

# Woodside CofE Controlled Primary School

Maypole Lane, Grendon, Atherstone, CV9 2BS

**Inspection dates** 6–7 March 2013

<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.

- The headteacher, well supported by staff and governors, has greatly improved teaching and pupils' achievement since the previous inspection.
- Pupils make good progress to reach average standards by the end of Year 6. Pupils achieve particularly well in reading and mathematics.
- Most teaching is good and some is outstanding.
- Pupils enjoy coming to school and feel safe. They behave well around the school. Attendance is above average.
- All groups of pupils, including those who are disabled, those who have special educational needs and those known to be eligible for the pupil premium make good progress. This is because of the good support they receive.
- The governing body has a good knowledge of the school's strengths and areas for improvement, and works effectively with the headteacher.
- Pupils have many memorable learning opportunities, including a wide variety of visits and visitors to the school and many opportunities to perform and to sing.

### It is not yet an outstanding school because

- Teaching is not generally outstanding.
- Teachers' marking and feedback to pupils do not always help them to improve well enough.
- Teachers sometimes do not provide work that builds on pupils' prior learning or is hard enough for some pupils so that their learning moves forward rapidly.
- Progress in writing is not as good as in reading and mathematics.

## Information about this inspection

- Inspectors observed teaching and learning in 16 lessons involving nine teachers, which included two joint observations with the headteacher. One assembly was also observed.
- The inspectors held discussions with school leaders, staff, governors and a representative of the local authority.
- The school’s work was observed and documentation considered, including: school improvement plans, the systems for tracking pupils’ progress, the arrangements for safeguarding pupils and samples of their work. They heard groups of pupils read and spoke to others about behaviour and safety arrangements at the school.

Inspectors took account of the 27 responses to the online questionnaire (Parent View) and the views expressed by those parents and carers who spoke with them at the start of the school day.

## Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Renee Robinson

Additional Inspector

## Full report

### Information about this school

- This school is a smaller than average primary school.
- The majority of pupils come from a White British background.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals, those in local authority care and those from service families) is above average.
- The Early Years Foundation Stage is made up of one Reception class.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Increase the proportion of teaching which is outstanding and so raise attainment in writing by:
  - ensuring the school's formal checks on how well pupils are doing accurately reflect the progress they are making in lessons and in their books
  - allowing time for pupils to follow up teachers' comments in marking
  - ensuring teachers use their checks on pupils' skills in lessons and previous learning to plan work that is set at the right level of difficulty for different abilities so that learning moves forward rapidly
  - making sure that the outstanding examples of teaching that exist in the school are shared widely across the staff.
- Improve pupils' progress in writing by making sure that:
  - school plans to raise attainment in writing are carried out in full
  - activities in lessons help pupils to improve their skills in spelling, punctuation, grammar and sentence construction
  - teachers take every opportunity to show and explain good examples of writing.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement has improved since the previous inspection. From starting points that are below those typical for their age, particularly in communication and language, all groups of pupils make good progress to reach slightly above-average standards in reading and average standards in writing by the end of Year 6.
- Attainment in both English and mathematics has seen a steady rise over the past three years. Gaps in attainment between groups have closed. However, few pupils reach the higher Level 5 in writing by Year 6.
- In the Reception class, children make good progress in their personal and social development and in their language skills because teachers take every opportunity to reinforce good use of language and extending vocabulary.
- Although improving, progress in writing is not as rapid as in reading and mathematics. Teachers do not always give pupils clear examples of the steps to follow in producing good-quality writing so these can be referred to when pupils complete their work. Pupils do not always take enough care with their spelling, punctuation, grammar and sentence construction or use teachers' comments to correct or improve their work.
- Pupil premium funding is used to provide additional teachers and teaching assistants who give helpful extra support to eligible pupils. As a result, most pupils who benefit from the pupil premium are currently making good progress. In 2012, the attainment of Year 6 pupils eligible for the extra funding was below that of others in the school. However, the gap between their attainment and that of others is closing rapidly in English, but less quickly in mathematics.
- Disabled pupils and those who have special educational needs are supported by well trained teaching assistants, which results in good progress for most pupils. The additional support is managed effectively by the special educational needs coordinator and is well matched to pupils' individual abilities.
- Pupils achieve well in reading because all pupils are taught well. They have a good grasp of the sounds that letters make (phonics) and most are competent readers. The large majority of pupils in Year 1 reached above-average standards in the phonics national screening check in 2012.

### The quality of teaching is good

- Teaching has improved since the previous inspection and is now good.
- Teaching is not yet outstanding because, in a few lessons, teachers do not use their checks of what pupils know and can do to plan work at the correct level to move pupils of different abilities on quickly enough. Pupils who are more-able do not always have work that is hard enough to make them think or build on prior learning effectively.
- Pupils have been taught the skills of assessing their own and others' work, so they are able to reflect on how well they have done and recognise what they need to do to improve. A positive development has been the introduction of the 'numeracy passports' and 'writing goals' which show pupils the next steps in their learning. Older pupils are particularly well motivated to make

even better progress by these methods.

