

Woodstone Community Primary School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 119916 |
| Local Authority | Leicestershire |
| Inspection number | 358649 |
| Inspection dates | 9–10 June 2011 |
| Reporting inspector | Marion Thompson |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 205 |
| Appropriate authority | The governing body |
| Chair | Suzanne Wheeler |
| Headteacher | Patrick Mullins |
| Date of previous school inspection | 7 May 2008 |
| School address | Heather Lane Ravenstone, Coalville LE67 2AH |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors saw 14 lessons and parts of lessons, observing the work of seven teachers. Informal discussions were held with a sample of parents and carers who accompanied their children to school. Meetings took place with two governors, including the Chair of the Governing Body, staff and groups of pupils. The inspection team observed the school's work, and looked at documentation, which included the school improvement plan, assessment information, safeguarding documentation, curricular planning, samples of pupils' work and an audit undertaken by the school. Inspectors analysed the results of the 118 questionnaires completed by parents and carers and took account of the views expressed in staff and pupil questionnaires.

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

- Inspectors investigated the progress of boys in Key Stage 1.
- They also studied the contribution that subject coordinators make to progress within their subject areas.
- They explored the impact of the school's self-evaluation on the progress of different groups of pupils.

Information about the school

This school is of average size. The vast majority of the pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is broadly average. A breakfast club during term time is managed by the governing body. The school has Healthy Schools status, the Basic Skills Award and Artsmark Gold Award.

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

The school provides a good education. Pupils make good progress throughout the school, reaching above average standards by Year 6. This represents good achievement for pupils of all abilities. Progress has improved significantly since the preceding inspection, reversing the previous declining trend. This is because of good teaching, closer tracking of pupils' progress, with earlier intervention when needed, and a livelier, more motivating curriculum. Some aspects of provision, such as 'Inspiration Days', where pupils go on exciting visits or welcome visitors into school, are excellent. These events have been particularly successful in motivating pupils to write. Pupils thoroughly enjoy school, as is demonstrated by their high attendance.

These significant improvements to provision, attainment and progress are a result of good self-evaluation and effective planning and ensure that all groups of pupils make good progress. They demonstrate the school's good capacity for sustained improvement. They have been driven by the excellent leadership and high aspirations of the headteacher, who has been supported well by committed governors and enthusiastic staff. Effective partnerships have been forged with parents and carers, for example through homework projects, which support children's learning well. Parents and carers hold the school in high regard.

While most aspects of pupils' personal development are good, pupils' awareness and adoption of healthy lifestyles are excellent. They act as ambassadors for healthy eating by running a popular healthy eating tuck shop and attending healthy eating cookery lessons. They make an excellent contribution to the school and community. For example, pupils have made an impressive video of the local area, which has been shared with the local parish council. Most aspects of care, support and guidance are good. Very good support, including effective links with other agencies, is provided for pupils whose circumstances make them potentially vulnerable.

There remain areas for further improvement. While progress in most aspects of mathematics is good, pupils, especially those with special educational needs and/or disabilities, find problem solving and mathematical investigations difficult. Opportunities to develop these skills are somewhat limited. While teaching is good, some questioning is not sufficiently probing. In addition, marking does not consistently provide clear guidance on how to improve work. Pupils do not always have the opportunity to demonstrate that they have understood.

What does the school need to do to improve further?

- By June 2012, accelerate progress in mathematics, especially for pupils with special educational needs and/or disabilities, by ensuring that sufficient time and support

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are devoted to developing pupils' skills in solving problems and conducting mathematical investigations.

- By June 2012, ensure that all teaching staff:
 - use probing questions to extend pupils' understanding
 - provide marking that consistently helps pupils to understand what they need to do to improve their work
 - provide time for pupils to follow up advice given through marking.

Outcomes for individuals and groups of pupils

2

Boys and girls enjoy learning and make good progress from their age-related skills on entry to the Early Years Foundation Stage. They make the most rapid gains when work is related to enjoyable experiences. For example, older pupils produced good-quality persuasive writing by analysing which experiences they found exciting on a trip to London and then reflected on how they could convey this excitement to others. As in many lessons, they concentrated hard, using their targets to help them improve their work. They shared ideas willingly and worked well independently. Typically, standards of presentation were high. Pupils take pride in presenting their work well. Handwriting develops well throughout the school. Some homework books are a joy to look at.

