

Woodseaves CofE (C) Primary School

Inspection report

Unique Reference Number	124300
Local Authority	Staffordshire
Inspection number	359630
Inspection dates	20–21 June 2011
Reporting inspector	Kathy Hooper

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	105
Appropriate authority	The governing body
Chair	Jeremy Beacham
Headteacher	Gary Whitehall
Date of previous school inspection	8 May 2008
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Age group	4–11
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Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons and four teachers. The inspection team held meetings with groups of pupils, representative governors, senior leaders and teachers. Inspectors observed the school's work, including the before- and after-school clubs, and looked at policies, safeguarding procedures, and monitoring records including pupils' achievement, behaviour, and their attendance. They scrutinised 52 questionnaires completed by parents and carers, seven responses from staff and 58 from pupils.

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

- Given the high mobility of pupils and the mixed age classes, how well does the teaching enable different groups of pupils to achieve their potential?
- In what ways do the assessments of pupils' progress and the creative curriculum promote pupils' learning?
- In what ways has the establishment of a separate Reception class promoted children's achievement on entry to Key Stage1?

Information about the school

The school is smaller than the average primary school. The number of pupils has increased since the last inspection. The recent increase in numbers is due to more pupils than typical nationally, nearly 36%, joining the school at other than the usual times. The number of girls is lower than the number of boys in Key Stage 2. The proportion of pupils known to be eligible for free school meals, and the proportion of pupils with special educational needs and/or disabilities, is average, although the proportion who have a statement of special educational needs is low. The vast majority of pupils are White British. Just less than half of the pupils live beyond the immediate locality. The before- and after-school club is managed by the governing body. The school has Healthy Schools status, Dyslexia status level 1, Sportsmark, Activemark and the International School 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 standard of education for all its pupils. Care, guidance and support of pupils are outstanding. Many parents and carers echo this judgement. A typical comment is, 'The school provides an excellent secure environment in which children can develop as individuals and are aware of their worth and contributions to the school as a whole... Our children thrive.' Outcomes for children in the Early Years Foundation Stage are outstanding. Separate provision in the Reception class has enabled teachers to tailor provision more closely to the needs of children and this has led to improving standards at the start of Key Stage 1. At the end of Key Stage 2, attainment is better than the national average. A whole school focus on writing and mathematics has raised pupils' achievement. The school's good monitoring, determined approach to improvements and inclusive whole school ethos indicate that it has good capacity for sustained improvement.

The 'family feel' of the school makes pupils feel exceptionally safe; their behaviour is exemplary. They enjoy coming to school and their attendance is above average. Pupils spontaneously support each other in lessons and in the playground. They persevere extraordinarily well in lessons and delight in their success. The developments in the curriculum, and links with the community, support pupils' personal development well. A myriad of sporting, musical, cultural and artistic activities, and links with local churches successfully promote their spiritual, moral, social and cultural development.

Pupils achieve well because of good teaching and a good curriculum. Teachers know their pupils well and usually match activities effectively to the learning needs of mixed-age groups. Work is marked regularly and helpfully so that pupils know how to improve further. In occasional lessons, the range of activities does not ensure that every pupil is fully challenged and engaged in his or her own learning. Pupils benefit from an integrated curriculum that encourages them to investigate topics through which they develop a range of cross-curricular skills. A recent initiative using new technology is encouraging pupils to complete their homework on line, as well as encouraging closer partnerships with parents and carers.

Leadership and management are good and promote effective teamwork and a clear direction for development. Middle leaders are taking increasing responsibility in driving forward key school priorities. However, subject leaders' monitoring of teaching and learning is not yet sufficiently rigorous to help them to raise standards even more in their areas of work. The governing body is knowledgeable about the school and holds it to account well. Members ensure that safeguarding procedures are robust and well understood. Parents and carers are immensely supportive. They are regularly consulted and their contributions are sought and valued. The school provides good value for money because pupils achieve well within a supportive environment and above average attainment has been well maintained since the last inspection.

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What does the school need to do to improve further?

- Improve the teaching of mixed-age groups by:
 - using assessment data to precisely tailor activities to individual needs in all lessons
 - encouraging greater involvement of pupils in their own learning.
- Develop the roles of subject leaders in monitoring teaching and pupils' progress and ensure they use the information they gather from these activities to improve standards of work further in their subjects.