- Pupils' work is marked regularly and some feedback explains clearly what they need to do to improve their work further. However, this good practice is not applied consistently across the school and pupils are not always given time to follow up on teachers' guidance from marking of work.
- Good teaching in the Early Years Foundation Stage ensures there are ample opportunities for children to make decisions for themselves across a wide range of learning opportunities. Such activities include those provided outdoors, role play as different characters and writing.
- Teachers do not always give pupils enough examples of how to write accurately so spelling, grammar and punctuation improve and pupils organise sentences better. Teachers do not always explain why examples of writing are successful, and there is not always enough display of good examples of pupils' own writing to which others can refer during their own work.
- Changes in the way mathematics is taught, including the use of real-life examples from different subjects, are having a good impact on pupils' progress. This more effective teaching of mathematics resulted in improved attainment in the national tests at the end of Year 6 in 2012.
- Teaching is outstanding where questioning and discussion are used very effectively to secure and extend learning. Such excellent practice was seen in a Year 6 lesson where pupils were discussing the benefits of e-books compared with printed text before writing a balanced argument on the topic.
- Disabled pupils, those who have special educational needs and those who are eligible for the pupil premium are all well supported. Teachers and other staff help individuals and small groups well so they learn successfully and make good progress.
- Parents and carers who responded to Parent View or who spoke to inspectors during the inspection thought that their children were making good progress. Many parents referred to good relationships between staff and pupils and the caring attitudes shown to all pupils. Inspectors endorse these views.

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

- Behaviour is good, overall, with examples of exemplary behaviour around the school. The good relationships between all pupils and adults contribute to the positive values, attitudes and beliefs and sense of belonging in the school.
- Pupils are keen to learn, although a few, very occasionally, find it difficult to manage their own behaviour. These pupils are supported very well and school behaviour records show improvement over time.
- Pupils told inspectors that, 'It is fun at our school because we do loads of different activities. We sing a lot and have fantastic grounds.' They like the rewards they get for good behaviour and work.
- The school has close working relationships with outside agencies to support pupils and their families, whose circumstances make them vulnerable. Pupils' attendance is consistently above average.

- Pupils develop a strong sense of self-confidence, eagerly taking on responsibilities. For example, they act as 'buddies' for Reception children, as school councillors and as members of the eco-committee – 'Woodside Wombles'.
- Parents and carers said that their children are safe and well cared for. This view is reflected in the confidence expressed by pupils that they feel very safe at school. They report that behaviour is good. They are adamant that there is no bullying, only some 'fallings in-and-out' which are resolved quickly.
- Pupils are well informed about all forms of bullying. For example, they remember precisely what they have been told about the dangers of cyber bullying. School leaders make sure that pupils have a good grounding in road, fire and personal safety through their 'Taking Care' project and 'Junior First Aid'.

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

- School leaders have a clear understanding of what the school is doing well and how it needs to improve. Their plans focus on the right priorities. Parents, staff and governors share the headteacher's vision and have confidence in her leadership.
- Leadership and management are not outstanding because plans to raise attainment, particularly in writing, have not been fully implemented. This omission has resulted in inconsistencies in the teaching of writing and in the way feedback to pupils is used to improve their written work.
- Improvements in achievement and teaching indicate that the school has capacity for further improvement. The school's better performance also reflects the effective support and training provided by the local authority.
- Rigorous monitoring of teaching by senior leaders has increased the amount of good and outstanding teaching. They make sure all teachers receive high-quality training. Rigorous procedures for checking how well pupils are achieving enable leaders to hold teachers to account for pupils' progress. However, evidence from the formal tests used termly by the school does not always match the progress pupils are judged to be making in class and evidenced in their books. Not all teachers have yet been given the opportunity to learn from the examples of the very best teaching in the school.
- Parent View and discussions with parents and carers during the inspection showed high levels of satisfaction with the school. The vast majority of those who talked to inspectors were full of praise for the school and staff. Inspectors endorsed their views.
- The strong sense of community and links with the local church are strengths of the school. Pupils have a strong sense of belonging, and support each other well throughout the school day. Adults and pupils do not tolerate discrimination of any kind. Equality of opportunity is promoted well.
- The Early Years Foundation Stage is well led. Transition into school is well planned and children quickly settle into the vibrant learning environment.
- The range of subjects and topics offered by the school contributes effectively to pupils' spiritual, moral, social and cultural development. Learning is enriched through a wide range of visitors to the school as well as visits, including residential visits for older pupils. The extensive outside

environment is used effectively to enhance pupils' learning. Pupils have many opportunities to sing and have received awards at national events for the quality of their singing.

- Leaders have introduced a much wider range of interesting topics and learning activities specifically aimed at stimulating the pupils' interest and motivation.
- The school works well with a range of schools in the local area, which provides opportunities for the comparison of work and for training and support for school leaders.
- The arrangements for safeguarding are very secure and meet requirements.
- **The governance of the school:**
  - Sustained improvement in the quality of information and training for school governors since the last inspection has meant the governing body is well informed about the school's performance compared with that of other schools and about the quality of teaching. Governors check the impact of targets for teachers on a regular basis so that they have enough information to see that only the most successful teachers are rewarded by pay and promotion. Demanding targets are set for all staff. Aspects of the school's strategic plan for development are reviewed at every full meeting of the governing body and at every committee meeting, giving governors a clear overview of progress. Governors ask searching questions to satisfy themselves that teaching continues to improve at a good rate. There are regular reviews of the allocation and impact of the pupil premium funding. Governors are diligent in checking the school's safeguarding records to see they are accurate and up to date.

## 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>	133350
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	406513

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Sharp
<b>Headteacher</b>	Awen Simpson
<b>Date of previous school inspection</b>	18 January 2011
<b>Telephone number</b>	01827 715507
<b>Fax number</b>	01827 713832
<b>Email address</b>	admin2642@we-learn.com

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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

