

Woodhouse Eaves St Paul's Church of England Primary School

Meadow Road, Woodhouse Eaves, Loughborough, Leicestershire LE12 8SA

Inspection dates 11–12 February 2016

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher has relentlessly pursued excellence since the school's last inspection and her influence is evident in all aspects of this outstanding school.
- School leaders and governors continually strive to improve this already outstanding school because they are ambitious for every child, regardless of their ability or background.
- The school's curriculum engages and stimulates pupils' minds and imaginations. As a result, they quickly learn and master new skills, applying their knowledge to a range of challenges and problems.
- Teachers' good subject knowledge allows them to identify the next steps in pupils' learning quickly and accurately. Consequently, pupils of all ages make consistently strong progress during lessons and over time.
- Pupils are highly motivated learners. They apply themselves for prolonged periods of time, showing resourcefulness and resilience when faced with a challenge.
- Pupils' behaviour at all times of the day is exemplary. The school's values are ever-present in their words and actions.
- Pupils' welfare and personal development are outstanding because adults have high expectations and trust pupils to meet these. Pupils rise to this challenge because they know that they are valued and respected by school staff.
- Pupils' attainment is consistently high and pupils of all abilities and backgrounds make good or better progress throughout their time at the school. Leaders and teachers make sure that no pupil is overlooked.
- Children make a very strong start to their education in the early years. They are encouraged to be inquisitive and resourceful and this enables them to thrive as learners.

Full report

What does the school need to do to improve further?

- Senior and subject leaders should:
 - accelerate the expansion of the school's pupil tracking and assessment system into all areas of the curriculum
 - extend the range of partnership work carried out by the school to help maintain the drive for further and continued school improvement.

Inspection judgements

Effectiveness of leadership and management is outstanding

- Leaders have created a culture of learning throughout the school in which pupils of all abilities and backgrounds thrive. The school's tree motif accurately reflects the vision, values and vibrancy that have acted as the roots to underpin continued improvement, while enabling pupils to grow and blossom as confident, courteous and considerate learners. Pupils are well-rounded individuals because their spiritual, moral, social and cultural development is as well catered for as their academic achievement. They are well prepared for their life in modern Britain beyond the school because they have developed in a school setting that is free from intolerance and prejudice.
- The headteacher is widely respected by her staff and has worked tirelessly to ensure that the school is an outstanding place in which to learn. She has made it her business to know the academic, social and emotional needs of each pupil and expects the same level of knowledge and commitment from every member of staff. She has high expectations and sets a strong, but appropriate, example for staff and pupils, with one Year 6 pupil describing her as, 'the mother of our big family'.
- Leaders have an accurate picture of the school's strengths and areas for further improvement. They use published and internal information to identify accurately the underperformance of any pupil, or groups of pupils, and take effective action to address these. Although pupils' achievement is consistently strong over time, there is no suggestion of complacency; there is a comprehensive plan for school improvement which is reviewed weekly by senior and subject leaders to ensure it has a positive impact.
- Subject leaders are very effective. They know their subjects well and have a very good awareness of standards across the school because of regular, timetabled monitoring and evaluation of classroom practice and pupils' work. They understand the importance of their role in driving school improvement and in holding colleagues to account for pupils' outcomes. These leaders are ambitious for their subjects and have a strong sense of how pupil outcomes can be improved further.
- Leaders have created systems and procedures that ensure consistency, and clearly outline protocols to be followed. These are written and designed to promote the smooth running of the school and to eliminate any doubt about roles, responsibilities and expectations. A good example of this is the school's approach to managing the performance of staff. Documentation is clear and unambiguous and there is evidence to illustrate how this is used to support school improvement and to address any teacher underperformance successfully. A small number of parents, spoken to at the school gate, believe that leaders are not sufficiently flexible in their application of procedures, but inspectors could find no evidence to show that school policies were not applied consistently.
- Leaders and teachers make every effort to communicate with parents and to consider their views. Partnership books and the '16-Day Book' ensure that there is regular school-to-home contact, in addition to formal and informal meetings with teachers. The school's comprehensive website has a wealth of information at a class and whole-school level, with letters, newsletters and information to support parents. Governing body minutes are published and parents are invited to complete a regular survey, on which the school acts, in an attempt to improve its service further. Inspectors could not substantiate the negative views on communication expressed by a minority of parents, as the school appears to make every effort to inform parents about their children's work and progress, while valuing their input on school improvement.
- The curriculum offered to pupils of all ages is a strength of the school. Leaders have carefully planned and interlinked subjects in a way that is meaningful to pupils, and which supports their understanding and mastery of essential reading, writing and mathematical skills. This is increasingly well supported by the school's internal assessment system which identifies key learning 'leaps' for pupils in these three subjects. Leaders and staff are able to assess pupils' learning accurately and identify their next steps for learning, and this has a significant impact on the rates of progress pupils make. Assessment procedures exist in all other areas of the curriculum but work is under way to improve these further.
- Leaders use the pupil premium very effectively to improve outcomes for disadvantaged pupils. Teachers and senior leaders monitor the progress of these pupils meticulously, with any sign of underachievement addressed immediately. Leaders are quick to identify additional support or enrichment activities which will add to the social, emotional and personal development of disadvantaged pupils. As a result, the progress of these pupils is at least as strong as that of their peers. Additional funding through the physical education and sports grant is used particularly well. Pupil participation has increased because of the introduction of clubs such as street dance. There is a particularly effective professional development programme for teachers to ensure that improved pupils' outcomes in physical education are sustainable in the future.

