

# Woodloes Primary School

Deansway, Woodloes Park Estate, Warwick, CV34 5DF

**Inspection dates** 21–22 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	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 is very effective, leads a strong team, and makes sure staff have a common sense of purpose.
- Actions taken by leaders, including governors, have led to rapid improvements in teaching and pupils' achievement.
- Pupils of all ages now make good progress in reading, writing and mathematics.
- Teaching is good. Staff have high expectations and make sure learning is interesting. They are dedicated to making sure pupils do their best.
- Pupils value the school and its facilities, and love being challenged by their work.
- Pupils behave well and say they enjoy their learning. The school ensures pupils are safe.
- Leaders track pupils' progress in English and mathematics and check regularly to make sure pupils are doing well and to identify those who need to do better.
- Good partnerships with others help pupils to do well academically and in their personal development, and help staff to share and improve their skills. There are good links with parents.

### It is not yet an outstanding school because

- Teachers do not consistently make sure that pupils work towards their English or mathematics targets when they write or use mathematics in other subjects.
- Though teachers plan for different abilities, they do not always maintain the right pitch of work throughout lessons.
- Leaders do not have effective ways of checking the progress pupils make in other subjects, apart from mathematics and English.
- The methods leaders use to check the effect of extra help given to pupils are not precise enough.

## Information about this inspection

- Inspectors observed 18 lessons, of which six were observed jointly with the headteacher and deputy headteacher. Inspectors also observed an assembly and some teaching of groups of pupils. In all, 19 members of staff were seen teaching.
- Inspectors looked at samples of work from all age groups and across a range of subjects. They spoke to pupils about their work during lessons and listened to pupils read.
- Inspectors met groups of pupils, members of the governing body, school leaders and staff. A discussion was also held with a representative of the local authority.
- Inspectors took account of 60 responses to the online questionnaire, Parent View, and analysed responses from 25 questionnaires completed by school staff.
- Inspectors observed the school's work, looked at progress and attendance information, improvement plans, evidence of the monitoring of teaching, and documents relating to safeguarding.

## Inspection team

Vivienne McTiffen, Lead inspector	Additional Inspector
Maria Rees-Johnson	Additional Inspector
Alwyne Jolly	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or with a statement of special educational needs is just above average.
- The proportion of pupils for whom the school receives additional income (the pupil premium), is average. These pupils are those who are or have been known to be eligible for free school meals, and those who are in the care of the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The Early Years Foundation Stage comprises a pre-school (Saplings) which children attend for morning or afternoon sessions, and two Reception classes.
- The school is part of a consortium of local schools; the headteacher takes a lead in the organisation of this.
- The school shares its site with a community centre, an audiology unit and a special school. There is also a 'Forest School' facility on-site, attended by all pupils.
- The school provides before and after-school care (OSCAR), which is managed by the governing body.

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

- Improve teaching by making sure that:
  - pupils make progress towards their English and mathematics targets when they do work in other subjects
  - teachers aim their teaching to match the full range of ability in the class throughout lessons.
- Strengthen leadership and management by:
  - devising effective ways of checking the progress of pupils in other subjects, as well as mathematics and English
  - making sure that monitoring systems are precise enough to quickly identify how well additional support is helping pupils to improve.

## Inspection judgements

### The achievement of pupils is good

- Children's abilities when they start in the pre-school and Reception classes are broadly typical for their age, although skills in reading, writing and mathematics are below those expected. Children achieve well in these areas and their personal development to reach average standards by the time they enter Year 1.
- Pupils make good progress in Key Stage 1. Since the previous inspection, standards by the end of Year 2 have risen to above average in reading, writing and mathematics. The school's information and work in books shows that pupils currently in Year 2, including the more able, are set to do even better than previously.
- In Key Stage 2 progress is speeding up and standards are rising. In Year 6, pupils are now reaching above-average standards. More-able pupils are doing well. This good achievement was not reflected in the 2013 Year 6 test results, because that year group were still catching up on slower progress in previous years.
- Pupils in all classes now make good progress in reading, writing and mathematics. Work in books shows writing becomes more mature and complex over time. For example, during the inspection, pupils in Year 6 used wide-ranging language, articulate speech and correct grammar to produce interesting, descriptive pieces of writing. Pupils read regularly and say they enjoy the work of popular authors. In mathematics, pupils apply their skills well.
- Disabled pupils and those who have special educational needs achieve well. Some make outstanding progress from their starting points because of the level of support they receive. They become confident learners and are pleased with their levels of success because they are helped to take small steps towards their learning targets.
- Pupils who are supported by the pupil premium funding receive the additional support they need to help them achieve well, personally and academically. As a result, pupils are making accelerated progress, at least in line with their classmates. In 2013, the Year 6 test results showed these pupils were nearly a year behind their peers in reading, more than two terms behind in mathematics and over a year behind in writing. Gaps in attainment are now closing significantly.
- Pupils do well in acquiring a range of skills. They use computers for research and to present their work in various ways. They create sound edits, storyboards and animations. In science, they develop scientific language and engage in investigative and practical work. For example, during the inspection, pupils in Year 4 explored the properties of jelly in various stages of solidifying. Pupils understand time, places and eras through local and national studies. They excel in playing instruments and sporting activities.

### The quality of teaching is good

- Since the last inspection, teaching has improved significantly and is now good, with positive effect on accelerating the progress of all pupils. Leaders unite staff in a common sense of purpose and make sure there is a consistent approach to teaching throughout the school.
- Staff have high expectations of pupils' learning and behaviour. They usually set work at the right level of challenge for the range of ability in the class. They expect pupils to work 'outside their comfort zone' which pupils say they enjoy. Staff make sure pupils know the levels they are

working towards and inspire all, especially the more able, to aim high. They instil in pupils a pride in their work and their achievements.