Attainment in writing has improved rapidly, especially for boys. Pupils have a wide vocabulary and well-developed speaking and listening skills. Reading is consistently good and supports learning well. Attainment in mathematics is not quite as consistent. While most aspects are secure, some pupils, especially those with special educational needs and/or disabilities, lack confidence and expertise in tackling problem solving and mathematical investigations. In science, investigation skills have improved and are now good.

Despite a few difficulties in mathematics, pupils with learning difficulties make good progress, because work is well matched to their needs. Those with behavioural difficulties achieve well because their behaviour is managed skilfully. Higher-attaining pupils make rapid progress, reaching above average standards, because work is challenging. Pupils' attendance is high. Preparation for the future is good, because pupils' academic standards are above average and their social skills and punctuality are good. Pupils feel safe and know that the school deals effectively with any incidents of bullying that occur. They make very healthy choices when eating, and uptake of extra-curricular sport is high.

Spiritual, moral, social and cultural development is good. Pupils get on well together, respect differences of opinion and have a well-developed sense of fair play. However, pupils' awareness of the richness and diversity of the cultures of the United Kingdom is less well developed. Plans to address this are well advanced. Pupils carry out their considerable responsibilities with pride. For example, pupils in Year 6 produce a monthly radio programme enjoyed by their peers.

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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 | 2 |
| 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 | 1 |
| The extent to which pupils contribute to the school and wider community | 1 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 2 |
| Taking into account: | |
| Pupils' attendance ¹ | 1 |
| 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?

A mathematics lesson for older pupils, based on calculating area and perimeter, demonstrated many of the features that characterise good teaching in this school. Learning objectives, differentiated for pupils of all abilities, made clear to pupils what they were trying to achieve. Relationships with staff were mutually respectful, motivating pupils to learn. Opportunities were provided for pupils to develop their ideas through group work. Pupils were encouraged to check their progress against criteria and to try to improve it. More able pupils enjoyed working on the challenging task of working out a formula to find area, while teaching assistants were effectively deployed to support those who needed help.

In most lessons, questioning is good. Occasionally, however, closed questions limit responses rather than providing opportunities for pupils to develop their ideas. There are examples of marking which provides next steps for pupils to follow, with time provided to follow this up. However, this practice is not followed consistently in all classes.

The curriculum provides frequent opportunities for the development of pupils' literacy skills. In mathematics, provision is not quite as strong, especially in providing opportunities for problem solving and mathematical investigation. 'Inspiration Days', used as a springboard for cross-curricular work, are a key strength of the school. The creative curriculum has had a major impact on motivating pupils to learn more effectively.

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Excellent artwork contributes to the vibrant quality of display. In addition, a good range of clubs enrich pupils' educational opportunities.

The school is a caring community where pupils are well known as individuals. As a result of the excellent care, pupils in potentially vulnerable situations develop their self-esteem and their progress also benefits. Effective induction procedures help children to settle quickly into the Early Years Foundation Stage and enable pupils to transfer confidently from Year 6 into secondary schools. Attendance is promoted well and is now high. Provision for pupils with special educational needs and/or disabilities is good except in some areas of mathematics. The needs of families are met well through the provision of the 'Early Birds' breakfast club.

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?

The headteacher has won the overwhelming support of the school community in raising expectations. Self-evaluation is thorough, and planning has led to rapid improvement to all aspects of provision. Effective coaching has improved the quality of teaching. Subject coordination has improved, although some coordinators have been in post only a short time, so their impact has not yet been fully felt. Committed governors provide strong support for the school, although their involvement in monitoring is not yet as well developed. They carry out their duties in relation to safeguarding well and safeguarding is good. Policies are of good quality, training is rigorous and the school is very proactive in working with other agencies, particularly in relation to pupils who are potentially in vulnerable situations.

The promotion of equal opportunities is good. It is central to the work of the school. Discrimination is tackled rigorously on the rare occasions when it occurs. The school works successfully to ensure all pupils make good progress. The school promotes shared values and meets the needs of the local community well, for example through the provision of a parents' group for those whose children are new to the school. Links with the international community are developing well, for example, with a school in Trinidad. The promotion of community cohesion is good, but links with the different communities in the United Kingdom are less well developed than other aspects of community cohesion.