- The local authority has taken a very light-touch approach to the school because of a continuing pattern of high attainment for pupils over time. In the past, school leaders have provided support to other schools in the county, although their offers of partnership work have not been fully explored in recent years.
- **The governance of the school**
 - The governing body is ambitious for the school and is well led by the Chair who has a very good understanding of educational issues. Governors are clear about their roles and the importance of strong governance in driving school improvement. They gain first-hand knowledge through visiting the school and report back to the governing body on their findings. This allows them to hold leaders to account and provides valuable information to help map the future of the school.
 - Governors are very knowledgeable about pupils' outcomes because they are provided with extensive information by the headteacher. They know about how additional grants, such as the pupil premium, are spent and the impact of that spending on raising pupil achievement.
 - Governors undertake regular training to ensure that they are well equipped to discharge their duties. A recent skills audit has identified additional training needs which are being addressed. They know the strengths of the school and the areas for further improvement. Governors show no complacency about pupils' outcomes or the need to improve the school continually, and offer robust challenge to the headteacher and other school leaders to ensure that the school continues to move forward.
- The arrangements for safeguarding are effective. Leaders and governors ensure that all safeguarding arrangements meet current requirements and records are detailed. Leaders analyse incident records to ensure that the school does not become complacent about safety. Staff and governors undertake regular safeguarding training and this is supported by clear and effective policies. Governors are particularly well briefed on their responsibilities and offer robust challenge to ensure that key leaders are monitoring and improving safeguarding systems and procedures on a regular basis.
- Pupils talk confidently about how they feel valued by all adults in the school and the measures taken to keep them safe from harm. They are confident that adults will deal promptly and effectively with any concerns, highlighting the school's worry boxes as an essential line of communication.

