

Wolsey House Primary School

Inspection report

Unique Reference Number	120039
Local Authority	Leicester City
Inspection number	379940
Inspection dates	16–17 November 2011
Reporting inspector	Ian Jones

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	435
Appropriate authority	The governing body
Chair	Jenny McHugh
Headteacher	Sue Barker
Date of previous school inspection	4 February 2009
School address	Beaumont Leys Lane Leicester LE4 2BB
Telephone number	0116 2667566
Fax number	0116 2687463
Email address	sbarker@wolseyhouse.leicester.sch.uk

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 16 lessons and observed 15 teachers. Meetings were held with the headteacher and other teaching and support staff, pupils and members of the governing body. Pupils' current work was scrutinised and the school's assessment data relating to pupils' progress and attainment was analysed. Inspectors also looked at school documentation including curriculum planning and evidence used to inform the school's self-evaluation. The questionnaire responses from staff, pupils and 121 parents and carers were analysed.

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

- How well do pupils with special educational needs and/or disabilities make progress and is it as good as that made by other pupils?
- How focused are strategies to support and improve teaching?
- How effective is the governing body in holding the school to account for its performance?
- How effectively does the external environment support children's learning in the Early Years Foundation Stage?

Information about the school

This is an above average-sized school, serving an urban area on the northern edge of the city of Leicester. Pupils come from a wide range of ethnic backgrounds and an above-average proportion speaks English as an additional language. The proportion of pupils entitled to free school meals is above average. The number of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. There are more boys than girls in the school and, in some year groups, the imbalance is significant. The school has achieved Healthy Schools status, the Activemark for sport and Environmental School status. A breakfast club run by the school is open each day.

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

Wolsley House Primary is a good school. The effective headteacher leads by example, and is supported well by her senior colleagues. The school enjoys notable success in supporting many pupils to overcome barriers to learning. There is a clear upward pattern of improvement. As a result of the good provision, pupils make good progress and attainment is above average. Some, such as more-able pupils, make outstanding progress. However, the rate of progress for some pupils who are at the earlier stages of being assessed as having special educational needs and/or disabilities slows because they are not always supported well enough. Secure systems to monitor and evaluate the school's work ensure leaders and managers have a clear understanding of strengths and areas for improvement. Together with the effective track record of improvement since the previous inspection, that demonstrates that the school has a good capacity for sustained improvement.

Care guidance and support for pupils is central to the work of the school. Support for those pupils at the early stages of learning English is particularly effective. Pupils with statements of special educational needs are especially well supported and are integrated fully into school life. The approach is appreciated by parents and carers who have positive views of the school, as, for example, the one who commented, 'The school provides a safe haven...both our children have benefitted greatly from consistently high teaching and management standards.' Pupils share those views and demonstrate impressive attitudes to learning; they are courteous, polite and report how much they enjoy school. They participate enthusiastically in school life and believe firmly that the school is an extremely safe place. The popular breakfast club is well attended and provides a range of opportunities enjoyed by pupils.

Children enter the nursery with attainment that is well below national expectations. They make good progress through the Early Years Foundation Stage and this continues as they move through the school. By the time they transfer to secondary schools at the end of Year 6, attainment is above average. The school monitors the progress of most groups of pupils carefully and this contributes to the clear, upward pattern of improvement. There have been notable successes, such as the impressive achievement of many boys and those pupils entitled to free school meals. However, the development of literacy skills of some pupils with special educational needs is slow because their progress is not tracked well enough and teaching is not always matched closely enough to their learning needs.

The school has effectively met the aspects for improvement identified at the previous

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inspection. The rate of progress made by pupils in mathematics has accelerated to the extent that attainment in the 2011 national assessments was significantly above average. Assessment information is used better now at Key Stage 1, enabling pupils to make good progress. The outside area of the Early Years Foundation Stage has been developed suitably and provides good additional support for learning.