Outcomes for individuals and groups of pupils

2

Attainment is above average in English and mathematics. Pupils who join the school, having started their primary education elsewhere, make good progress. All pupils, including those with special educational needs and/or disabilities and those who speak English as an additional language, achieve well and make good progress. This is due to excellent oversight of their work, good support and feedback in the classroom, and the excellent involvement of parents and carers. In lessons, pupils achieve well because they try their best. In a Year 1 and 2 class, pupils persevered exceptionally well when writing an informative letter to a member of staff who had moved away from the area. They were highly delighted with their achievements. In a Key Stage 2 lesson, Year 5 and 6 pupils demonstrated their good understanding of capacity using centilitres and millilitres. Pupils are confident learners who work cooperatively together on tasks. Parents and carers' pleasure in their children's progress is captured in the following comment, 'Since my child went to Woodseaves he has improved beyond our expectations'.

Pupils are well known to all staff. One parent's comment is typical, 'My daughter loves school and is always excited about her learning.' Their respect and concern for each individual and the school's good safeguarding procedures enable pupils to feel extremely safe. They are aware of dangers including those related to the use of the internet. Pupils demonstrate good levels of responsibility and independence. The school council has brought about marked improvements in the provision, such as the adventure playground. Play leaders model excellent relationships with younger children and there are no behaviour issues. Good links with the community promote pupils' spiritual, moral, social and cultural development well. The before- and after-school club promotes pupils' progress well, both academically and socially.

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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	1
Pupils' behaviour	1
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	2
Taking into account:	
Pupils' attendance ¹	2
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?

Lessons are well managed and purposeful. Teachers provide activities that broadly match pupils' interests and abilities. In the best lessons, all pupils are actively involved in learning. Pupils particularly enjoy lessons on interesting topics, such as animals, where the learning is integrated, and they are involved in investigations. The very wide range of ability represented in mixed-age classes, however, is not always fully addressed because teachers do not make enough use of progress data to tailor work closely to different needs. Nevertheless, younger pupils gain enormously from mixing with older pupils, and older pupils learn to respect the needs of their younger peers. Most pupils understand what they must do to improve their work as a result of accurate and informed marking. Less able pupils and others who have special educational needs and/or disabilities are well supported by teaching assistant.

The curriculum provides a well-balanced diet of experiences for pupils and contributes well to their all-round development. A parent/carer summed this up, 'We feel that the school offers a good mix of teaching and extra-curricular activities. The head and all his staff appear to have the balance between learning and fun'. The curriculum for the before- and after-school club is similarly balanced. Across the school, good links are made between subjects to enable pupils to use, for example, their literacy and numeracy skills in a range of contexts. This has a positive impact on their progress. Excellent support for pupils who were not achieving their best in writing and mathematics has impacted strongly on their

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achievement and they are now attaining as well as others. Very well targeted support such as this is a typical feature of the outstanding care, guidance and support provided for pupils. Pupils are well known to staff and they use this knowledge exceptionally well to keep a check on their welfare. Pupils and their parents and carers have very high levels of confidence in the school's care and support. One parent described her experience of 'a well-rounded school with excellent ethics and a common sense approach.'

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	1

How effective are leadership and management?

The headteacher has a clear vision for the school as a centre of the community. Targets set by the school are challenging. Staff engage well with one another in a professional dialogue about the school's work and areas identified for development are well-founded. The role of middle managers is developing well. They are supportive of colleagues and ambitious for the school, but do not make sufficient use of data regarding pupils' progress when monitoring and evaluating practice across the school. The governing body is challenging, informed, and involved. Members have good oversight of safeguarding procedures and monitor these well. Excellent links with parents and carers promote a strong feeling of community where every person is valued and included. The following comments from parents and carers are typical. 'Mr Whitehall and his staff are always available to parents and they create a wonderful nurturing environment for children to learn. There is no doubt in my mind that the children feel challenged but feel safe and secure allowing them to achieve their full potential' 'Very impressed with how this school is run, my son enjoys going to school and I'm very pleased with his progress.' The development of an interactive computer link with pupils and their families in their homes is exciting and an indication of the school's desire to work more closely with all parents and carers. Pupils frequently work in and with the community and gain personally and socially from their experiences. There are good links with other schools and organisations locally, nationally and internationally, for example, through musical performances and sports and art events. E-mail and the internet are used for pupils to make contact with pupils in other schools in this country and abroad. Video conferencing takes place with pupils in other schools in the county. These initiatives are valued by the community and provide pupils with valuable insights into their own culture and that of others from ethnic backgrounds different to their own.

