

Woodloes Primary School

Deansway, Woodloes Park Estate, Warwick, CV34 5DF

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The progress that pupils make in reading, writing and mathematics is inconsistent across year groups because teaching is not consistently good. Achievement in writing is weaker than achievement in reading and mathematics.
- Some teachers do not always expect pupils to do their best, and the work for some pupils is not hard enough.
- Although teaching is improving it is not sufficiently enabling pupils to develop their writing skills to a good standard.
- The teaching of disabled pupils and those who have special educational needs is not always good, because work is not always set at the right level. As a result the progress made by these pupils varies too much.
- Too few pupils achieve the higher standards at the end of Year 2 in writing and mathematics. Consequently, more-able pupils could be doing better.

The school has the following strengths

- The headteacher is a strong leader who has the respect of pupils, parents and staff. All staff share his ambition to improve the school.
- Leaders and managers have successfully improved the quality of teaching. Pupils are beginning to make better progress in reading, writing and mathematics through the school, but this has not been sustained over a long enough period of time.
- Governance is good. Governors hold senior leaders accountable for improving the work of the school well.
- Pupils make good progress in the Reception classes.
- Pupils have good attitudes to learning and they behave well both in lessons and around the school.
- All staff place a high priority on ensuring that pupils are very well cared for. As a result, pupils feel safe and happy at school.
- The ways in which subjects are taught with interesting topics, visitors and visits means that pupils develop their spiritual, moral, social and cultural understanding well.

Information about this inspection

- Inspectors observed 15 lessons, of which six were joint observations with the headteacher and deputy headteacher. In addition, one inspector made a number of short visits to lessons with the headteacher. Inspectors also observed five small group sessions where pupils receive additional support.
- Meetings were held with groups of pupils from Key Stages 1 and 2. Other meetings were held with the chair of governors and one other governor, and with school staff. A further meeting was held between the lead inspector and a representative of the local authority.
- Inspectors analysed 39 responses to the on-line parent questionnaire (Parent View) and spoke with many parents and carers, informally, at the start of the school day and after assembly.
- Inspectors observed the work of the school and looked at a number of documents, including those relating to the monitoring of teaching and the targets set for teachers to improve their work, records relating to attendance, behaviour, safety and bullying and safeguarding, the school improvement plan, data on pupils' progress and samples of pupils' work.
- Inspectors listened to two groups of pupils reading.

Inspection team

Richard Sutton, Lead inspector	Additional Inspector
Jenny Edginton	Additional Inspector
Kerin Jones	Additional Inspector

Full report

Information about this school

- This school is larger than the average-sized primary school.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The majority of pupils are White British. About 20% of pupils are from minority ethnic groups.
- The proportion of pupils identified as speaking English as an additional language is below average.
- A below-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and for pupils known to be eligible for free school meals.
- Pupils from all year groups' attend 'Forest School' nearby. This provides activities which develop pupils' awareness of their environment, their independence and their problem solving skills.
- A pre-school facility which is managed by the governing body shares the school site but this was not part of the inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching so that it is consistently good and better by ensuring that all teachers:
 - always expect pupils to do their best and plan lessons which are set at the right level for all pupils, particularly more-able pupils in Years 1 and 2, and disabled pupils and those who have special educational needs
 - make better use of questioning in lessons in order to develop pupils thinking skills and help them to fully understand their work
 - check pupils' understanding in lessons, and adjust their work if it is too hard or too easy.
- Improve achievement in writing by ensuring that all teachers and teaching assistants develop pupils' writing skills at a level suitable for every pupil's needs.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils reach broadly average standards in English and mathematics by the time they leave the school. Good levels of achievement are now becoming more consistent across year groups and subjects. In some classes pupils make good progress whilst in others progress is still not good enough. This variable, inconsistent progress limits overall achievement and this is why it requires improvement.
- Pupils enter the Reception classes with skills and abilities which are usually slightly below those typically seen for their age. Pupils make good progress because teaching is good. Consequently, most pupils are reaching the standards expected at the start of Year 1.
- Achievement is improving for all pupils but it is improving at a slower rate in writing than it is in reading and mathematics. Pupils have frequent opportunities to read to adults and the majority are able to use their knowledge of the sounds that letters make to read difficult words. However, too few pupils achieve the higher standards by the time they reach the end of Year 2, particularly in writing and mathematics.
- The achievement of those speaking English as an additional language and those from ethnic minority groups is broadly similar to other groups of pupils.
- Disabled pupils and those who have special educational needs make similarly variable progress as other pupils because work is not always set at the right level to help them to make good progress.
- The progress of pupils in receipt of the pupil premium is also not consistently good across classes and subjects. Over time, standards reached by pupils eligible for free school meals has been steadily improving and the gap between the results of these pupils and other pupils is narrowing. This is because the school has been able to increase the number of staff and resources to help pupils.