The governing body is loyal and enthusiastic about the school, ensuring that all statutory responsibilities are met. However, systems to monitor the impact of action plans are at an early stage of development and so it does not hold the school to account effectively enough in this respect.

What does the school need to do to improve further?

- Raise the rate of progress for pupils with special educational needs and/or disabilities, particularly those in receipt of school action, by:
 - developing tracking systems to check the progress and provision for pupils rigorously
 - ensuring that work set is matched closely to their needs and, hence, that the teaching challenges pupils
 - monitoring the impact of provision, so that swift action can be taken to support those in danger of falling behind.
- Develop monitoring by the governing body to ensure that school leaders are held to account effectively for implementing school improvement plans.

Outcomes for individuals and groups of pupils

2

Achievement is good. Pupils enter the school with attainment often well below the levels expected for their age, including some with low levels of literacy and mathematical development. They make good progress in English and mathematics and attainment is above average by the time they leave at Year 6. Work in books confirms that most groups of pupils make good progress, including those with statements of special educational needs and those with English as an additional language. Girls and boys make equally good progress and the needs of both groups are checked carefully by the school. Most groups of pupils close gaps in their knowledge and understanding rapidly to reach above-average standards. Pupils are developing a clearer understanding of what they need to next to improve, through the use of personal logs and individual targets. Progress slows for a few pupils who have special educational needs and/or disabilities when the work they are given does not take enough account of their prior learning

Pupils' behave well in lessons and around the school and say that there is no bullying. They make a significant contribution to their learning because of the strong

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relationships they enjoy with teachers. Pupils co-operate well together in lessons. They are rightly proud of the school and look after it well. Pupils value the school community and contribute enthusiastically to school life through a range of responsibilities, including helping younger pupils and the active school council. They enjoy lessons and demonstrate confidence in their ability to learn well because they are clear about exactly what is expected. Improvements in their basic skills mean that pupils are well prepared for the move to the next stage of their education.

The pupils’ spiritual, moral, social and cultural development is good. They have a secure understanding of the difference between right and wrong and get on well together. Pupils contribute well to the local community, participating regularly in local events and fund raising for local and national charities. There is an enthusiastic school choir and pupils enjoy an appropriate range of after school activities.

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	3
The extent to which pupils feel safe	1
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	2
Taking into account:	
Pupils’ attendance ¹	3
The extent of pupils’ spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good. It has improved in mathematics particularly, where planning is now linked more closely to learning. Teaching combines high expectations for what pupils can achieve successfully with positive relationships to secure good progress. Clear learning intentions are at the forefront of lessons and pupils understand these, so that pupils know what they are learning about and why. Some pupils with special educational needs and/or disabilities do not make enough progress because work is not tailored closely to their needs. Marking is usually effective, especially when pupils

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

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are given opportunities to reflect on their work and time to consider how to improve. Teaching assistants are involved fully in lessons and make a good contribution to successful learning.

The school cares for, guides and supports pupils well. Strong links with a range of support agencies ensure that the most potentially vulnerable children and families receive the support they need to engage in education successfully. Effective arrangements ensure that pupils move smoothly between key stages and on to secondary education. Older pupils also have an early experience into the world of work through a range of activities such as the 'Job Taster Trail', delivered in partnership with a local education and business company.

The curriculum has improved since the last inspection and now provides good links between subjects. A focus on supporting literacy and numeracy skills is helping to raise standards. Pupils say that they enjoy the interesting way lessons are presented, and the regular visits and visitors enhance their understanding and enjoyment. Literacy skills are developed well through a systematic phonics (the sounds that letters make) programme. Arrangements to set pupils in groups of similar ability have contributed well to pupils' accelerated progress in English and mathematics. An appropriate range of sporting and other activities helps extend and enhance the curriculum.

