

Woodside Primary School

Inspection report

Unique reference number	115519
Local authority	Gloucestershire
Inspection number	395764
Inspection dates	16–17 May 2012
Lead inspector	Christine Field

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	112
Appropriate authority	The governing body
Chair	Alison Davis
Headteacher	Mel Davis
Date of previous school inspection	March 2009
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Age group	4–11
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Introduction

Inspection team

Christine Field

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in twelve lessons, with five and a half hours in total spent observing six teachers and most teaching assistants. The inspector held meetings with members of the governing body, staff and groups of pupils. Informal discussions were held with parents and carers during the inspection. The inspector observed the school's work and looked at policies, pupils' books, progress data, safeguarding records and evidence of the monitoring of teaching and learning. The inspector examined 59 questionnaires from parents and carers, 65 from pupils in Key Stage 2 and 13 from staff.

Information about the school

The school is much smaller than average and has a mainly White British intake with a very small number of pupils from Black Caribbean and French backgrounds. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils supported by school action plus or with a statement of special educational needs is slightly above average. The school did not meet the government's floor standard in 2011 which sets the minimum expectation for pupils' attainment and progress.

There has been significant turnover of staff including the appointment of a headteacher since the last inspection; two thirds of the teaching staff are new to the school. The school has been accredited with the Healthy Schools Plus 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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. Pupils’ attainment is improving after a period of decline and currently meets national expectations at the end of Key Stage 2. The school is not yet good because there is still some teaching that could be improved and because not all key leaders have fully developed monitoring roles. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- Achievement is satisfactory and improving due to the headteacher’s strong and determined leadership and the impact of the rigorous tracking of pupils’ progress. The school’s reading strategies result in pupils making good progress in developing their reading skills across the school. Pupils who are particularly vulnerable, disabled or who have special educational needs achieve soundly due to the school’s satisfactory provision.
- The quality of teaching varies but is satisfactory overall. It is good in Key Stage 1, where teaching enables pupils to work to their personal best on a variety of well-planned, challenging tasks that extend their knowledge and skills. However, inconsistencies in planning and a lack of challenge in activities sometimes impede pupils’ progress in Key Stage 2, especially in Years 3 and 4.
- Pupils’ behaviour is satisfactory. Attendance is above average and pupils enjoy coming to school because of the ‘family feel’. Spiritual, moral, social and cultural development is nurtured soundly by interesting curricular experiences. Incidents of bullying occur but are dealt with effectively; pupils say they feel safe as a result.
- Leadership and management are satisfactory. The management of the school’s performance and the leadership of teaching are satisfactory. Inconsistencies remain though in its quality. Accurate self-evaluation, rigorous analysis of data and robust performance management are building capacity and driving improvement. However, the monitoring undertaken by middle leaders and the

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governing body is not robust enough.

What does the school need to do to improve further?

- Improve teaching so that progress is consistently good or better in all year groups by ensuring that:
 - assessment findings are always used to inform future lesson planning
 - lesson activities provide the right level of challenge
 - tasks are always well matched to pupils' different abilities
 - marking always identifies how well pupils are progressing towards their targets and how they can improve their work, and enables them to self-review.

- Strengthen the impact of leadership and management by:
 - developing the role of middle leaders in evaluating the work of the school
 - improving the governing body's monitoring and evaluation of the school's performance.

Main report

Achievement of pupils

When children join the Reception Year their skills and knowledge are typically at the level expected for their age, but less strong in communication, language and literacy, and personal and social development. They are enabled to learn and develop steadily by the experienced Early Years Foundation Stage team and, in consequence, most reach the levels expected nationally by the end of their Reception Year.

Pupils of all abilities learn at a good rate throughout Key Stage 1. They enjoy learning because of interesting topics, the purposeful atmosphere and the good relationships they have with teaching staff. This was illustrated well in a lesson in which Year 2 pupils worked on planning and designing a vehicle for the Queen's Jubilee celebrations. Their ideas were creative and imaginative with good attention paid to construction, durability, appearance and finish. Pupils' thinking skills were deepened as the pupils considered how to make sure the Queen could be easily seen by people when she waved, but kept dry if it rained. Attainment for the current Year 2, including in reading, is above average due to their good progress. There is a significant uplift in the proportion of pupils reaching the higher Level 3 compared to last year.

Achievement in Key Stage 2 is satisfactory overall. However, there are indications that pupils make some accelerated progress in Years 5 and 6 because they are highly motivated, readily answer questions and rise to the challenges set for them, for example when developing an argument for a debate about the pros and cons of 'banning homework'. Pupils' progress occasionally slackens in Years 3 and 4 when

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the tasks pupils are set in lessons are insufficiently engaging and result in a small number of pupils becoming distracted and not learning enough. Although national test data show that standards fell below average in previous years, the attainment of pupils currently in Year 6 is broadly average in mathematics, writing and reading and reflects their satisfactory progress over time.

Achievement is good in reading across the school because of the systematic attention given to the teaching of phonics (linking letters with the sounds they make). Pupils known to be eligible for free school meals and those for whom circumstances may make them vulnerable achieve as well as their classmates. Disabled pupils and those with special educational needs, including those with a statement of special educational needs, achieve satisfactorily from their starting points.

Most parents and carers believe their children are making good progress, but inspection evidence shows that pupils' progress varies in different year groups and is satisfactory overall.

Quality of teaching

Teaching is satisfactory, although there are notable strengths. Staff enjoy respectful relationships with pupils and most lessons take place in a calm and purposeful environment that is conducive to learning. Teachers promote pupils' spiritual, moral, social and cultural development effectively, for example when using strategies such as 'chatter partners' that enable collaborative team work. There is an appropriate mix of adult-led and child-initiated choices in the Early Years Foundation Stage that help the children develop their learning through a range of experiences. The effective work of teaching assistants is helping vulnerable or disabled pupils and those with special educational needs to learn successfully.

