

Woodcote Primary School

Willowbrook Close, Ashby-de-la-Zouch LE65 1JX

Inspection dates	6–7 July 2016
Overall effectiveness	Good
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, other leaders and governors have ensured that the quality of teaching and pupils' achievement have improved since the previous inspection. Leaders have a good understanding of current strengths and are realistic about areas that need further improvement.
- Although children start school with skills and experience that are below those typical for their age the outcomes achieved by older pupils in national tests are broadly average, indicating that all groups of pupils are making good progress from their starting points.
- The governors have provided helpful support for leaders. They receive regular updates about how well the school is doing and check the information carefully, challenging leaders to further improve the school's performance.
- Teaching is now good. Skilled staff have been recruited where vacancies arise. Teachers have benefited from additional training and support.
- Leaders have ensured that effective systems are in place to help pupils stay safe in school.
- Children in the Reception Year are happy and enjoy the good range of activities and resources available to them. They are making good progress.
- The school provides pupils with the opportunity to study a wide range of subjects and topics. A good range of additional trips and clubs are available.
- The school ensures that pupils develop a good understanding of respect, tolerance, and fairness.
- Pupils have good opportunities to take on extra responsibility.
- Pupils are proud of the school. They behave well and their attendance has improved significantly this year.
- Many parents and carers recognise the positive changes that have been made since the previous inspection.

It is not yet an outstanding school because

- A few boys sometimes do not take sufficient care over their work. They do not always take enough care to check, or improve, their spelling.
- The provision for computing and design and technology requires more resources, time and support for teaching staff.
- Although school leaders have focused on improving the progress made by disadvantaged pupils, a few younger ones are still not making enough progress.

Full report

What does the school need to do to improve further?

- Improve teaching further by increasing the effectiveness of the teaching of spelling so that more pupils, especially boys, take enough care over this aspect of their work.
- Improve leadership and management by:
 - further improving outcomes for those disadvantaged pupils who are still not catching up sufficiently with their peers in the Reception and Year 1 classes
 - ensuring higher-quality provision in computing and design and technology lessons.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has ensured that priorities are clear, focused and understood by all staff. The areas for improvement identified in the previous inspection have been tackled, with energy and determination.
- School leaders have worked hard to raise aspirations. They have recently introduced a new logo, made changes to the school's uniform, and improved everyday systems and routines. Staff and pupils understand and embrace the school's aim that 'we rise to the challenge and aspire to be the best that we can be'.
- The school teaches and promotes the importance of democracy in British society and has developed a strong culture of tolerance and respect. Adults work well together as a team, with shared values and beliefs. Pupils have the opportunity to consider moral and spiritual issues within class and whole-school assemblies. They respond well to these occasions and are proud of the school.
- The school's breakfast club enables parents to drop off pupils early and receive appropriate care and support. Parents spoken to said they feel this is a valuable addition to the school's provision.
- Pupils have the opportunity to explore a wide range of topics and themes, while developing their skills in literacy and numeracy. The school has recently concentrated on developing 'character learning'. This is enabling pupils to increasingly try their best and keep going when they find work difficult, and is helping them to develop their confidence.
- The school provides pupils with a good range of opportunities to study a broad range of subjects. Additional clubs, trips and activities enable them to develop their sporting and musical interests further. Additional time and resources are needed for the teaching of computing, as well as design and technology.
- Teachers with responsibility for subjects have provided good support for staff and have made careful checks on how well pupils are doing.
- The staff who completed a questionnaire for the inspection feel their work is valued, the school is improving, and they feel supported.
- The local authority has a good understanding of the improvements that have been made at the school and has brokered a good range of support for school leaders.
- Leaders have worked well with partnerships of local schools to check on the quality of work across different subjects and to access additional training and support.
- School leaders strongly promote the importance of good attendance. Poor attendance is followed up and improved quickly. This has led to much better attendance.
- A typical comment from the Parent View questionnaire reflected the views of many by stating that 'the staff are keen to help and always available to talk to parents'. The parents who spoke to inspectors also recognised and approved of changes made to the school since the last inspection. School leaders are aware that a small number of parents are not yet convinced that the school has changed for the better.
- **The governance of the school**
 - The governing body benefits from a good mix of skilled and experienced members. Governors participate in regular training in order to keep their skills up to date.
 - The governors have ensured that they carry out their statutory responsibilities, including updating the school's website with relevant information. Thorough systems have been used to receive regular feedback on the progress being made against agreed priorities, including the effectiveness of teaching. The arrangements to link this information to the pay of staff are secure.
 - Governors are aware of how additional funding for disadvantaged pupils and additional sports provision is spent. They have checked the use of this funding and ensured it has had a positive impact on some pupils. However, this has been more successful in key stage 2; a few younger pupils are not catching up quickly enough with their peers. Additional funding for sports provision is providing good opportunities for pupils to participate in a range of activities.
- The arrangements for safeguarding are effective. Staff are aware of how they might report any concerns they might have about neglect or abuse. Regular checks ensure that adults working at the school have appropriate qualifications and experience.