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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	1
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

The school's outstanding provision for children in the Reception class is due to enthusiastic, knowledgeable and skilful teaching. Despite low starting points on entry, almost all children achieve their early learning goals before moving into Key Stage 1, and many exceed them. The school's assessment information shows a rising trend of attainment, which was well above average in 2010. In a lesson about holidays, some more able children eagerly wrote sentences, to describe pictures of the seaside. They subtracted numbers up to 10 by keeping one number in their heads while counting the 'take-away' number on their fingers. Children become confident, articulate learners. Children who attend the before- and after-school club improve their reading and writing, their co-ordination skills, and benefit socially from mixing with older children.

High expectations and warm but challenging relationships support children's excellent progress. Staff make frequent and accurate assessments of children's learning, and monitor their progress exceptionally well. Children's great enjoyment of school is due to rich, imaginative and varied curricular experiences and a judicious mix of adult and child-initiated activities. Parents and carers comment on the high quality of support and guidance they and their children receive, for example, 'we worked together to resolve the problem. Very reassuring.'

Leadership and management have significantly improved provision for Reception children. This is acknowledged by parents and carers of children in the Early Years Foundation Stage in comments such as, 'This school is meeting all of our expectations and more. It is an excellent school with great teaching and leadership.'

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

A higher than average number of parents and carers submitted questionnaires and they were overwhelmingly positive about the school. The inspection found this to be a good school with a number of strengths, including its excellent links with parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers and carers of pupils registered at Woodseaves CofE (C) Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 105 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	88	6	12	0	0	0	0
The school keeps my child safe	46	88	5	10	0	0	1	2
My school informs me about my child's progress	34	65	16	31	0	0	0	0
My child is making enough progress at this school	40	77	8	15	1	2	0	0
The teaching is good at this school	41	79	9	17	1	2	0	0
The school helps me to support my child's learning	34	65	15	29	2	4	0	0
The school helps my child to have a healthy lifestyle	32	62	19	37	1	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)	31	60	17	33	0	0	0	0
The school meets my child's particular needs	37	71	12	23	1	2	1	2
The school deals effectively with unacceptable behaviour	37	71	14	27	0	0	0	0
The school takes account of my suggestions and concerns	32	62	16	31	2	4	0	0
The school is led and managed effectively	42	81	9	17	0	0	0	0
Overall, I am happy with my child's experience at this school	40	77	11	21	1	2	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.



22 June 2011

Dear Pupils

Inspection of Woodseaves CofE (C) Primary School, Stafford, ST20 0LB

Thank you for making us so welcome when we visited your school this week. We thoroughly enjoyed our time with you, taking part in your lessons and other activities, talking to you and looking at your work.

We found your school to be a good one. We found lots of evidence of the views you shared with us about the school. The school indeed has a strong family feeling. Everyone is very friendly, considerate and supportive. We were very impressed by your perseverance in lessons, and your enormous delight when you achieved success in your work. You clearly relish learning new skills and knowledge, and taking part in all the many activities the school provides for you. As a result, you learn a lot. Your behaviour is exemplary and your attendance is above average. With the help of your teachers and your parents and carers, you are developing into very confident and successful learners and independent and responsible young people. We understand why you are so proud of your school.

We have asked your teachers to make your lessons even better by:

- looking more carefully at your progress data to match work even more closely to individual needs;
- giving you more opportunities to comment on your work so that you can explain what you find easy or difficult.

We have also asked the headteacher and governors to involve subject leaders in checking how well you are doing in their subjects. You can help them and your teachers by giving them feedback on your lessons, saying what things you found helpful or not.

Yours sincerely

Kathy Hooper

Lead inspector

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