

# Inspection of Woodcote Primary School

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

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Inspection dates: 22 and 23 November 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Woodcote Primary School is a friendly and welcoming place to learn. The school's aims of 'believing and achieving' are woven through all that the school does. The majority of parents are happy with the school. Typical comments include 'Woodcote is such a caring school. I cannot praise this school highly enough.'

Pupils have well-established routines and know what is expected of them. Staff have high expectations for all pupils. Classrooms are calm and behaviour is good. Pupils display lovely manners and are polite. They value the rewards system and love to earn house points for their team. Pupils behave well at playtimes and show genuine care for each other. Older pupils go out of their way to include younger pupils in the games that they play. Pupils say that bullying is rare. They are confident that adults sort out any incidents of bullying well.

Pastoral provision is a strength of the school. Adults form strong partnerships with pupils. Pupils feel safe and well cared for. They say that there is always someone to talk to if they have any worries. School leaders ensure that effective support is in place for pupils who may struggle to manage their own emotions.

## **What does the school do well and what does it need to do better?**

The school is well led by ambitious and motivated leaders. Their vision of 'Rise to the challenge and be the best that we can be' is central to their work. Leaders have designed a high-quality curriculum, built around interesting and well-planned sequences of learning. Subject leaders help teachers to deliver interesting and engaging lessons.

Leaders and staff check how well pupils develop their knowledge in different subjects. However, in some subjects, they do not check that the curriculum is being delivered as intended. It is not always clear if pupils have learned all of the knowledge that leaders want them to acquire.

A love of reading permeates across the whole school. Pupils enjoy reading. One pupil, typical of many, said, 'I read every night. It has inspired me to become an author.' Children in the early years begin to learn to read as soon as they start school. Leaders have successfully implemented a new phonics programme. All staff are well trained and deliver this programme well. Pupils who struggle with their reading get the extra help they need to catch up. The books pupils read match the sounds that they learn.

Children in the early years get off to a flying start. They are happy, settled and curious learners. Children explore, learn and play well together. Older pupils read with the children and help to look after them. Leaders make sure that children with special educational needs and/or disabilities (SEND) get the support they need to access their learning. Children achieve well.

Pupils are happy and learn well in Cherry Blossom House. They learn a curriculum suited to their needs. Pupils have many opportunities to develop their communication and social skills. For example, during the well-planned birthday party, they were able to take turns and celebrate each other's achievements. Leaders set precise targets for pupils. These link to their education, health and care plans. The targets help pupils to achieve and experience success.

Across the school, staff support pupils with SEND well. Staff make sure that they are fully included in lessons and all aspects of school life. Staff are well trained and identify pupils' needs at an early stage. Pupils with SEND enjoy their learning and achieve well.

Leaders are highly committed to supporting pupils' personal development. Pupils learn how to maintain healthy lifestyles, keep safe and gain support if they have any worries. Relationships among staff and pupils are positive and respectful. Pupils who may find it difficult to manage their feelings access effective support. Pupils behave well in lessons and at breaktimes.

Pupils understand the importance of attending school every day. Leaders work with families to improve some pupils' attendance. However, the number of pupils who are regularly absent from school is too high. This means that some pupils are not learning as well as they could.

Pupils talk with respect when discussing differences and diversity. One pupil told an inspector 'It doesn't matter who you are, you should all be treated equally.' Pupils learn about different religions and families. They are proud of the responsibilities they hold in school. These include reading ambassadors and school councillors. Pupils enjoy attending clubs, such as football and dodgeball.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff take their safeguarding responsibilities seriously. They know pupils and their families well. Leaders act promptly when they believe a pupil may be at risk. They work with external agencies to secure help for vulnerable pupils. Staff receive up-to-date safeguarding training. They know how to record and refer concerns, so that pupils receive the help they need. Leaders make the appropriate checks on adults to ensure that they are suitable to work with pupils.

The curriculum supports pupils to be safe. For example, pupils learn about healthy relationships and online safety.

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

### (Information for the school and appropriate authority)

- Leaders have constructed a well-sequenced curriculum. However, the systems for checking what pupils know and can do are not as well developed in the wider curriculum. Teachers are not always clear whether pupils have learned the curriculum as intended. Leaders should develop more effective approaches to checking what pupils have learned across the wider curriculum.
- Leaders have worked with parents successfully to improve some pupils' rates of attendance. However, some pupils still do not attend school regularly. Consequently, these pupils do not learn as well as they could. Leaders should ensure that these pupils attend regularly.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	120096
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10227271
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	158
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Stephen Parker
<b>Headteacher</b>	Suzanne Jones
<b>Website</b>	<a href="http://www.woodcoteprimary.com">www.woodcoteprimary.com</a>
<b>Date of previous inspection</b>	12 and 13 May 2021, under section 8 of the Education Act 2005

## Information about this school

- Since 2019, a specially-resourced provision for pupils with SEND, Cherry Blossom House, has been added to the school. This caters for 10 pupils with social, emotional and mental health needs, who are referred by the local authority.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors met with the headteacher, the phase leaders, subject leaders and a range of staff, including an early career teacher.
- Inspectors met with members of the governing body. The lead inspector spoke to a representative of the local authority.

- Inspectors carried out deep dives in reading, mathematics, geography and design and technology. For each deep dive, inspectors met with subject leaders to discuss the curriculum, spoke with teachers and spoke with pupils about their learning. They visited lessons and looked at samples of pupils' work. An inspector observed pupils reading to a familiar adult.
- To evaluate the effectiveness of the school's arrangements for safeguarding, inspectors reviewed school policies, procedures and records. The lead inspector met with the designated safeguarding lead. Inspectors also spoke with staff, governors and pupils about the school's approach to keeping pupils safe.
- Inspectors observed pupils' behaviour in lessons and around school.
- Inspectors considered responses to Ofsted Parent View, including free-text comments. Inspectors met with staff and considered responses to Ofsted's staff survey.

### **Inspection team**

Kirsty Norbury, lead inspector	His Majesty's Inspector
Ben Waldram	Ofsted Inspector
Wendy Gordon	Ofsted Inspector

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