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

- Learning activities include tasks regularly described in terms of difficulty using a 'chilli challenge'. It enables the pupils to select activities that offer them a higher level of difficulty, or 'spice'. This helps them to challenge themselves when they are ready, or where encouraged to do so by an adult. The approach enables the most able pupils to make consistently good progress.
- Teaching assistants have clear roles within lessons and often make a good contribution to learning by helping particular pupils to improve, or to keep going when they find things difficult. Pupils with special educational needs and/or disabilities receive helpful support.
- Additional support provided by staff ensures that the majority of pupils keep up. Pupils who do not understand something will regularly receive extra help straight away, so they do not fall behind.
- Expectations are clear, across different year groups, about the importance of good behaviour in lessons. Pupils respond well and disruption to lessons is very rare.
- Teachers encourage pupils to try hard and do their best. The promotion of 'character learning' enables them to understand the need to keep going, or be prepared to tackle things that initially seem difficult.
- Teachers have a good level of knowledge about almost all subject areas. However, their skills and use of resources for teaching computing and design and technology are less developed.
- The teaching of mathematics is thorough and planned well. This has been a priority for the school since the previous inspection, and has resulted in pupils' improved achievement. Pupils can perform calculations confidently and accurately.
- The teaching of phonics for younger pupils enables them to make a sound start in their reading skills. Pupils have the opportunity to read a wide range of books across all year groups.
- Pupils have good opportunities to write in a wide range of styles. They are developing a good understanding of grammar and punctuation. They are prepared well for the next stage of their learning in secondary school.
- Activities are organised in imaginative ways in order to try to make learning interesting. Many pupils enjoy the challenging homework tasks. A few boys occasionally find it more difficult to maintain their interest, despite encouragement from staff.
- Teachers provide regular, helpful comments and feedback for pupils across a wide range of subjects. Pupils often respond to this by extending or improving their work. A few, especially some boys, do not improve their skills in spelling sufficiently.

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 spoken to during the inspection say they feel safe in school. They are very confident that if they encountered any problems, such as bullying, staff would respond quickly and positively to address their concerns.
- The school ensures that pupils have a good understanding of how to stay safe when using the internet. Information about road safety is covered regularly in assemblies.
- Class and school assemblies include topics covering social and personal development.
- Pupils have good opportunities to take responsibility, share their achievements and have a strong sense of community.
- The strong provision and consistent culture of mutual respect enables many pupils to feel confident and self-assured.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons. They understand and comply with the school's rules and expectations. They feel that systems to address any poor behaviour are helpful and fair. Pupils spoken to say they feel their views will be listened to and taken into account.
- Behaviour around the school, including at breaktime and lunchtime, is good. Pupils work well together to ensure that they cooperate with each other.

- A few pupils, especially boys, are not accurate enough in their use of spelling and do not improve their work sufficiently when it is marked.
- Attendance has improved significantly this year and is now average.

