

# Inspection of Woodhouse Eaves St Paul's Church of England Primary School

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

---

Inspection dates: 13 and 14 September 2023

## **Overall effectiveness**

**Outstanding**

---

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since February 2016. The school received an ungraded inspection under section 8 of the Act on 29 and 30 March 2022.

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

This school is an exemplary learning community. Relationships between adults and pupils are built on trust, kindness and respect. The Christian values of the school are at the heart of every decision made. Staff have a strong moral purpose: to get it right for every pupil who attends the school. Their mantra is: 'Pupils come first.' Pupils are known as individuals. They say that the adults in school listen to them. One pupil said, 'We have a voice; everyone gets their say.'

Pupils' behaviour is first class. They learn how to take responsibility for their own actions and how to manage situations when they are not happy. Pupils are taught to forgive each other. They all agree that everyone deserves a second chance. In lessons, pupils work with enthusiasm. They respond promptly when their teachers remind them that their 'eyes need to be where the learning is happening'. Social times are fun and active, as pupils play happily and creatively together.

Staff, parents and carers, and pupils agree that it is a privilege to be a part of this outstanding school. Many parents describe how the well-rounded education the school provides allows their children to thrive and flourish.

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

The school has, with care, developed a rich and ambitious curriculum. There is clear intent to provide pupils with the knowledge and skills they will need when they move to the next stage in their education. Curriculum plans detail the key learning that pupils will encounter, from the early years to Year 6. At every stage, this learning is broken down into small steps so that knowledge builds over time. In history, children in the early years are introduced to the concept of 'old' as they read the story of 'Dogger'. In Year 3, pupils learn about Roman soldiers, and act out the tactics that made them a successful army. In Year 6, pupils demonstrate a deep understanding of challenging concepts. They understand the complexities of the Space Race. They learn about the impact of the Cold War on this period in history. One pupil wrote: 'The fact that the USSR had managed to send Yuri Gagarin into space resulted in the USA having to go one better.'

The curriculum is also designed to create links within, and between, subjects. For example, pupils develop a broad knowledge of their locality through religious education, geography, art and design and history. The school takes every opportunity to make pupils' learning purposeful. This well-considered approach enables pupils to achieve exceptionally well across the curriculum.

At the heart of the school's curriculum is reading. There is ambition that all pupils will learn to read and will come to love reading. Children in the early years begin to learn to read as soon as they start at the school. Well-trained staff deliver the phonics curriculum with confidence and accuracy. Pupils quickly learn the sounds they need to know to decode words. No pupil is left behind. The books pupils read

match the sounds that they have learned. Many pupils are fluent readers by the time they leave key stage 1.

The school ensures that pupils with special educational needs and/or disabilities (SEND) are included in all aspects of school life. Pupils with SEND access the same curriculum as their peers through well-considered adaptations. The school keeps a close eye on how well pupils with SEND are doing and makes sure that they are provided with the right support. Pupils with SEND experience high levels of success in their learning.

The school takes advantage of every opportunity to develop pupils' character. Pupils learn to be responsible and respectful citizens in their school, local community and globally. There is a vast range of experiences that enrich the school's curriculum. Year 4 pupils buzzed with excitement about their recent residential trip. In Year 6, pupils travel to London, a trip which includes a visit to their school's namesake, St Paul's Cathedral. The school is ambitious that every pupil will be well prepared for life in modern Britain. Pupils are taught about the beliefs and cultures of others. They accept and welcome differences. They model tolerance and respect. There is a wealth of new opportunities for pupils to try. The school ensures that these experiences are open to all pupils.

Staff say that leaders support them well. Their professional development is prioritised alongside careful consideration of their workload and well-being. Every member of staff is aspirational that pupils' time at the school will be happy, safe and memorable.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	120173
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10254784
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	193
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Laetitia Rocha
<b>Headteacher</b>	Lisa Gilchrist
<b>Website</b>	<a href="http://www.st-pauls.leics.sch.uk">www.st-pauls.leics.sch.uk</a>
<b>Dates of previous inspection</b>	29 and 30 March 2022, under section 8 of the Education Act 2005

## Information about this school

- This is a Church of England primary school in the Diocese of Leicester. The most recent section 48 inspection took place in March 2016.
- The school runs a breakfast and an after-school club that is managed by the governing body.
- Leaders do not use any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors held meetings with the headteacher and both deputy headteachers. The lead inspector met with the chair of governors and held a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, inspectors held discussions about the curriculum, visited lessons, spoke to teachers and pupils from the lessons visited and looked at samples of pupils' work. The lead inspector listened to pupils in Years 1, 2 and 3 read to a member of staff.
- Inspectors reviewed further curriculum plans for computing and geography.
- To evaluate the effectiveness of safeguarding, the lead inspector reviewed the single central record. Inspectors also took account of the views of leaders, staff and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons and around the school site. Additionally, inspectors spoke to pupils to discuss their views about the school.
- Inspectors took account of parents and carers and staff views through responses to Ofsted's surveys. An inspector spoke to parents at the start of the school day.

### **Inspection team**

Caroline Poole, lead inspector

His Majesty's Inspector

Caroline Oliver

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023