Quality of teaching, learning and assessment is outstanding

- Teachers and teaching assistants have the highest aspirations for every pupil. They promote the positive attitudes to learning seen in pupils of all ages and abilities. Adults quickly establish classroom routines and clear expectations for the quality and quantity of work expected. As a result, children behave extremely well and apply themselves diligently to every task.
- Teachers use their strong subject knowledge and accurate assessment of pupils' abilities to identify next steps in learning with precision. Pupils are clear about what they are learning, and why, because teachers are adept at making their learning relevant and meaningful. For example, in a Year 6 lesson, pupils were calculating the perimeters and areas of compound shapes, set in the context of identifying the most suitable enclosures for different animals at a zoo.
- Pupils know what they need to do to improve their work as a result of effective and precise feedback from teachers. They are given time to reflect on advice and guidance, with good evidence in books to show how pupils have responded and improved their work as a consequence.
- Levels of engagement are high in all classes and pupils are resilient learners because teachers allow them opportunities to try, and sometimes make mistakes, before intervening. Adults carefully select their questions to promote and develop pupils' thinking and understanding. Pupils are encouraged to use and apply their knowledge to a range of situations and this helps them to secure and master their learning. For example, during a conversation with an inspector, a Year 3 child picked out a favourite piece of writing from earlier in the year. While the focus of the work had been to create a story setting, the pupil had taken the opportunity to include a lesser-known sporting hero specifically to increase the reader's appreciation and knowledge of that person.
- Pupils' work across the curriculum shows that they are encouraged to transfer their learning to a range of subjects and situations. This helps them to apply and improve their reading, writing and mathematics skills and understanding. Discussions with pupils illustrate the impact of this approach, with Year 6 pupils explaining how their work on rainforests influences their thinking about wider environmental issues such as recycling. Work on this subject in Year 6 topic books shows that pupils' and teachers' expectations for reading and writing skills are equally as high as they are in dedicated English lessons.

- Teachers deploy teaching assistants exceptionally well to support and enhance pupils' learning. They quickly identify gaps in pupils' knowledge and teaching assistants deliver tailored support to individuals to address these gaps quickly and effectively. Teachers identify appropriate, research-based interventions which are effectively delivered by teaching assistants. There is strong evidence to show that this approach is accelerating the progress of pupils, particularly those who are disadvantaged or have special educational needs or disability.
- Teachers set homework which is designed to embed and extend pupils' learning. Pupils enjoy their homework tasks and the vast majority of parents are satisfied with the amount set. One parent on the playground commented that there had been a reduction in the amount of homework set over recent months. She commented that this was a very positive step as it allowed parents and pupils to explore tasks to a much greater depth.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils are immersed in the school values from their entry into the early years and show impeccable manners and courtesy to each other, adults and visitors. As a Year 5 pupil explained to an inspector, 'Without the school's values, we wouldn't be safe, there would be no peace in the world and people would be mean to each other.' By the time they reach Year 6, pupils use their learning and maturity to enter into meaningful and complex discussions about current and relevant issues. For example, during a study of different world religions, not only did the Year 6 pupils expand their knowledge of Diwali, but also extended this into a debate on whether there should be a public holiday for this and other religious holy days.
- The school's values are displayed prominently throughout the building and promote pupils' spiritual, moral, social and cultural welfare exceptionally well. There are very effective links to the school's Christian values as well as the fundamental British values of democracy, tolerance and respect. Importantly, these are actively lived-out by the pupils each day and this ensures that they are well equipped not only for the next stages of their education but also to take their place in modern Britain. In the words of one pupil, 'It is important to try to be successful because that's how the world develops.'
- Pupils know how to keep themselves safe in different situations. They are particularly aware of online safety, the risks associated with social media and who to talk to if they have a concern at school. School leaders are vigilant to other forms of risk to pupils such as extreme views and children who may go missing from education. An overwhelming majority of parents believe that their children are safe at the school and trust that staff will address any concerns rapidly.
- Pupils of all ages are adamant that they feel safe and that there is no bullying or name-calling at the school. 'We help our friends talk out their problems,' said one Year 6 pupil, but on the rare occasions when this does not resolve the situation, pupils firmly believe that adults will act promptly on their behalf. Comprehensive behaviour records support pupils' views. These show that there are few serious incidents and that senior leaders analyse records regularly, with compelling examples of how their actions have reduced incidents further. Inspectors could find no evidence to support the views of a minority of parents that the school does not deal effectively with bullying or poor behaviour.

