

# Elizabeth Woodville Primary School

Glebe Road, Groby, Leicester, LE6 0GT

## Inspection dates

31 October–1 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From starting points that are in line with expectations for their age, pupils make good progress. Their attainment in English and mathematics is above average by the end of Year 6.
- Pupils are taught well. The activities set in lessons are demanding, and pupils receive good advice on how to improve their work further.
- Behaviour is outstanding. The school has a calm and orderly atmosphere where pupils feel safe and can learn without fear of bullying or harassment.
- The school is led and managed well. The quality of teaching is very closely checked. The resulting feedback to teachers and sharply focused training have brought about marked improvements.
- The governing body provides a good level of support and challenge to the headteacher.
- Pupils' spiritual, moral, social and cultural development is strong. Their self-esteem is promoted well. Pupils cooperate well and listen attentively to the views of others.

### It is not yet an outstanding school because

- Achievement is not as good in writing as in reading. Not enough pupils exceed the nationally expected rates of progress in writing for it to be outstanding.
- The high quality teaching seen in most classes is not always evident in others, so that teaching is not outstanding overall.

## Information about this inspection

- Inspectors observed teaching in all classes and visited 17 lessons.
- They held discussions with pupils, parents and carers, school staff, representatives of the governing body, and a local authority officer.
- Inspectors scrutinised a wide range of documents covering safeguarding, attendance, behaviour, pupils' progress and attainment, the school improvement plan, and the monitoring of teaching quality. They also examined the work in pupils' books.
- The views of 42 parents were analysed through the Parent View website.

## Inspection team

Richard Marsden, Lead inspector

Additional Inspector

Joanne Sanchez-Thompson

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- The proportion of pupils from minority ethnic groups is below average, as is the proportion who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is below average (this is additional government funding for pupils known to be eligible for free school meals or who are in local authority care).
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is below average.
- The school meets the current government floor standard, which sets the minimum expectations for attainment and progress.
- The current headteacher and deputy headteacher joined the school since the last inspection.

### What does the school need to do to improve further?

- Ensure that the outstanding features of teaching which are evident in the best lessons are more consistently found in all lessons, by extending opportunities for all teachers to work with and learn from the school's most experienced and highly skilled teachers.
- Raise attainment in writing, so that more pupils reach National Curriculum Levels 5 and 6 in writing by the end of Key Stage 2, by:
  - increasing opportunities for pupils to practise extended writing in subjects other than English
  - insisting on high standards of written English, including accurate spelling of technical terms, in all subjects, not just in English.

## Inspection judgements

### The achievement of pupils is good

- When children join the school in the Early Years Foundation Stage, their skills in communication, language and mathematics are in line with national expectations. From the outset, they make good progress. This accelerates as they reach the older classes and by the end of Year 6, attainment in English and mathematics is above average. Achievement in mathematics has improved markedly since the last inspection. Some pupils make outstanding progress, particularly in reading.
- Parents and carers, and pupils themselves, say that pupils' progress is good. There are no significant variations in the achievement of boys and girls. Pupils known to be eligible for free school meals also achieve well. Extra funding available through the pupil premium is carefully used to provide one-to-one or small group support to ensure that the pupils' learning needs are met.
- Disabled pupils and those who have special educational needs achieve well. Their needs are swiftly and accurately identified and they receive strong support in lessons or in small group or individual activities with an adult nearby. Pupils from minority ethnic heritages and those who speak English as an additional language also make good progress.
- Standards of reading are above average. The more-able pupils in Years 1 and 2 read fluently and with good expression, showing skills above those expected for their age. Less-able pupils in these years show a very clear grasp of the principles of reading and how they have been taught to cope with unfamiliar words using 'sounding out' and 'blending' techniques. These techniques have been shown to be the most effective in promoting reading skills at this age. Pupils talk enthusiastically about which books they enjoy reading and why.

### The quality of teaching is good

- Teachers take careful account of what pupils already know, understand, and can do when they plan lessons. This ensures that work provides a good level of challenge to all pupils and engages the interest of both boys and girls.
- Teachers' explanations are clear. They question pupils skilfully in lessons to confirm and extend their understanding. They reshape tasks and instructions to ensure that all pupils are clear about what to do, and learn at a good pace.
- The needs of disabled pupils and those who have special educational needs, and pupils who speak English as an additional language, are identified keenly and their progress is tracked meticulously to make sure that they are not at any disadvantage. Teachers and teaching assistants give them high quality support, either within lessons or in regular one-to-one or small group activities nearby.
- Good features of teaching seen frequently in lessons include: varied and lively activities; good use of visual aids, games, songs and competitions; frequent activities with partners or in groups; and many 'hands-on' tasks, and tasks 'against the clock', so that pupils do not have to sit and listen passively for long periods of time. In some classes, however, these elements do not figure as prominently.