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 is effective in her determination to achieve continued success to the school. With the support of senior staff, she has developed a clear vision for the school's development and established the ambition and drive to be even better among staff. Teamwork is strong and this ensures that aspects of the school's work identified for improvement are tackled. Parents and carers are confident in the school and trust the staff to care for their children. The governing body is an enthusiastic supporter of the school and recognises the need to develop systems to provide constructive support and challenge for the school. It is developing strategies to gather more first-hand information to complement that provided by the headteacher and other staff, so it is better placed to contribute effectively to school self-evaluation. The governing body ensures that safeguarding is good and that all statutory requirements are met. That results in the high levels of confidence

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expressed by parents and carers that their children are safe at school and pupils’ own sense of being very safe at school.

The monitoring of some pupils on the special needs register lacks rigour and some pupils have not been supported well enough. The otherwise-robust monitoring of pupils’ progress means that the school ensures that most groups of pupils make good progress and achieve well. That demonstrates the school’s good promotion of equality of opportunity for pupils. In addition, discrimination in any form is not tolerated. The school is a cohesive community and has appropriate connections within the local area. However, links with contrasting schools in the United Kingdom and abroad are in the early stages of being established. The school makes good use of its resources and deploys support staff well to enable pupils to achieve well and so provides good value for money.

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	2
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

The Early Years Foundation Stage is led and managed well, ensuring that children make good progress across all the areas of learning. Consequently, children enter Year 1 with broadly average attainment. Children are cared for very well and are happy and safe. They behave well and enjoy good relationships with adults and with other children from a range of different backgrounds. The curriculum offers a wide range of stimulating activities enjoyed by the children. Planning is cohesive and thorough and is responsive to the needs of individuals and groups of children. The school has improved the use of the outside learning environment, so that it supports learning satisfactorily. Staff are working to improve it further, so that provision outside is as good as that found inside. Adults assess children’s progress regularly and use this information well to target support. There is a good emphasis on

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supporting children’s communication skills. Children are integrated appropriately and receive effective support and assistance.

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 very large majority of parents and carers who responded to the questionnaire were very positive about the school. Positive comments reflected in particular their confidence in the school to keep their children safe and their children’s enjoyment of school. Other comments showed appreciation for the way the school has successfully supported pupils, especially those who are potentially vulnerable. A few parents and carers expressed concern about their views not being taken into account, although inspectors found that the school has systems to enable parents and carers to express their views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wolesey House 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 435 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	68	39	32	0	0	0	0
The school keeps my child safe	83	69	38	31	0	0	0	0
The school informs me about my child’s progress	75	62	42	35	3	2	1	1
My child is making enough progress at this school	72	60	44	36	4	3	1	1
The teaching is good at this school	76	63	44	36	0	0	0	0
The school helps me to support my child’s learning	69	57	46	38	5	4	0	0
The school helps my child to have a healthy lifestyle	67	55	50	41	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)	66	55	44	37	4	3	0	0
The school meets my child’s particular needs	66	55	50	42	1	1	1	1
The school deals effectively with unacceptable behaviour	60	50	51	43	4	3	0	0
The school takes account of my suggestions and concerns	56	46	53	44	8	7	0	0
The school is led and managed effectively	65	54	53	44	2	2	0	0
Overall, I am happy with my child’s experience at this school	80	66	58	31	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



18 November 2011

Dear Pupils

Inspection of Wolsey House Primary School, Leicester, LE4 2BB

Thank you very much for the warm and polite welcome you gave us when we visited your school recently and for telling us all about Wolsey House. You told us how much you like your school and the teachers who are so good at helping you. We think your school is doing well and is a good school. We see how much better you are doing in mathematics and how well most of you are achieving.

The headteacher and all the staff are doing a good job in bringing about improvements to your school and in keeping you interested in learning and improving your work. We were especially impressed with the way you behave and feel safe at school.

We think that these are the things the school needs to do to improve:

- teachers should help those of you especially who find learning more difficult, to make sure that you make good progress. Also, the school needs to keep a careful check on things to make sure that this is happening
- the governing body needs to check carefully how well things are going, to make sure that the school gets even better.

You can help by continuing to try hard and doing your best.

Yours sincerely

Ian Jones
Lead Inspector (on behalf of the inspection team)

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