Behaviour

- The behaviour of pupils is outstanding. Pupils of all ages value and uphold the school's behaviour codes, placing very high expectations on themselves and each other at all times of the school day. They need no reminders from adults, who show great trust in pupils' abilities to regulate their own behaviour. During lessons, pupils are highly motivated learners who crave the next challenge which they know is never far away.
- Pupils move around the school quietly and calmly without the need for adults to intervene in any way. Playtime and lunchtime behaviour is exemplary. There are very few incidents and this is the result of initiatives which further stimulate, extend and support pupils' interests and imaginations. Pupils choose recycled items from the school's play pod, using their well-developed reasoning skills to create and improve structures such as dens. In one example seen by inspectors, a group of pupils from Year 3 were creating a pyramid using drainpipes, cargo netting and large foam strips. They discussed, adapted and improved their design, ensuring that it was large enough for five children while referencing the shape back to their current class topic on the Ancient Egyptians.

- Attendance is above the national average, with pupils arriving punctually and ready for the day ahead. They take pride in their appearance and their school environment, displaying very strong attitudes to their learning, which seldom waiver. This was epitomised during an assembly which was visited by an inspector. The pupils' high standards of singing and behaviour resulted in a joyful and uplifting celebration which very effectively promoted pupils' spiritual development.

Outcomes for pupils

are outstanding

- Over time, pupils consistently make rapid progress and this enables them to achieve high levels of attainment at the end of early years, Key Stage 1 and Key Stage 2. Leaders and teachers track the progress of pupils fastidiously and this ensures that every pupil reaches their potential, regardless of their background or ability. Leaders present thorough and convincing evidence which shows the comprehensive steps taken to offer support to pupils where published information indicates underachievement of any particular group.
- In 2015, a higher proportion of children left the early years at good levels of development than was seen nationally. At the end of Year 1, all pupils achieved the expected standard in the national phonics (letters and the sounds they represent) screening check. Although girls consistently achieve the standard, boys are also now doing better over time. Key Stage 1 attainment exceeded national figures at all levels in reading, writing and mathematics, and was particularly strong at average and above-average levels. By the end of Key Stage 2, attainment in all three subjects continues to be greater than the national average, particularly at higher levels. These outcomes are the result of pupil progress which is consistently above that typically seen nationally.
- Leaders quickly analyse and identify any anomalies in performance information. In 2015, published information showed that boys and those pupils from disadvantaged backgrounds performed less well than other groups at the end of Key Stage 2. However, closer scrutiny identified that the small statistical sample adversely affected the proportions published. School leaders have detailed information about individuals which shows how much support was provided and how very effective this was. Further review of this information shows that a much greater proportion of these two groups attained at the highest levels than was seen nationally in reading, writing and mathematics.
- Current information on pupils' attainment and progress shows that they make very strong progress across all year groups. Work in pupils' books and the discussions inspectors had with pupils about their learning endorse this view. Teachers have very high expectations and aspirations for every child and this is reflected in the quality of work in books. Presentation is consistently of the highest standard and work is well matched to pupils' abilities and this allows them to progress quickly in lessons and over time.
- Teachers undertake a half-termly analysis of pupils' outcomes, using this to identify and address underperformance. However, because teachers and leaders know their pupils so well, it is rare that any underachievement has not been recognised and tackled much earlier. Leaders and teachers monitor vulnerable pupils very closely to ensure that they have the best opportunities to achieve to their highest potential. As a result, pupils who are disadvantaged, have special education needs or disability, or who are looked after achieve well. The most-able pupils also achieve well. Their attainment was particularly strong in mathematics in 2015 as high proportions made more progress than is typical for their age. This was the result of well-targeted professional development for teachers which improved their subject knowledge and their ability to challenge pupils further than was the case in previous years.
- Pupils of all ages read exceptionally well and enjoy a variety of texts and genres. Their comprehension skills are well developed and they willingly enter into discussions, expressing views and opinions which are often advanced for their age. In mathematics, they are able to use and apply their knowledge to a variety of situations, using logic and reason very effectively to solve problems. Regardless of age or ability, pupils are well prepared for the next stage of their education.

