

# Woodmancote School

Station Road, Cheltenham, Gloucestershire, GL52 9HN

**Inspection dates** 13–14 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress through the school to reach above-average standards in their work by the time they leave in Year 6.
- Teaching is good and pupils are given a clear understanding of how to improve their work, especially in writing.
- The headteacher and deputy headteacher give a clear steer to school improvement and in raising pupils' achievement. They have provided additional guidance and training for teachers that have successfully improved the quality of teaching through the school.
- The governors have made good progress in using the information they are given about the school's performance to challenge the staff and support improvement.
- Pupils enjoy school and want to do well. They attend very regularly. They behave well in lessons and around the school.

### It is not yet an outstanding school because

- Pupils' progress in mathematics, although good overall, is not yet as strong as that in reading and writing.
- Teaching is good but teachers' subject knowledge in mathematics and their use of marking to help pupils understand how to improve are not as effective as they are in English.
- Children make good progress in the Reception classes but there is a lack of clarity about their levels of skill and knowledge when they start school and about how much they achieve. This limits teachers' understanding of how well children are progressing.

## Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 23 lessons led by 17 members of staff. Many of these lessons were joint observations, undertaken with the headteacher and the deputy headteacher.
- The inspectors held meetings with two members of the governing body, with pupils and with a representative from the local authority. In addition to a number of meetings with members of staff, the questionnaires completed by 31 members of staff were taken into account.
- Inspectors gathered the views of parents through informal meetings both before and during school, from the scrutiny of Parent View, the Ofsted online questionnaire for parents, and from letters sent in to the inspection team.
- Inspectors listened to pupils read in Years 2 and 6.
- The inspectors reviewed a wide range of documentation, including the school's analysis of pupils' progress, teachers' lesson plans, the school's action plan, local authority reports, school leaders' monitoring records, pupils' work and the record of checks made on the eligibility of staff to work with children.

## Inspection team

Hazel Callaghan, Lead inspector	Additional inspector
Derek Watts	Additional inspector
Jennifer Cutler	Additional inspector
Julie Bourdon-Pierre	Additional inspector

## Full report

### Information about this school

- Woodmancote is a larger-than-average primary school.
- The vast majority of its pupils are from White British families. Very few are learning English as an additional language.
- The proportion of pupils known to be eligible for free school meals is below that found in schools nationally. These pupils are entitled to additional funding called the pupil premium.
- The proportion of pupils who have special educational needs supported at the school action level is below average.
- The proportion of pupils with a statement of special educational needs or supported at school action plus level is also below average.
- The school meets the current floor standards set by the government, which are the minimum expectations for attainment and progress.
- The school has a breakfast club and an after-school club.
- There is no alternative off-site provision for any pupils.

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

- Ensure all teaching is good or outstanding by sharing the outstanding practice in the school.
- Enable pupils to make the same good progress in mathematics as they do in reading and writing by:
  - developing teachers' subject knowledge in mathematics to the same high standard as that seen in English
  - using every part of each mathematics lesson to maximise pupils' progress
  - developing teachers' marking of pupils' work in mathematics so that pupils have a clear understanding of how to improve.
- Improve the accuracy of teachers' checks on children's knowledge and skills at the start and at the finish of the Reception year.

## Inspection judgements

### **The achievement of pupils** is good.

- Children start in the Reception classes with a similar range of skills and knowledge to that expected for their age, and a good proportion of children have well-developed language skills and social development. They all make good progress from their different starting points to reach levels of attainment that are higher than those seen nationally.
- Good progress continues through the school. Pupils' work improved significantly last year in Year 2, especially in reading, so that standards rose to above average overall. Pupils use their knowledge of the sounds letters make to help them read new words and to support their writing.
- The recent introduction of the 'Talk for Writing' programme is helping children to think through and discuss their ideas well so that they are ready for writing, especially in the youngest classes, and this is improving the quality of their work.
- In Year 6, pupils have been reaching above-average levels in their work for several years. Their work is strongest in English because of good standards in writing and now in reading.
- A high proportion of pupils make the expected progress by the end of Year 6 in both English and mathematics, and now a good proportion make better-than-expected progress, particularly in English. This is an improvement on the progress seen in the past and now all groups of pupils are achieving well. In most lessons, boys and girls achieve as well as each other.
- Those pupils who find learning difficult, including disabled pupils and those with special educational needs, are well supported. Special group work and support from both teachers and teaching assistants are enabling them to make the same good progress as other pupils in the school.
- Gaps in learning are closing for all pupils. Those pupils who are eligible for free school meals and supported by the pupil premium funding are mostly achieving well to work at the levels expected for their ages.
- The few pupils who are learning English as an additional language also achieve well to reach similar standards in their work to those of other pupils. The school promotes equality of opportunity well.
- Children who may have barriers to their learning because of difficulties in their lives are very well supported so they are able to concentrate on their learning. Some are now making good progress because of this support.

