

# Woodstone Community Primary School

Heather Lane, Ravenstone, Coalville LE67 2AH

<b>Inspection dates</b>	2–3 February 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, working very closely with the deputy headteacher and governors, has ensured that the school has improved considerably since the last inspection. Leaders have effective plans to address any remaining weaknesses.
- Pupils now make good progress from their different starting points. Standards are rising and are now higher than national averages for reading and mathematics and broadly average for writing by the time pupils leave the school.
- Progress for disadvantaged pupils and for disabled pupils or those who have special educational needs is improving as a result of the concerted actions of leaders and other staff.
- Year 1 pupils continue to reach above-average standards in the national phonics screening check.
- The quality of teaching has improved, particularly in mathematics, and is now good. Teachers' feedback is highly valued by pupils and they use it to help them improve their work.
- Governors know the school exceptionally well and are able to use their experience and expertise to provide regular and robust challenge to school leaders.
- Pupils behave well in class and around the school. They enjoy their learning and attend regularly. Pupils' spiritual, moral, social and cultural development is good.
- Pupils' personal development and welfare have a high priority. Relationships throughout the school are strong, with parents recognising the commitment of staff who are willing to go 'above and beyond' for their pupils.
- Children are benefiting from rapidly improving provision in early years. Activities are well planned and quickly capture children's interests.
- Arrangements to keep pupils safe are robust and fully meet requirements. Pupils feel safe and well cared for.

### It is not yet an outstanding school because

- Although standards of writing are improving, there are still weaknesses for some pupils in their use of spelling, punctuation and grammar.
- Some pupils, particularly boys, do not read widely enough and so can lack vocabulary and ideas when they begin to write.

## Full report

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

- Improve pupils' progress in writing and their achievement in spelling by:
  - ensuring that staff develop pupils' writing and spelling skills not only in English lessons but also in other subjects
  - expecting pupils, particularly boys, to read more widely and so develop their vocabulary and ideas
  - giving pupils more opportunities to talk through their ideas in lessons.

## Inspection judgements

### Effectiveness of leadership and management is good

- Since the previous inspection, the headteacher, ably supported by the deputy headteacher and dedicated governing body, has been determined to review every facet of the school and put into place the needed improvements. The excellent teamwork and commitment shown by senior leaders have inspired the new staff, who are all keen to build on the progress that has already been made.
- Leaders have an accurate view of the school's strengths and areas that need to improve further. They have detailed plans to address these issues and these are monitored closely by governors. Successes that have already been achieved, such as the improvements in mathematics, show that the school is in a strong position to improve further.
- The quality of teaching has improved because leaders effectively use the information gained from regular checks on pupils' learning in lessons to identify weaker practice and offer support and training. Teachers are keen to develop their practice and welcome this support and guidance. Systems for managing the performance of teachers are effective.
- Middle leaders are increasingly effective. The leader for mathematics has worked to develop teachers' knowledge and understanding and the impact of this can be seen in the quality of pupils' learning and their outcomes. She is fully involved in monitoring teaching and learning and is well supported by the relevant governor. The leader for special educational needs is relatively new to her role. She has already had a positive impact on raising expectations for this group of pupils and ensuring that additional provision is effectively targeted.
- The 'Pupil Premium Champion' works closely with class teachers and senior leaders to ensure that the additional funding for disadvantaged pupils is being used effectively. She ensures that there are appropriate interventions to help close gaps in attainment quickly, as well as support for the development of personal and social skills. As a result, pupils are able to play a full part in the life of the school. Disadvantaged pupils make good progress, in line with that of others in the school.
- Pupils are treated equally and feel valued and respected. They say that the school encourages them to treat others with respect and this is evident in their behaviour around school and in the playground. All are fully accepted and included and there is no discrimination.
- The school promotes pupils' spiritual, moral, social and cultural development very well. Pupils have the opportunity to participate in three residential visits, including one to France, as well as a range of other trips. These visits enable pupils to learn about living in modern Britain as well as giving them the opportunity to develop social and language skills which serve them well back in school.
- The school's curriculum has been carefully developed to enthuse and motivate pupils in their learning. There is evidence of this in the many displays around the school and in the class books which record key moments throughout the year, such as the Diwali workshop and building an intruder alarm. Pupils now have many opportunities to write in other subjects and their topic books show true pride in their presentation.
- The headteacher and physical education leader are committed to the provision of high-quality sporting opportunities for pupils. The additional sports funding received by the school from the government is used very well, for example in using external coaches to provide 'on-the-job' professional development for teachers. Pupils enjoy these sessions and many participate in after-school clubs and in competitions with other schools.
- The local authority has provided effective support through reports, visits and guidance. Partnerships with other schools have been beneficial in agreeing on the quality of pupils' work and in enabling access to training.
- **The governance of the school**
  - Members of the governing body bring a wealth of experience and expertise to their role. This has enabled them to develop systems for checking on the quality of education that are comprehensive, robust and effective. As a result of their frequent contact with the school, they are extremely well informed, especially about the quality of teaching and the impact of the management of teachers' performance, and offer a high level of challenge to senior leaders. This is welcomed and used to help the school improve further.