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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 | 2 |
| 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 | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children achieve well in the Early Years Foundation Stage. They make good progress in all areas of learning, especially in personal development and communication skills. Many reach the nationally expected level by the end of the year and a significant number exceed it. Children are safety conscious and work and play together amicably. They find learning fun. Lessons are well planned and teaching is lively, capturing children's interest. All areas of learning are covered thoroughly and there is a well-judged balance between adult-led activities and those chosen by the children. Children are strongly motivated by the lively curriculum; for example, they talked enthusiastically about a recent farm visit and the eggs they had put in the incubator to hatch. Occasionally, adults miss opportunities to question effectively and to check children's understanding. From time to time, there is insufficient adult intervention to allow pupils to make the most of the good opportunities provided. Children behave well and grow in independence because adults are sensitive to their needs. Leadership and management are good.

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 |

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Views of parents and carers

A much higher than average proportion of parents and carers responded to the questionnaire. On every question, parents and carers were overwhelmingly supportive of the work of the school. Inspectors corroborate these positive views, including the almost unanimous opinions that teaching is good, that the school helps pupils to have a healthy lifestyle and that children enjoy school. It is not surprising then that an above average percentage of parents and carers are happy overall with their children's experience of school. Inspectors also agree that the school is led and managed effectively. A small number of parents and carers expressed concern about the way in which the school deals with unacceptable behaviour. The inspection team explored this issue and found that the school deals with the unacceptable behaviour of a small number of pupils with severe difficulties sensitively and well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodstone Community 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 118 completed questionnaires by the end of the on-site inspection. In total, there are 205 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 79 | 67 | 37 | 31 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 91 | 77 | 24 | 20 | 2 | 2 | 0 | 0 |
| My school informs me about my child's progress | 75 | 64 | 37 | 31 | 3 | 3 | 0 | 0 |
| My child is making enough progress at this school | 74 | 63 | 41 | 35 | 1 | 1 | 0 | 0 |
| The teaching is good at this school | 80 | 68 | 37 | 31 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 76 | 64 | 36 | 31 | 5 | 4 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 76 | 64 | 41 | 35 | 1 | 1 | 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) | 66 | 56 | 45 | 38 | 0 | 0 | 0 | 0 |
| The school meets my child's particular needs | 71 | 60 | 43 | 36 | 0 | 0 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 55 | 47 | 50 | 42 | 6 | 5 | 3 | 3 |
| The school takes account of my suggestions and concerns | 61 | 52 | 48 | 41 | 4 | 3 | 0 | 0 |
| The school is led and managed effectively | 88 | 75 | 25 | 21 | 2 | 2 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 92 | 78 | 24 | 20 | 1 | 1 | 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 | 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).

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">■ 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.



13 June 2011

Dear Pupils

Inspection of Woodstone Community Primary School, Coalville, LE67 2AH

Thank you for the warm welcome you gave us when we inspected your school. Your school provides you with a good education. There have been many recent improvements which have helped you to make faster progress. You get off to a good start in the Early Years Foundation Stage and settle quickly because staff provide you with good care.

You make good progress and enjoy your learning. You make a tremendous effort to present your work well and some of your homework books are a treat to look at. Keep it up! You also attend extremely regularly and that is helping you to maintain your good progress. You make an excellent contribution to the school and wider community and have an excellent awareness of how to stay healthy. You should feel proud of yourselves. You have a good understanding of how to keep safe and behave well. You clearly understand right from wrong, show respect for others and develop good social skills.

The school provides you with good teaching and an interesting curriculum. You told us that you particularly enjoy 'Inspiration Days' and that they make work more interesting for you. Your artwork brightens up the school. Staff provide good care for you at all times and excellent care when you are having difficulties. The headteacher and staff are working hard to make sure that the school continues to improve.

We, too, want the school to continue to improve. We have asked staff to help you to improve your mathematical skills by giving you, especially those of you who find learning difficult, more support and opportunities to practise problem solving and investigations. We have also asked teaching staff to give you clear advice on how to improve your work when they mark it and to give you time to follow this advice. All of you can help by making sure you read advice carefully and try to apply it to your work. We would also like teachers to ask you questions that challenge you more and develop your thinking.

Yours sincerely

Marion Thompson

Lead inspector

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