### **The quality of teaching** is good.

- Teaching is typically good throughout the school. The strong focus on improving the teaching of writing and more recently on the teaching of reading has resulted in good improvements in pupils' work.
- Although good overall, teaching is not consistently so. Occasionally, activities do not match pupils' differing abilities precisely enough for them to make the best possible progress. Teachers' subject knowledge is not as secure in mathematics and not all teachers provide opportunities for pupils to make good progress in all parts of the lessons, for example in the mental warm-up in a mathematics lesson or the introduction to new work.
- In outstanding lessons, the match of work to pupils' differing learning needs is particularly strong, the pace of the lesson is brisk and pupils are thoroughly engaged and involved so their progress moves forward quickly.
- Excellent relationships and clear expectations for good behaviour result in classes having a calm and purposeful atmosphere. Teachers offer lots of praise and this helps to build the pupils' confidence and self-esteem well. Teachers plan a variety of opportunities for pupils to

work in pairs and in small groups. As well as successfully promoting the pupils' social and moral skills, this enables them to share and support each other in their learning.

- Reading is taught well and this has resulted in an improvement in pupils' reading skills in Year 2 and also through the older classes. This aids the progress of all pupils because they are carefully taught to blend and build sounds so they can read new words. Well-developed reading and writing skills provide a secure basis for pupils' good learning in all areas of their work.
- Teachers check pupils' work thoroughly and identify accurately what the next steps in the learning should be. They use their marking to celebrate good work and to explain how the work can be improved. The pupils really enjoy the 'tickled pink' and 'green for growth' coloured theme to teachers' marking, which is having a very beneficial impact on their work.
- Teaching assistants are used well to support pupils' learning. They work well with pupils who are learning English as a new language and those with special educational needs, increasing their understanding so they are able to work successfully with the rest of the class.

### **The behaviour and safety of pupils are good.**

- Pupils behave well in their classes, in assembly, at break times and around the school. They enjoy their activities and want to do well. The pupils in the youngest classes were enthusiastic about their Christmas performance and were very proud of their part in it.
- Pupils often show good levels of concentration and attention in lessons and respect for each other's work and effort. They listen with close attention to each other and concentrate well, particularly in lessons where the teaching is good or outstanding.
- Pupils are developing good levels of confidence in their work and recognise how to make it better. They take difficulties in their stride and try again. This was seen clearly demonstrated in a mathematics lesson where many were finding take-away sums tricky.
- Pupils are polite, friendly and courteous to visitors. Pupils say behaviour has improved a good deal and is now good. Bullying of any kind is rare, especially physical, emotional or cyber-bullying. Any name-calling is to do with minor arguments or caused by frustration, and pupils say any problems are quickly sorted out by the staff. Parents and carers believe that behaviour is good and few had any concerns.
- Pupils say they feel very safe at school. They identify possible hazards and suggest sensible ways to keep themselves and others safe. They have a good understanding of the dangers of the internet and of how to stay safe when using it.

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

- The headteacher's leadership is clear and purposeful. He is well supported by the deputy headteacher and together they lead school improvement well.
- Systematic checks on the quality of teaching and information on pupils' progress identify accurately what the next steps in improvement should be. The on-going focus on improving the quality of teaching has successfully improved pupils' rates of progress.
- Good levels of support for new teachers and well-chosen professional training have underpinned these improvements. A whole-school focus on improving teachers' marking has been successful and pupils respond well to the new systems of highlighting the aspects of work which are going well and what still needs to be done to improve.
- Teaching assistants play an important part in pupils' learning and they too have benefitted from professional training, especially in their support of pupils with special educational needs, which has enabled them to take the lead on a variety of support strategies.
- The range of subjects and activities provided for the pupils effectively meets their emotional, personal and learning needs and promotes their spiritual, moral, social and cultural development well. The use of computers and other information and communication

technology has improved since the previous inspection and pupils confidently use it to support and extend their learning in different subjects. Music continues to be a real strength and pupils have many opportunities to develop their musical skills and talents. Both the Christmas play performed by the youngest pupils and the whole-school music assembly were testimony to children's performance skills.

- Partnership with parents is good. The response to the questionnaire, Parent View, was very positive and those parents spoken to before the music assembly confirmed how pleased they were with their children's progress.

■ **The governance of the school:**

- The governing body is now very active in monitoring the work of the school and challenging staff with leadership roles about the quality of pupils' work. They have taken part in appropriate training activities. Governors welcome the wide range of information they receive and have an adequate understanding of how the school's performance compares with other schools locally and nationally. They are not yet fully aware of the impact of funding decisions, such as the use of the pupil premium, but are working closely with the staff to check on how well pupils are progressing in their work. They are well informed about the quality of teaching and the process of setting and reviewing teachers' performance management targets. Child protection and safeguarding arrangements are robust and meet regulatory requirements in full. The breakfast and after-school clubs are managed well to provide a safe and happy environment.

## 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>	115576
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	405591

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	332
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Linda Armitage
<b>Headteacher</b>	Mr Gary Tucker
<b>Date of previous school inspection</b>	5–6 October 2010
<b>Telephone number</b>	01242 67312
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