- Governors use detailed assessment information to help them understand how well the school is doing and what needs to improve. They then track this over time to ensure that actions are effective.
  - The school's finances are secure and governors monitor this element of the school's work closely. They check that funding, such as the pupil premium, is used to good effect.
  - Governors avail themselves of appropriate training when needed, such as that for ensuring recruitment practices keep children safe.
- The arrangements for safeguarding are effective. The school works well with a variety of external agencies and parents to ensure that pupils are safe, and they rigorously follow local authority guidelines. School leaders, including governors, understand the need to protect pupils from extremist views and radicalisation and have undergone the necessary training.

### **Quality of teaching, learning and assessment is good**

- The quality of teaching is now consistently good across the school, leading to good rates of progress. It is particularly strong in mathematics where the use of practical resources, investigative approaches and a focus on problem solving and reasoning has led to above-average standards. In a Year 6 lesson, investigations into multiplying fractions were tackled by all pupils with confidence.
- Teachers have high expectations of pupils and they respond well to these. Teachers know their pupils well and use this and their strong subject knowledge to plan lessons which all pupils find interesting and challenging. Pupils say that their work is 'sometimes a bit tricky' but also say, 'that's a good thing!'. In many lessons, pupils choose their own level of work. When asked why she had chosen a particular task, one girl said, 'because I like a challenge'. In a Year 4 English lesson, the most-able pupils worked with a teaching assistant to set questions for the rest of the class on the correct use of punctuation related to speech.
- In the most effective lessons, teachers give clear explanations when they introduce new concepts, such as methods of subtraction, and then skilfully use probing questions which allow pupils to reason and think for themselves. In some lessons, but not all, pupils are regularly encouraged to share their ideas. This enables them to establish a clear train of thought before they are expected to write it down.
- Teachers offer good-quality written and oral feedback to pupils on how to improve their work in their English and mathematics books. Pupils respond intelligently to these comments and say that they help them. Written work in other subjects does not always receive the same quality of feedback and so pupils make mistakes without knowing how to correct them.
- Well-trained teaching assistants are used effectively across the school and provide good-quality support to pupils whether in class, in groups or in individual sessions. This well-targeted support enables pupils to catch up with their peers. Their progress is monitored closely by teachers and leaders.
- There are positive relationships in all classrooms, which encourage a calm and orderly environment where learning is the focus. Pupils take great pride in the presentation of their work; they are keen to do their best and most have developed a fluent and attractive style of handwriting.
- Pupils enjoy reading and the school places a high priority on this. Younger pupils use their decoding skills well when tackling new words in their reading books and in the many opportunities provided during lessons. Leaders have recognised that some older pupils lack well-developed skills in 'reading between the lines' and so have recently introduced a system whereby pupils take a computerised 'quiz' once they have finished a book. This is motivating pupils to read more often and is providing valuable assessment information to teachers and leaders. It has also highlighted that some pupils, particularly boys, do not read a wide range of books, preferring to stick to a limited range of authors.
- Homework is set regularly and is closely linked to learning begun in class. Pupils and parents recognise its importance and also enjoy the free-choice activities that are set.

