

Booth Wood Primary School

Old Ashby Road, Loughborough, LE11 4PG

Inspection dates 12–13 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils really enjoy school and see learning as fun. The school makes sure that pupils flourish both academically and in their personal and social development.
- Pupils make outstanding progress by the time they leave school in Year 6. No one is left behind. Teaching is outstanding. Lessons are interesting, well planned and set at the right level for all pupils. Pupils learn exceptionally well.
- Behaviour is often exemplary. Pupils are very keen to learn and are considerate and respectful.
- Pupils feel safe and relish taking on responsibilities such as those of the school council, 'little leaders' and reading buddies.
- The school is an exceptional place where all staff and governors work together to create a supportive and lively community.
- Leadership and management are outstanding. The school has made considerable progress since the previous inspection due to the determination and high aspirations of the headteacher.
- There are very detailed systems in place to keep a close eye on how pupils are doing and put in place highly effective extra support.
- The focus on training and developing staff's skills in English, mathematics and the sounds that letters make, has led to high quality teaching.
- The governing body has a wide range of expertise and experience which helps the school greatly.
- The proportion of pupils achieving the higher levels of attainment varies. Occasionally teachers do not encourage pupils to act on the advice they write in their books.

Information about this inspection

- The inspectors observed 14 lessons taught by 11 staff. Of these, two were joint observations with the headteacher and a senior leader.
- Inspectors held discussions with pupils, the headteacher, staff and members of the governing body. The lead inspector also had a telephone call with a representative from the local authority.
- Inspectors took account of eight responses to the online questionnaire (Parent View). Inspectors also held informal discussions with parents and carers during the inspection. They considered the responses to 22 staff questionnaires.
- Inspectors looked at a range of evidence including hearing pupils read, records of pupils' progress, the school's self-evaluation and development plans, documentation on safeguarding and pupils' work.

Inspection team

Davinder Dosanjh, Lead inspector

Additional Inspector

Kerin Jones

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for children in local authority care and those pupils known to be eligible for free school meals or from service families) is well above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average; the proportion supported at school action plus or with a statement of special education needs is above average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the number of pupils reaching the higher levels of attainment by the end of Year 6 by encouraging pupils to take full responsibility for improving their work in response to teachers' comments in books.

Inspection judgements

The achievement of pupils is outstanding

- Pupils join the school with skills and knowledge that are lower than expected for their age. By the end of Key Stage 1 pupils make good progress and reach attainment which is broadly average.
- Overall, attainment by the end of Year 6 is well above average. In 2012 all pupils achieved the expected level 4. Increasingly, more-able pupils achieve higher levels but there is some unevenness across reading, writing and mathematics.
- Work in pupils' books and lesson observations indicate that pupils achieve extremely well. There are high standards of writing as pupils get older.
- Since the previous inspection, there have been changes in the way that reading is taught throughout the school. Younger pupils develop excellent understanding of the sounds that letters make because of well-focused lessons which speed up pupils' progress.
- Pupil premium funding is being used effectively to employ additional staff to work with small groups of pupils intensively on reading and writing. It has also been used to fund school trips so pupils can take part in new experiences. The extra support has meant that the achievement of these pupils is outstanding and matches that of their classmates.
- Teaching assistants provide good support for disabled pupils and those who have special educational needs. Specific support set at exactly the right level for pupils includes small group work and the use of additional resources and materials. Pupils' progress is carefully checked and the school has been highly successful in meeting a wide range of needs and enabling these pupils to make outstanding progress
- Pupils from Years 1 and 2 who read to the inspector were able to use their knowledge of the sounds that letters make to break down unfamiliar or difficult words. Older pupils could read fluently. Pupils clearly enjoy the wide range of books available in the school with extra demands on the more able, such as the boys' reading club.

The quality of teaching is outstanding

- Teaching in most subjects is outstanding and it is consistently at least good. All teachers want pupils to do their best both in terms of behaviour and what they can achieve.
- When teaching is outstanding it is due to well-planned lessons and very effective use of different activities which capture pupils' interest. Pupils are making sustained progress through the year groups.
- In a mathematics lesson, for example, pupils in Year 5 made exceptional progress when they solved problems using their own mathematical ideas. Pupils worked by themselves, shared their ideas, helped each other and learnt from their mistakes. Highly skilled questioning from the teacher extended pupils learning and thinking.
- There is an excellent balance of teacher-led learning alongside pair and group work. Pupils

discuss their ideas with enthusiasm.