- Teachers enthusiastically motivate pupils to learn. They link subjects together well to make learning interesting and meaningful. For example, good teaching skilfully linked learning in science, English, art and mathematics in a topic on Time Travel, further enhanced by homework research on science museums and a trip to the national Space Centre.
- Good teaching in the pre-school and Reception classes gives children the scope to pursue their own interests and develop independence, imagination and curiosity. Indoor and outdoor resources are used well. For example, during the inspection, the 'Forest School' facilities were used extremely well to allow children to explore the environment, investigate natural materials and make decisions.
- Staff teach reading regularly and systematically develop pupils' phonics and English grammar skills. They make good links between reading and writing, often using a popular class text as the starting point for pupils' own writing. They prompt discussion to check pupils' understanding of the context, plot and characters.
- Teaching assistants skilfully and confidently work with pupils of all ages and abilities, including disabled pupils and those who have special educational needs. They play a major role in developing basic skills and raising pupils' confidence in their abilities.
- Teachers ask the right questions to check pupils' learning and understanding. They pick up misconceptions and move pupils on quickly once they have grasped a concept. Teachers' marking is regular and indicates how to improve.
- Teachers set clear English and mathematics targets for pupils, which identify what pupils should be learning next. However, teachers do not consistently ensure that pupils are making progress towards the same targets when they write or use mathematics in other subjects.
- Though teachers plan work to suit pupils of different ability, they do not always maintain the right level of challenge throughout the lesson. As a result, the flow of some pupils' work slows and not all fully understand. For example, when explaining a point, teachers sometimes do not do so clearly enough for the less able.

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

- The behaviour of pupils is good. Pupils concentrate well in lessons and show the same good level of behaviour towards a range of staff during lunchtimes, assembly and in the out-of-school care at the beginning and end of the school day. From the time they start school, children's positive attitudes and good behaviour contribute to the good progress they make.
- Pupils say they enjoy their learning. They say the work is pitched just right for them and they like doing the best they can. One pupil commented, 'My teacher is pushing me really hard and I'm getting harder challenges'. Pupils value the school's spacious accommodation and the extra facilities on offer.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, a view supported by all parents who completed the online questionnaire. Pupils know about different forms of bullying and receive good guidance on how to keep themselves safe and deal with any problems that may arise. Incidents are rare but any that do occur are fully recorded and

followed up.

- Pupils get on well together and value their friendships. They say they like taking on responsibilities to help each other and the school. They strive to gain merit points in lessons and win awards for their achievements. They are proud of their sporting successes and making decisions in the school council.
- Attendance is currently above average and has improved since the previous inspection. The school is successfully improving the attendance of pupils supported by the pupil premium funding. It is moving forward in helping all parents to see how poor attendance affects their children's overall achievement.

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

- The headteacher is absolutely clear about what he wants staff and pupils to achieve. He is the driving force behind a relentless pursuit of improvement. He heads a strong leadership team who successfully transmit the school's aims to all, reflected in a very positive response to the questionnaires completed by staff.
- Key to the school's success is the level of support and training given to staff to improve their work. Performance is checked regularly and clear targets are set to match the needs of the staff and the school. Good links with other schools enable the sharing of best practice and expertise.
- The local authority's confidence in the school's leaders has resulted in light touch support. This has been used well by the school to confirm its own view of how well it is doing. Priorities are realistic and focus strongly on continuing to improve teaching and raise achievement.
- Subject leaders monitor their subjects effectively although, in the drive to raise standards in English and mathematics, systems to check the progress of pupils in other subjects are not yet fully developed.
- Leaders are committed to equality of opportunity and have extensive systems to stringently track the progress made by every pupil, including those supported by the pupil premium funding. However, these systems do not always link up precisely enough to help leaders to quickly judge the effectiveness of extra support given to individuals and groups.
- Leaders make sure that activities engage and interest pupils, and promote their spiritual, moral, social and cultural development well. Partnerships with others, including the local community, enhance pupils' creative and sporting activities. The primary school sport funding is used to develop staff expertise and widen pupils' participation in physical activities, leading to better fitness. Woodloes has recently enjoyed increased success in inter-schools competitions.
- Good leadership in the Early Years Foundation Stage ensures a consistent approach between the pre-school and the Reception classes. Staff frequently check how well children are doing. Innovative methods are used to collect evidence of children's achievements. Arrangements for settling children when they start school are good.
- There are good daily links with parents and a range of ways to help them to be involved in their children's learning. The well-run before-school and after-school care (OSCAR) provides children with sociable and interesting activities and offers valuable facilities to parents.

**■ The governance of the school:**

- Governors know how well the school is doing and are fully involved in development planning. They undergo the training they need to fulfil their roles well. Governors check aspects of the school's work regularly and ask pertinent questions if staff and pupils are not doing well enough. They recognise how teaching and pupils' achievement have improved and that they are now good. They analyse the information on how well pupils, including those eligible for the pupil premium, are doing. Governors are clear on the link between good teaching and good achievement and how this links to teachers' pay. They check the performance of the headteacher and make decisions about staff training. Governors collect the views of parents and use their findings to make improvements. For example, an analysis of the response from parents led to increased informal opportunities for parents to look at their children's work. The governing body carries out its duties competently and makes sure that safeguarding arrangements meet requirements.

## 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>	135757
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	442579

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	340
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Greg Smith
<b>Headteacher</b>	Andy Mitchell
<b>Date of previous school inspection</b>	30 January 2013
<b>Telephone number</b>	01926 497491
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