Teachers' high expectations result in most pupils working hard in Key Stage 1. Typically, teachers' subject knowledge and clear explanations focus lessons well and there is a high level of pupil involvement in discussions. Well-chosen activities and a brisk pace ensure that learning is effective. This was illustrated well in a mathematics lesson in which Year 2 pupils worked with great enthusiasm as they tackled a range of increasingly challenging multiplication and division tasks. They built confident calculation skills, working speedily and accurately and also extended their vocabulary as they grasped the meaning and correct use of 'inverse operations'.

However, in some year groups imprecise learning intentions, a slower pace and lack of challenge, especially for the more-able pupils inhibits pupils' progress. For example, in one lesson, although pupils were highly stimulated by the topic on Kenya they spent too long cutting out fictional and non-fictional sentences about the country instead of sorting them quickly and moving on to writing their own sentences, and this affected their overall achievement. Teachers understand that they are accountable for pupils' progress and assessment information is used to keep a close check on anyone in danger of falling behind. However, assessment of pupils'

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learning during lessons is inconsistent and, as a consequence, findings are not always used to inform future lesson planning to ensure that tasks are sufficiently challenging for everyone. Marking is regular and encouraging but it does not always make clear how pupils can improve their work and only occasionally links to their layered targets.

Most parents and carers regard teaching as good. School data and inspection findings show that, although teaching is good in Key Stage 1 and effective teaching in Years 5 and 6 assists boys and girls in making up previous lost ground enabling them to reach the standards expected for their age, teaching is not yet consistently good across the school and overall it is satisfactory.

Behaviour and safety of pupils

Pupils' behaviour in lessons and their conduct around the school are satisfactory. Parents and carers are generally positive about behaviour; however, a small minority raised concerns, including about bullying. Pupils told inspectors that behaviour has improved at breaks and lunchtime with the new 'play pals' initiative organised by the school council resulting in more harmonious play. They confirmed that one or two pupils occasionally spoil lessons by being silly and that sometimes name calling is hurtful. Pupils are confident that any inappropriate behaviour is dealt with quickly and effectively by adults and identify the reward and sanction system as being fair. The school's records confirm this.

Pupils have positive attitudes to learning and this makes an important contribution to their achievement. Pupils work well together in paired or group activities and respond promptly to the teachers' direction. Relationships are respectful and assist the pupils' good sense of well-being. Disabled pupils and those with special educational needs are well aware of the school's expectations and try hard to meet them.

Pupils are very alert to all types of bullying due to the school's good work on raising awareness. For example, Year 6 pupils' booklets about 'Keeping Safe on line' demonstrate their in-depth understanding about the dangers of cyber-bullying. There have been no racist incidents and no exclusions for some time. Pupils' questionnaire responses confirm that pupils feel safe and most parents and carers are confident that their children are well looked after at school. Attendance has improved to an above-average level due to the school's actions and punctuality is good.

Leadership and management

Since her appointment 18 months ago, the headteacher has moved swiftly and effectively to raise expectations and set the school on a course designed to improve the school's effectiveness. The introduction of robust analysis of data, close tracking of pupils' progress, instigation of performance management and measurable targets for raising achievement are now moving things forward. These initiatives, together with accurate self-evaluation, are contributing positively to eradicating past under-

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achievement and enabling progress to meet national expectations.

There is confidence in the headteacher's leadership, and a strong commitment by staff to working to maximise all pupils' achievements. New staff have been inducted well and the quality of teaching is improving as a result of well-targeted professional development and robust performance management. Morale is upbeat and one comment sums up staff views, 'There is now a supportive, enabling, progressing atmosphere'. The roles of the school's middle leader have recently been re-allocated and a useful start has been made by post holders in getting to grips with quality and standards in the subjects for which they are responsible. The school recognises that the next step is to introduce more precise monitoring of the progress being made by different groups of pupils.

Satisfactory curricular provision provides equality of opportunity for all pupils and boys and girls from different ethnic backgrounds are equally well supported. A range of opportunities, such as visits to places of interest and various extra-curricular clubs, enrich pupils' learning experiences. Links with parents and carers are productive and used well to enhance learning.

The governing body is developing its knowledge of the school with training being undertaken to enable governors to carry out their duties as 'critical friends' more effectively. Although developing well, its role in evaluating the school's performance has not been robust enough. The governing body ensures that arrangements to eliminate any discrimination and keep pupils safe meet statutory requirements.

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	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 May 2012

Dear Pupils

Inspection of Woodside Primary School, Ruardean, GL17 9XP

Thank you for the friendly welcome you gave me when I came to inspect your school. I enjoyed talking with you and listening to your views. I found out that your school is providing you with a satisfactory education. This means that some things are going well, but there are things that could be better.

These are some of the things I found out about your school.

- The standards you are achieving are improving. They are above average at the end of Key Stage 1 and average at the end of Key Stage 2. This is a much better picture than last year.
- Teaching is satisfactory overall because not enough is good, particularly in lower Key Stage 2.
- Learning is satisfactory overall but better in some classes than in others.
- Your headteacher, teachers and governors and staff are working well together to improve your school.

I have asked the school to do a few things to improve the education you receive.

- Make sure that when teachers plan lessons they check to see how well you have been making progress in your learning.
- Make sure that teachers always plan work for you to do that is not too easy or too hard.
- Make sure that teachers' marking always helps you to understand what you need to do to improve and how to reach your targets in literacy and numeracy.
- Improve the way that your school governors and other leaders check on how well the school is doing.

You can help by continuing to do your best and letting your teacher know if you want harder work. I would like to wish you every success in the future.

Yours sincerely

Christine Field
Lead inspector

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