and child-initiated learning both indoors and out. For example, in one lesson seen, a group working with the teacher were making rapid gains in calculation by using subtraction to solve mathematical problems. Another group had chosen to write independently and were relishing the challenge of writing as many labels for model animals as they could in a given time. Later they checked each other's work to make sure their spellings were correct.

Staffing difficulties this year have meant that not all adults in the setting have been fully trained in assessing children's work. Leaders make good use of records of children's progress to plan work that provides each child with challenging next steps and to identify precisely where improvements can be made. For example, earlier this year, records showed that progress in creative development, while good, had not been as rapid as in other areas. In response, children have been given more opportunities to play musical



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instruments, to draw and to understand colour by mixing paints. As a result, progress in this area is improving strongly.

Leaders of Saplings and Oscar liaise closely and effectively with Early Years Foundation Stage staff to ensure that the activities they provide match closely the needs of children in their care.

*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

The comments made by parents and carers indicate that they believe their children are very safe, enjoy school and are very well cared for. They feel the school is led and managed well and are pleased with the quality of teaching. The inspection endorses these views. A few parents and carers thought that their children's progress was not good enough. The inspection found that in the recent past, progress in mathematics was slow for many pupils in Key Stage 2, but the school's procedures to address this shortcoming have been effective and progress in mathematics is now satisfactory for these pupils. A few parents and carers thought that the school did not deal with poor behaviour well enough. During the inspection behaviour was generally good, and the staff skilfully managed any lapses.

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

Ofsted invited all the registered parents and carers of pupils registered at Woodloes 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 91 completed questionnaires by the end of the on-site inspection. In total, there are 334 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	60	66	30	33	1	1	0	0
The school keeps my child safe	58	64	32	35	0	0	0	0
My school informs me about my child's progress	42	46	47	52	1	1	1	1
My child is making enough progress at this school	45	49	39	43	3	3	2	2
The teaching is good at this school	43	47	45	49	0	0	1	1
The school helps me to support my child's learning	40	44	43	47	3	3	1	1
The school helps my child to have a healthy lifestyle	49	54	39	43	2	2	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)	35	38	45	49	2	2	1	1
The school meets my child's particular needs	39	43	44	48	4	4	2	2
The school deals effectively with unacceptable behaviour	42	46	37	41	4	4	0	0
The school takes account of my suggestions and concerns	38	42	41	45	4	4	1	1
The school is led and managed effectively	51	56	36	40	0	0	1	1
Overall, I am happy with my child's experience at this school	48	53	41	45	1	1	1	1

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



16 June 2011

Dear Pupils

**Inspection of Woodloes Primary School, Warwick, CV34 5DF**

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed joining you for assembly and hearing the choir sing. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Woodloes is a satisfactory school, which means it does some things well and could do some better. Here are some of the things we found out.

You told us that you enjoy school and feel very safe and secure. You try hard in lessons and your progress is satisfactory but getting better. Those who need extra help are already making good progress. Your behaviour is good. You are keen to take responsibility in school and in the local community. You have good relationships with your teachers. The curriculum provides plenty of exciting clubs and visits, which you enjoy. Adults look after you well and are always ready to help you. The headteacher and staff are working together to make the school even better.

We have asked the school to do the following two things to help you all do even better in your learning:

- make more of your lessons good, and improve your progress by making sure lesson introductions do not last too long and teachers always provide work for you that is neither too hard nor too easy
- make sure that marking and teachers' comments give you precise information about how you can improve your work.

All of you can help the school by continuing to behave well and attending regularly. We wish you all the best in the future.

Yours sincerely

Gerald Griffin

Lead inspector

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