## Personal development, behaviour and welfare

is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils feel very safe in school. They show good understanding of the different forms that bullying can take. Although they say there is some occasionally, they are confident that it will be dealt with well by the adults in school. They know how to keep safe when using the internet and what to do if they are worried about anything they see.
- Pupils are polite and friendly towards each other, and with adults and visitors to the school. They show a clear understanding of right and wrong.
- Assemblies, such as that on sporting heroes, and curriculum topics, help children to understand the lives and experiences of others in different circumstances. Year 6 pupils were able to relate their topic on the Second World War to recent learning about radicalisation and extremism.
- Attitudes to learning have improved considerably since the previous inspection. Pupils enjoy following the 'Woodstone Way', which includes the school's expectations for how to be a better learner. Pupils can be heard discussing the 'super powers', such as 'Going the Extra Mile', when working in class.
- Pupils enjoy taking responsibility, such as in the school council or green team, and setting up messages on the school's computer screens or helping the younger children on the playground.
- Pupils participate regularly in sporting activities. They have enjoyed learning about healthy eating through a workshop and because they understand its importance, school councillors are currently monitoring the contents of pupils' lunchboxes to see how healthy their lunches are. Pupils enjoy playtime because, they say, it 'gives us time to run around and get fit'.
- The well-organised breakfast club helps pupils to make a positive start to the day.

### Behaviour

- The behaviour of pupils is good. In lessons and around school, pupils' behaviour is orderly and calm. Pupils and parents agree with this.
- Pupils' good behaviour and their positive attitudes to school are making a positive contribution to the improvement in standards. The inspectors noted that there was virtually no low-level disruption seen around school during the inspection.
- Pupils' attendance is good and the proportion of pupils attending school regularly is above the national average. There are very few pupils who are persistently absent.

## Outcomes for pupils

are good

- Pupils' outcomes in mathematics, reading and writing are improving across the school. Leaders and other staff have high expectations of what pupils can achieve. They have changed the curriculum and approaches to teaching to ensure that boys are increasingly motivated to learn to read and write effectively.
- Pupils' work and school records show that pupils currently in the school are making good progress.
- In the past, pupils have entered Year 1 with skills that are broadly typical for their age with some weaknesses in writing. With good-quality teaching, the proportion of pupils achieving the expected standard in the Year 1 phonics check has been consistently above national averages and pupils now go on to achieve above-average outcomes by the end of Key Stage 1 in reading and mathematics. Owing to lower starting points, outcomes in writing are broadly average.
- Year 6 outcomes for 2015 were an improvement on the previous year. The proportion of pupils making expected progress was above national averages, as was the proportion making better than expected progress in mathematics. Overall attainment was above the national average.
- Some attainment gaps still exist, particularly in Years 5 and 6. Focused interventions and additional support for pupils have helped gaps to close rapidly, particularly for disadvantaged pupils, disabled pupils and those who have special educational needs. However, the quality of spelling and some elements of pupils' grammar are not as good as they should be and this is slowing pupils' progress in writing.

- Almost all parents and carers who were spoken to during the inspection or who completed the online survey, Parent View, spoke very highly of the progress their children were making. A small number feel that the school has not addressed their child's learning needs. Inspection evidence indicated that pupils' needs were being well met in whole-class teaching and in support sessions during and after school.