The quality of teaching

requires improvement

- Teaching requires improvement because it is not consistently good and consequently the achievement of pupils is variable and has not been improving fast enough. However, as a result of high quality training, development and support for teachers the quality of teaching and pupils' progress are improving more rapidly during the current school year.
- Teaching in Year 1 and Year 2 does not make sure that more-able pupils make good progress in writing and in mathematics. For example, in two Year 1 mathematics lessons these pupils were not given sufficiently difficult tasks or expected to work hard enough and so they did not make the progress that they were capable of making.
- Inspectors did see many examples of good teaching. In the good and better lessons teachers ensured that activities were set at the right level for pupils and these lessons progressed at a good pace. This resulted in pupils who were highly motivated, thoroughly interested in their learning and consequently making good progress.
- Teachers systematically teach pupils how to use their knowledge of the sounds that letters make

to read accurately. However, teachers do not always teach writing skills effectively which results in pupils not always making good progress.

- In the less successful lessons teachers did not always accurately judge the capabilities of pupils and how quickly they could learn. Questioning did not always develop pupils thinking skills or help them to fully understand the work. Pupils' progress was not checked effectively to help pupils make the next steps in their learning.
- The quality of marking in pupils' books is good. Pupils receive very helpful comments which enable them to move their learning forward and develop specific skills and knowledge. Teachers usually follow up the suggestions that they give pupils in their books and this makes sure that pupils overcome any lack of understanding.
- Teachers do not all plan the work of disabled pupils and those with special educational needs well enough, this results in these pupils not always being able to practice and develop their skills to a good standard, particularly in writing.
- Teaching assistants usually contribute well to the pupils' learning both in lessons and in sessions where small groups of pupils work exclusively with them. However, the quality of this help can be variable. This also contributes to the varying progress of disabled pupils and those who have special educational needs.

The behaviour and safety of pupils are good

- Pupils enjoy school, attend regularly and are keen to learn. They behave well in lessons and at play time because all staff use agreed policies and procedures well.
 - Pupils are always polite, courteous and well mannered and relationships across the school are a real strength, regardless of pupils' age or background. Adults show each other, and pupils, mutual respect. They expect high standards of behaviour and this very effectively influences the positive behaviour and attitudes of almost all pupils.
 - Pupils say they feel safe in school and they appreciate the high levels of care and help they receive from all adults. The school showed the inspection team many examples of how it has successfully helped individual pupils.
 - Pupils have a good understanding, appropriate to their age, of the various forms of bullying. They say that bullying is exceptional in school and inspectors agree. They feel confident that on the unusual occasions when incidents occur that adults will address issues quickly and effectively.
 - There have been very few incidents of poor behaviour and there have been no exclusions in recent years. One pupil explained this to one inspector, 'We are all friends here'.
 - The vast majority of parents who responded to the on-line questionnaire agree that bullying is rare and behaviour is good.
 - The breakfast club provides a good start to the day for pupils and has a good atmosphere for learning.
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- The main reason why behaviour and safety are not outstanding is because some pupils do not always adopt high standards of behaviour when they are not in lessons and out of sight of an adult.

The leadership and management are good

- Leadership and management are good because the headteacher, senior staff, and teachers in charge of subjects or areas of the school's work have all contributed to better teaching and achievement. Leaders have also demonstrated the ability to sustain and maintain good behaviour. However, currently not all teaching is good and achievement is still variable.
- The headteacher, supported by his senior team, has created positive attitudes and values in the school. The large number of staff questionnaires returned to inspectors demonstrated that all staff share the ambition to help pupils make better progress.
- Senior leaders are rightly focussing their energy on developing good and better teaching and so sustaining good and better achievement. Staff value the high quality training which is carefully planned by leaders to help them improve their work.
- The school is well aware of its strengths and weakness because leaders regularly check how effective the teaching is and how well pupils are doing. The 'learning improvement plan' sets out the most important ways that the school can improve pupils' learning.
- The setting of targets for teachers to improve their teaching is good. All staff have clear and precise targets which are well focussed on further improving teaching and achievement. The school links teachers' pay rises through the salary levels to their impact on pupils' achievement.
- The subjects that pupils study are made more interesting in a variety of ways including a wide range of sporting and cultural activities, residential visits, charity fund raising events and the 'Children's University'. These, and the 'Forest School' activities, contribute very well towards pupil's spiritual, moral, social and cultural development.
- All pupils benefit from these activities. The emphasis on good behaviour and respect makes sure that discrimination of any sort is not tolerated. However, because achievement varies too much, the school is not ensuring equality of opportunity for all pupils.
- The local authority has provided an appropriate level of support and challenge to the school. This has included supporting the school in developing more consistently good teaching and arranging support from other schools.
- **The governance of the school:**
 - Governors are entirely focussed on making sure pupils do well enough. They provide robust challenge to senior leaders, holding them accountable for pupil achievement and the quality of teaching. Governors are skilled in understanding data on pupils' progress and so they are able to check the information which they receive about the work of the school. As a result of this they are able to influence improvements in teaching and they have an accurate view of the school's strengths and areas for development. They are aware of how the targets set for staff relate to pay rises and they review the information which they receive in order to make decisions about staff pay. Governors also know how the pupil premium funding is spent and

that it is helping this group of pupils to reach higher standards. Governors make sure that the school fulfils its responsibilities regarding safeguarding; all staff have been vetted and are trained appropriately 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

Unique reference number	135757
Local authority	Warwickshire
Inspection number	406625

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	334
Appropriate authority	The governing body
Chair	Greg Smith
Headteacher	Andy Mitchell
Date of previous school inspection	14 June 2011
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