- In a mathematics lesson, older pupils were highly motivated by the teacher's crystal clear explanations, careful 'modelling' of what they had to do, and by the teacher's deliberate mistakes which kept pupils on their toes. In the carefully planned individual work which followed, all pupils made rapid progress and gained confidence in their understanding of mathematical processes. In another lesson, though, pupils were less enthusiastic because the teacher's explanation took too long and was too complicated.
- In an English lesson, the teacher used a variety of media, including a film clip, a printed text, and some animal photographs, to stimulate pupils' work on 'conveying emotion'. Because the visual aids were so carefully chosen, pupils became deeply engrossed and were eager to discuss ideas before setting about their own writing tasks.
- In the Early Years Foundation Stage, children enjoy a wide variety of activities indoors and out that promote their skills and knowledge. Staff take every opportunity to develop their language and their observational and social skills. The adults' patience and encouragement gives children the confidence to 'have a go'.
- Teachers' subject knowledge is good and they convey high expectations of what pupils should achieve. Teachers promote reading, mathematics and computer skills very effectively across different subjects. Their insistence on high standards of written English, however, is not as strong in other subjects as it is in English itself, and opportunities for pupils to undertake extended writing in subjects other than English are under-developed.
- Teachers' marking of pupils' work is good and, in some instances, outstanding. Teachers mark work conscientiously, giving pupils a clear indication of the next steps they need to take to make improvements. Pupils say they find these comments very helpful in promoting progress.

### **The behaviour and safety of pupils** are outstanding

- Excellent standards of behaviour, consideration for others and positive attitudes to learning are the norm. The calm and orderly atmosphere enables teachers to teach effectively and pupils to learn well. Clear routines and high expectations are communicated from the start of the Early Years Foundation Stage, where children settle quickly and respond well because of the warmth and encouragement shown by staff.
  - Relationships between adults and pupils show very high levels of mutual respect. Pupils are proud to serve their school by taking on jobs such as school councillors, librarians, or monitors of various kinds. Older pupils show sensitivity to the needs of others, for example, taking responsibility for them at lunchtime.
  - Pupils and their parents and carers are confident that pupils are completely safe in school and free from any kind of harassment. Pupils show an excellent awareness of different types of bullying, including internet-based bullying. They have confidence that the school will respond well to any such instances if the need should arise.
  - The school's behaviour policy is consistently applied by staff, and pupils have a very clear understanding of it. Parents and carers express strong satisfaction with the way the school manages behaviour and ensures that no unacceptable behaviour disrupts the education of their children.
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- The school gives good support to pupils whose circumstances have made them vulnerable. This support has enabled such pupils to maintain high standards of attendance, behaviour and work, and make progress in line with that of other pupils.
- Pupils provide thoughtful responses when given opportunities to reflect on life's deeper issues during lessons or in assemblies. They show respect for, and interest in, the views of others. They frequently mix with pupils from other backgrounds and have good links with overseas schools. They are prepared well to take their places in modern-day multicultural society.

### **The leadership and management** are good

- Leaders and managers throughout the school are ambitious and have high expectations. The school's self-evaluation is accurate and sharply focused, and the school improvement plan sets out ambitious but realistic targets. The school keeps all aspects of its work under constant review.
- Strong management of the performance of staff has brought about improvements in teaching and learning since the last inspection. The salary progression of staff is carefully monitored and promotion is only given when thoroughly deserved. Staff training has led to marked improvements in pupils' achievement in mathematics, and to the accuracy of teachers' tracking of children's progress in the Early Years Foundation Stage.
- Teaching provides a broad and interesting range of subjects. Special events, such as the Olympics theme week, as well as a variety of visits and visitors provide inspiring and memorable experiences. Out-of-school activities are many and varied. They include sports of various kinds, instrumental music and a highly acclaimed choir. There are residential trips for older pupils where they enjoy adventurous outdoor activities which build their confidence and self-esteem.
- Support from the local authority has enabled the school to make notable improvements to the teaching of mathematics since the last inspection. The local authority has also provided helpful training for governors in, for example, child protection and safer recruitment of staff.
- Equal opportunities are rigorously pursued. No pupil, regardless of background or need, is denied access to anything the school has to offer. Leaders ensure that there is no discrimination whatsoever against any pupil.
- Child protection and safeguarding have a high priority. Leaders ensure that these areas are kept under meticulous review to ensure that legal requirements are met and that good practice prevails.
- **The governance of the school:**
  - Governors complement one another well in terms of their mix of experience and their range of specialist skills. They are very well organised and well informed, and show a good understanding of the school and its needs. They provide valuable support for the headteacher, and can give clear examples of ways in which they have provided challenge in order to ensure that issues are fully explored and that the school provides the best for pupils. Governors keep in close touch with the school through frequent visits. Many of these are informal but there are also regular visits involving formal lesson observations and follow-up discussions with staff. Governors have a very accurate view of teaching quality in the school and the way finances, including the recently introduced pupil premium, are used.

Governors take their responsibilities for safeguarding and child protection very seriously. They ensure that all statutory requirements are met and that these issues are kept under vigilant review. They play a full part in ensuring that all staff are vetted and appropriately trained to keep pupils safe and free from harm.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	119959
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	403419

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The local authority
<b>Chair</b>	Michael Randle
<b>Headteacher</b>	Andrew Pridmore
<b>Date of previous school inspection</b>	6 May 2003
<b>Telephone number</b>	0116 2876050
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