## Early years provision

is good

- The new early years teacher has quickly established herself in the school and developed strong relationships with children, other staff and parents. Parents are very positive about the changes she has introduced. Children settle in quickly and confidently and this is helped by the school's good links with pre-school providers.
- Children enter the Reception class with knowledge and skills that are broadly typical for their ages, although some children have weaker skills in writing and phonics (the sounds that letters represent). Owing to the consistently good teaching and effective use of assessment, children are making good progress from their various starting points. This is evident from their learning journeys, books that contain records of their achievement, and which include contributions from staff and parents and so enable good communication between school and home.
- Historic performance information shows that in 2015, the proportion of children reaching a good level of development was similar to the national average, and so most pupils were ready for the challenges of Year 1.
- Adults know the children very well. The teacher plans children's learning based on detailed observations. This information is then used to develop a range of well-conceived activities which engage children effectively. They concentrate well, work hard and enjoy their learning. Children behave well, responding eagerly to adults' high expectations. Sometimes, children do not access all of the areas of learning with the same regularity and this can slow their progress. This is particularly true of boys and writing. The teacher has recognised this and changed the way that tasks are set up. It is too early to see the impact of this.
- Reading is well taught and children make good progress. For example, they use their knowledge of letters and sounds to read captions around the room and to write each other invitations to parties.
- Disadvantaged children are receiving additional support, which is enabling them to make good progress in line with other children.
- Indoor provision is well organised with attractive displays of children's work. There are areas for children to engage in role-play activities, read quietly, explore numbers and develop their fine motor skills. Outdoors is equally well resourced and opportunities are planned to develop problem-solving skills such as 'how to fill a moat'.
- The teacher is leading early years effectively and is well supported by the deputy headteacher and the headteacher.
- Systems for keeping children safe are effective. Children are taught to keep themselves safe and to take care of others. Staff know children well and cater carefully for their individual needs.

## School details

<b>Unique reference number</b>	119916
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10009104

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Newton
<b>Headteacher</b>	Patrick Mullins
<b>Telephone number</b>	01530 519473
<b>Website</b>	<a href="http://www.woodstoneprimary.co.uk">www.woodstoneprimary.co.uk</a>
<b>Email address</b>	<a href="mailto:wpsoffice1@woodstone.leics.sch.uk">wpsoffice1@woodstone.leics.sch.uk</a>
<b>Date of previous inspection</b>	13–14 February 2014

## Information about this school

- Woodstone Community Primary School is smaller than the average-sized primary school.
- Most pupils are White British. Almost all pupils speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is just above the national average.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum requirements for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school runs a daily breakfast club which is managed by the governing body.
- The headteacher is also the headteacher of Griffydam Primary School, located approximately 15 miles away. He divides his time equally between the two schools.
- Since the previous inspection, there have been considerable changes to teaching staff. Five teachers, including a new deputy headteacher, have joined the school.

## Information about this inspection

- Inspectors observed 13 lessons in all year groups, four jointly with senior leaders. An inspector also observed an assembly.
- Inspectors scrutinised a sample of pupils' work in their books jointly with senior leaders. They also looked at pupils' books during lessons and viewed their work on display around the school. They listened to pupils read and visited the breakfast club.
- Inspectors spoke to groups of pupils to seek their views, as well as speaking to pupils in lessons and observing their behaviour and attitudes during playtime and lunchtime.
- An inspector met with the Chair of the Governing Body and two other governors, as well as speaking to a representative of the local authority.
- Meetings were held with the headteacher, deputy headteacher, subject leaders, the special educational needs leader and the early years leader.
- Inspectors analysed a range of school documentation. They looked at progress and attendance information, school improvement planning, evidence of the monitoring of teaching, records of the work of governors, and documents relating to safeguarding.
- The views of parents were gathered by speaking to them at the beginning of the school day and from the 87 responses on Ofsted's online questionnaire, Parent View.

## Inspection team

Joanne Sanchez-Thompson, lead inspector	Ofsted Inspector
Tracey Ydlibi	Ofsted Inspector



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