Outcomes for pupils

are good

- In 2015, pupils attained outcomes that were broadly average in national tests for Year 6 pupils. They made good progress from their below-average starting points in Year 2. Provisional 2016 test results for current Year 6 pupils are also average across almost all measures. Pupils did slightly less well in the 2016 tests for spelling, grammar and punctuation. Boys in particular achieved less well than the girls in spelling.
- In 2015, Year 2 pupils achieved outcomes in national tests that were broadly average. Pupils started school with skills and experience that are generally below those expected for their ages and they made good progress.
- Pupils make good progress across different year groups and almost all subjects. Achievement in mathematics has improved since the previous inspection. Pupils are developing good skills in their use of grammar and punctuation.
- In the 2015 checks made on phonics skills, which test how well they can sound out letters, pupils achieved outcomes that were average. In the most recent checks, the proportion reaching the expected level was similar.
- The most able pupils make good progress through the school. They consistently achieve higher outcomes in national tests.
- Pupils with special educational needs and/or disabilities make good progress across a range of subjects. They benefit from effective additional support in lessons and, where required, with individual support for specific areas of learning.
- Disadvantaged pupils are mostly making good progress from their different starting points. In many cases, they are catching up with their peers. A few boys in the Reception and Year 1 classes have made similar progress to other pupils, but have not caught up with their peers.

Early years provision

is good

- Children in the Reception Year benefit from access to a good range of equipment and resources. School leaders have ensured that this provision has improved since the previous inspection.
- The children settle quickly into the routines provided and learn how to listen and take turns. Behaviour is good and children like coming to school.
- Assessment information is used well to identify gaps in learning and provide targeted support and interventions.
- Leaders use information from pre-school providers well to plan activities and experiences. Parents are encouraged to participate in checking the progress of their learning and contributing their own views where appropriate.
- Arrangements to keep children safe are thorough and effective.
- The learning enables children to develop secure skills in literacy and numeracy. A few disadvantaged children, especially boys, do not practise these skills enough when working independently and adults could do more to encourage them.
- Although they start school with skills and experience below those typical for their age, children make good progress. The proportion who achieved a good level of development in 2015 was average. The proportion in the current year achieving this level was similar. Although a few disadvantaged children, especially boys, make good progress from their starting points their attainment has still not caught up with their peers at the end of the Reception Year.

School details

Unique reference number	120096
Local authority	Leicestershire
Inspection number	10011730

This inspection 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	186
Appropriate authority	The governing body
Chair	Stephen Parker
Headteacher	Suzanne Jones
Telephone number	01530 417 007
Website	www.woodcoteprimary.com
Email address	office21@woodcote.leics.sch.uk
Date of previous inspection	8–9 April 2014

Information about this school

- The school is a below-average-sized primary school.
- Almost all pupils come from White British backgrounds and very few speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium is average. This is additional government funding for particular groups, such as pupils known to be eligible for free school meals and those in local authority care. These pupils are referred to as disadvantaged in this report.
- The proportion of pupils with special educational needs and/or disabilities is average. The proportion with a statement of special educational needs or an education, health and care plan is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school provides a breakfast club managed by the governing body.
- The school has received additional support and training from the Forest Way Teaching School Alliance.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspectors observed learning, or made short visits to classrooms, during 18 lessons. Three lessons were observed jointly with the headteacher.
- Pupils were observed at break, lunchtime and around the school.
- The inspectors held discussions with the headteacher, staff, pupils, three members of the governing body and a representative of the local authority.
- Individual pupils were heard reading.
- The inspectors took account of the 18 responses to the staff questionnaire and 38 responses to the online questionnaire (Parent View). Inspectors also met with some parents and carers at the start of the school day.
- Inspectors looked at the school's policies, samples of pupils' work, school improvement planning and records of behaviour and safety. Inspectors also looked at information about individual pupils' progress, teachers' performance and minutes of meetings of the governing body.

Inspection team

David Bray, lead inspector

Ofsted Inspector

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