Early years provision

is outstanding

- Pupils enter the school's '4+ class' at levels of development which are usually above that which is typical for their age. There is no sense of complacency and pupils of all abilities and backgrounds make strong progress throughout the year, leaving the early years at good levels of development which are well above those seen nationally. They are very well prepared for Key Stage 1 and this has been the picture

consistently over a number of years, thanks to effective assessment and monitoring procedures which accurately contribute to the next steps in children's learning.

- The phase leader is still relatively inexperienced but has a very clear vision for the early years. The school's well-established staff mentoring programme is ensuring that her confidence and effectiveness as a leader are growing quickly. This has allowed her to create an ambitious action plan based on evidence and high expectations. Regular and robust monitoring by senior leaders holds the early years leader to account for the achievement of every child. Underperformance in any area of development is immediately addressed so that pupils' progress is not slowed.
- Children's learning benefits from the stimulating classroom environment and well-thought-out areas of provision. Children are increasingly resilient learners who persevere at often very challenging tasks for extended periods of time. They are encouraged to be inquisitive because adults ask thought-provoking questions, allowing children time to think for themselves and develop confidence in their own opinions. A good example of this was seen by an inspector while observing in the outdoor provision, in the context of a floating and sinking task. Included in the range of available objects was an orange. An adult quickly realised that this particularly sparked the children's interest and used the opportunity to challenge their thinking, asking the question, 'What might happen if the orange is peeled?' She then obtained more oranges so that the children could test out their ideas.
- Parents spoken to at the school gate are unanimously positive about communication with the adults working in the early years. Children's learning journey documents are regularly updated and parents are encouraged to contribute any achievements and developmental milestones that take place away from school. In addition, the '16-Day Book' provides a very effective record and a window into each child's school life, allowing parents to better understand what, and how, their children are learning on a regular basis.
- Children are well cared for and procedures are effective in keeping them safe from harm. Adults are regularly trained in child protection and first aid, with risk assessments in place for the classroom environment and any visits the children undertake. Children behave exceptionally well for their age and are respectful towards each other. They cooperate and collaborate as they work, listening attentively to adults and their classmates. Children make a very positive start to their education because the positive values and attitudes to learning, seen across the rest of the school, are embedded at this early stage of each child's school life.

School details

Unique reference number	120173
Local authority	Leicestershire
Inspection number	10001130

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Jane Worthington
Headteacher	Cal Hurst
Telephone number	01509 890483
Website	www.st-pauls.leics.sch.uk
Email address	office@st-pauls.leics.sch.uk
Date of previous inspection	3–4 March 2011

Information about this school

- Woodhouse Eaves St Paul's Church of England Primary School is smaller than the average-sized primary school and serves a semi-rural village.
- Pupils are taught in single-age classes, including children in the early years, who attend full time.
- The vast majority of pupils are of White British heritage and there are very small numbers of pupils from minority ethnic backgrounds or who speak English as an additional language.
- The proportion of pupils eligible for the pupil premium is significantly below the national average. This funding provides extra support for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils who have special educational needs or disability is below the national average.
- In 2015, the school met the national floor standards, which are the minimum expectations for pupil achievement.

Information about this inspection

- Inspectors observed teaching in 14 lessons, covering all year groups, including one observation which was undertaken jointly with the headteacher. They observed the teaching of early reading skills and listened to pupils reading. Inspectors talked to pupils about their school and looked at examples of pupils' work in all year groups to gain a view of the impact of teaching over time.
- Inspectors held meetings with the headteacher, subject leaders, representatives of the governing body and a representative of the local authority.
- Inspectors spoke to parents informally at the start of the school day. They took account of the 63 responses to Ofsted's online questionnaire (Parent View) and one letter from a parent. Inspectors took note of the 18 responses to the staff questionnaire. There were no responses to the pupils' questionnaire.
- Inspectors looked at a range of documents, including: the school's own self-evaluation of current performance and plans for improvement; the school's most recent information on the achievement and progress of pupils; information relating to the safeguarding of pupils; the school's most recent information relating to the attendance of pupils and the minutes from meetings of the governing body.
- The inspectors considered the range and quality of information provided on the school's website.

Inspection team

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Her Majesty's Inspector

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