



Woodthorpe CofE Primary School

Inspection Report

Unique Reference Number 112857
LEA DERBYSHIRE LEA
Inspection number 279036
Inspection dates 7 June 2006 to 8 June 2006
Reporting inspector Mr. Roger Brown LI

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

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|------------------------------------|----------------------|---------------------------|-----------------------|
| Type of school | Primary | School address | Seymour Lane |
| School category | Voluntary controlled | | S43 3DA |
| Age range of pupils | 4 to 11 | | |
| Gender of pupils | Mixed | Telephone number | 01246 472584 |
| Number on roll | 125 | Fax number | 01246 472584 |
| Appropriate authority | The governing body | Chair of governors | Mr.Keith Taylor Nobbs |
| Date of previous inspection | 18 October 1999 | Headteacher | Mrs. Margaret Wells |

| Age group | Inspection dates | Inspection number |
|-----------|------------------------------|-------------------|
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a small village school serving the local community and the surrounding area in Derbyshire. Most pupils are from White British or mixed race backgrounds with a small number from minority ethnic backgrounds. Although the pupils live in an area with some aspects of deprivation, a below average proportion of pupils is eligible for free school meals. The school has fewer pupils with learning difficulties and disabilities than is normally found in a primary school; currently, a sixth of the pupils in the school. The number of pupils who leave the school other than at the normal time is low, but a high proportion joins the school after the normal start time. By Year 6, this can be as high as 50% of the year group. The school was recently awarded a Basic Skills Quality Mark and a Healthy School Award. It also has Investors in People Status.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

The school judges itself to be satisfactory; the inspector disagrees with this self-evaluation judgement considering it to be far too modest. This is a good school with some outstanding features. There has been a good improvement since the last inspection. The pupils achieve well, and they make good progress as they go through school, especially in information and communication technology (ICT). By the end of Year 6 standards are above average in English, mathematics and science. Personal development and well-being are outstanding. Pupils feel very safe and secure in school and enjoy the work they do in the strong family environment created by the staff. The quality of teaching and learning is good. Pupils value the fact that all the adults in the school listen to them and respond to their needs. This view is also reflected in the opinions expressed by parents who hold the work of the school in very high regard. Good attention is given to the wide range of abilities in each class so that the needs of all pupils are met. The curriculum is good but there is scope to develop its creative aspects further. There are many opportunities for enrichment through links with other schools, visits out and interesting workshops, led by visiting experts. Care, guidance and support are outstanding. Trusting and friendly relationships are positive features identified by pupils. Pupils know how to improve their work and are able to evaluate how this needs to be done. Provision and standards in the Foundation Stage are good. Leadership and management are good. The headteacher leads the school well, and the governing body give excellent support, providing strong links to the local community. The school provides good value for money and has a good capacity to improve even further.

What the school should do to improve further

- Further develop the creative aspects of the curriculum to ensure that pupils get even more opportunities to gain practical experience in these areas and to discover learning styles that match their needs.

Achievement and standards

Grade: 2

Pupils' attainment on entry to the school is average. By the time they start Year 1, the majority of children's standards are typical of those normally found in children of this age and they achieve well. Children make good progress in the Foundation Stage because they are well supported and work well with their older peers. Pupils in Year 2 achieved above average results in reading, writing and mathematics in the 2005 national assessments. These results are reflected in the good progress made in lessons. Pupils in Year 6 achieved above average results in English, mathematics and science. Progress made in lessons is good, for pupils' of all ages and abilities. The above average standards achieved in the national tests are reflected in all the other subjects throughout the school. Pupils talk with confidence and explain their ideas clearly. The

school met its challenging targets in English and mathematics. Pupils with learning difficulties and disabilities make good progress and achieve well.

Personal development and well-being

Grade: 1

The pupils' outstanding personal development and well-being is well reflected in the above average attendance figures. Pupils enjoy school enormously, even children who are ill want to stay at school. The pupils have mature attitudes and take the responsibilities they are given very seriously. Their spiritual, moral, social and cultural development is outstanding. This can be seen in the whole school assemblies which are often led by the pupils. They reflect the school's caring culture which allows everyone to flourish in an atmosphere of respect and friendship. There are good opportunities to develop pupils' cultural awareness, for example, by taking part in the special learning days. A commitment to racial equality is firmly fostered. Pupils develop high levels of confidence and self-assurance that is well demonstrated in their assemblies. At a presentation assembly to members of the County Council, they read, acted, performed, sang and danced to very good effect. Pupils are well prepared for the next stage of schooling and adult life. They feel safe in school because the adults all know them well and respond to them as individuals. The personal, social and emotional development of children in the Foundation Stage is fostered well allowing them to integrate into school quickly and successfully.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. The excellent outdoor environment has been developed very effectively to allow good quality innovative learning to take place. All pupils learn effectively because they are keen to please, behave very well, and the skills and understanding that are developed in each lesson build well on prior learning. Lessons are consistently well planned to take account of the mixed ages in each class. Pupils with learning difficulties and disabilities have their progress checked regularly and they are well supported by both teachers and teaching assistants. The teaching assistants play a very significant role in supporting the work of the teachers, and the pupils gain much from the high quality of their work. Improvements to ICT, through the addition of interactive whiteboards and more computers in each class, enrich learning effectively. For example, a group of Key Stage 2 pupils illustrated and presented the haiku poems that they had written, animating their work and rapidly editing and refining the presentation to very good effect. Assessment procedures are comprehensive and accurate. Pupils have literacy and numeracy targets that they are encouraged to review themselves and gain an insight into their own learning styles. Pupils' class and homework is thoroughly marked. The school tracking system highlights those pupils needing additional support and is used effectively to target both small groups and individuals.