- Teachers regularly check pupils' understanding and know when to support pupils who need extra help.
- Marking is regular and consistent throughout the school. Pupils routinely check their own learning and indicate in their books how confident they feel about the work by the use of red, amber and green dots. Teachers use these dots as prompts to set more demanding work or to offer extra support. Pupils are given clear advice on how to improve their work but teachers do not always encourage pupils to follow this up.

The behaviour and safety of pupils are outstanding

- Pupils greatly enjoy school and this is reflected in above-average attendance. Punctuality is very good. Attendance has improved considerably because of the successful actions taken by the school.
- Pupils have the attitude that it is 'fun to learn' and are thus eager and enthusiastic. They are respectful, courteous to each other and adults and are rightly proud of their school. Pupils are excited about being 'little leaders' in Year 6 where they act as role models for younger children.
- Pupils conduct is exemplary in lessons and outside playing. Relationships are extremely positive. Pupils monitor their own and others' behaviour and say, 'we don't stand for misbehaviour'.
- Parents and carers are very complimentary about the high standards of behaviour and feel their children are happy and safe at school.
- Pupils say there is zero tolerance to bullying. It is rare. Pupils have an excellent understanding of the different forms of bullying including cyber and prejudice-based bullying.
- Pupils say they feel safe in school and have an excellent knowledge of how to keep themselves safe. They know how to be safe when using the internet and have an excellent understanding about the danger of drugs and being safe in their community.

The leadership and management are outstanding

- The headteacher provides strong leadership with a clear determination to raise standards. She has focused the school over the last few years on making considerable progress in improving the quality of teaching, achievement and attendance. As a result, the local authority's involvement with the school is 'light touch' but effective.
- Senior leaders have given improving teaching and learning a high priority. This has led to carefully identified training in the teaching of the sounds that letters make and aspects of English and mathematics. As a result, there has been a marked improvement in teaching which has led to outstanding achievement. Subject leaders are themselves excellent practitioners who share their skills with others
- The school has an accurate view of its performance. There is a detailed system to keep a close

eye on how well pupils are doing. This helps to identify pupils who are not doing well enough and need extra support. It is also used to make staff accountable for the performance of their classes. The information about how well pupils are doing is closely linked to setting rigorous targets for teachers to improve their work. The progress made by pupils is a key consideration for pay awards.

- Different subjects are highly effective in offering positive activities for pupils. New topics are introduced in a lively way to capture pupils’ interest and imagination. Pupils do plenty of writing in topic work and weekly mathematical investigations. The school makes sure that pupils’ spiritual, moral, social and cultural development is outstanding. For example, their links with Bangladesh and the Hindu community in Leicester and with local churches.
- The school makes sure that all pupils have the same chance to succeed and that discrimination is not tolerated.

■ **The governance of the school:**

The governing body knows the school well. Governors keep up to date through regular training and visits to the school. They are well informed about the school’s performance through detailed reports from the headteacher on all aspects of the school’s work. They keep a watchful eye over targets set for teachers to improve their work and robust targets are set for the headteacher. Any underperformance is tackled by using carefully planned approaches for individual staff. The governors fulfil their statutory responsibilities. Governors have a clear understanding of how well pupils are doing when compared with others nationally. Finances are well managed and the pupil premium funding is spent carefully to make sure that pupils who need extra support receive it. This helped to fund a part-time teacher to focus on small group work resulting in pupils doing outstandingly well.

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	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. 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.

School details

Unique reference number	119973
Local authority	Leicestershire
Inspection number	401894

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	191
Appropriate authority	The governing body
Chair	Kay Hughes
Headteacher	Julie Harvey
Date of previous school inspection	22 June 2010
Telephone number	01509 267876
Fax number	01509 233130
Email address	julie.harvey@boothwood.leics.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