Curriculum and other activities

Grade: 2

The curriculum is good and complies with all statutory requirements. There are good opportunities to develop literacy skills, for example, through many opportunities for extended writing about the topics pupils are studying. Numeracy and ICT are given a high priority. Curriculum planning is detailed and provides good guidance for teachers of mixed age classes. All pupils are fully included and benefit well from the small classes. Gifted and talented pupils are given good opportunities and encouragement to develop and extend their skills. The involvement of outside experts enriches the curriculum and is very well developed, for example in music tuition and science days. The school recognises the need to continue developing the creative aspects of the curriculum to extend the practical activities for pupils. The innovative work of the school is publicly acknowledged through awards such as Basic Skills and Healthy Schools. Pupils enjoy their trips to the swimming pool and the sporting opportunities which they are provided with. A very good range of out of school clubs is held and well attended. Links with the community are very good. Pupils are well prepared for their future economic well-being.

Care, guidance and support

Grade: 1

The arrangements to care for, support and guide pupils are outstanding. Pupils praise the staff for the support they get. The pupil peer mentors take their role seriously, and the play coordinator and school mentors are seen to provide valuable support. Pupils trust their teachers implicitly and greatly appreciate the friendliness and inclusion of everyone. Health and safety procedures are well attended to. Pupils say they feel very safe in school. There are established procedures for child protection and risk assessments are carried out rigorously. Governors carry out regular health and safety checks. Pupils with learning difficulties and disabilities are well supported. All pupils are encouraged to take exercise, which the play coordinator ensures is an enjoyable experience, and fruit is available daily to encourage them to eat a healthy diet. Older pupils are knowledgeable about the secondary schools they can attend and value meeting staff from the schools as well as getting involved in several joint projects. Pupils know how to improve their work because they are encouraged to review their progress regularly.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher leads the school well. She is a calm and positive presence in the school, balancing her leadership and management roles effectively and efficiently. The day to day running of the school is very efficient thanks to a very able administrator. The development plan provides a clear, strategic statement with a good priority given to enriching the curriculum and ensuring that all the outcomes of Every Child Matters are fully embedded into the school's work. The

plan is well supported by yearly curriculum action plans with challenging targets. The arrangements for self-evaluation are very good, but the school's judgement of their effectiveness is too modest. The arrangements to monitor the work of the school are thorough, well documented and have a good impact on improving teaching and learning. Teamwork is a very strong feature of the leadership. Governors are very conscientious and knowledgeable through their formal and informal visits. Their support for the school is excellent. Improvements since the previous inspection, in standards and the provision for ICT and RE, the accommodation and assessment procedures, are all now good. The budget is prudently managed and increased regularly through strategic partnerships and links within the area. The cost of educating each child is very high because of the small numbers on roll. However, because of the outcomes for learners, the value for money is good. The school has a good capacity to improve.

Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 1 | NA |
| The quality and standards in foundation stage | 2 | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 2 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 | NA |
| How well learners with learning difficulties and disabilities make progress | 2 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 1 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 1 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 1 | NA |
| The extent to which learners adopt safe practices | 1 | NA |
| The extent to which learners adopt healthy lifestyles | 1 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 1 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Thank you for your warm welcome when I visited your school. It was a real pleasure to be with you. I enjoyed watching your classes, and I really enjoyed talking to you about your work. What I liked most about your school: - You are so polite and friendly to each other, both in the classroom and when you are playing outside. - The adults in your school look after you very well and want to make sure you are always happy, healthy and safe. - The fact that you enjoy your school, that you think learning is fun and you want to do well. - The way your teachers teach you well and help you to make good progress with your work. - Your headteacher runs the school well and she gets excellent support from the governors. However: - I would like your school to continue to make your lessons and the work you do even more exciting and creative. Many of your parents wrote to me saying that they think that you go to a good school, and I agree with them. I thoroughly enjoyed the time I spent with you in school and I wish you and the staff well. Best wishes for the future.