



# Booth Wood Primary School

## Inspection Report

**Unique Reference Number** 119973  
**Local Authority** Leicestershire  
**Inspection number** 291587  
**Inspection dates** 17–18 January 2007  
**Reporting inspector** Alison Cartlidge

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

|   |                    |                         |                 |
|---|--------------------|-------------------------|-----------------|
| <b>Type of school</b>                     | Primary            | <b>School address</b>   | Old Ashby Road  |
| <b>School category</b>                    | Community          |                         | Loughborough    |
| <b>Age range of pupils</b>                | 4–11               |                         | LE11 4PG        |
| <b>Gender of pupils</b>                   | Mixed              | <b>Telephone number</b> | 01509 267876    |
| <b>Number on roll (school)</b>            | 199                | <b>Fax number</b>       | 01509 233130    |
| <b>Appropriate authority</b>              | The governing body | <b>Chair</b>            | Georgina Little |
|   |                    | <b>Headteacher</b>      | Andrea Cruse    |
| <b>Date of previous school inspection</b> | 25 February 2002   |                         |                 |

|                          |   |                                    |
|--------------------------|---|------------------------------------|
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Most pupils are of White British heritage with small numbers coming from a range of other minority ethnic backgrounds. A few pupils are learning English as an additional language. The number of pupils taking free school meals is above average. The proportion of pupils with learning difficulties and disabilities is above average and attainment on entry to the Reception class is below average in most years. There have been several changes in senior members of staff since the last inspection. At the time of the inspection the headteacher had been in post for two weeks.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that is continuing to improve after a period of intensive support from the local authority. Pupils' achievement is satisfactory, although progress is not even through the school. Children get a good start to their education in the Foundation Stage, where they progress well. This is because members of staff have a good understanding of their needs and make learning interesting. By the end of the Reception year most children are working at the levels expected for their age. In Years 1 to 6, pupils make satisfactory progress. By the end of Year 6 standards are broadly average, although test results are below average in writing. The school has started to take effective action to compensate for the backlog of underachievement in this subject. The satisfactory curriculum is being developed well to include more relevant opportunities for writing. This has already started to improve the attitudes of boys, although the school is aware that more remains to be done. Teaching and learning are satisfactory in Years 1 to 6. Teachers have good relationships with the pupils. They explain tasks clearly but there are occasions, especially in Years 3 and 4, when the pace of learning is too slow and work is not matched closely enough to pupils' differing needs. This reduces pupils' interest and slows progress.

There is a wealth of interesting additional activities to enrich the curriculum, including visits, visitors and clubs. These contribute well to the pupils' enjoyment of school. Care, support and guidance are satisfactory. Good pastoral care enables pupils to behave well. Members of staff are friendly and approachable and the school has a calm atmosphere even when stormy weather caused a power cut. Academic support and guidance are satisfactory and being developed rapidly. There are thorough systems for checking how well pupils do, although the school is aware of the need to ensure that information is consistently used to provide work of suitable challenge. Pupils' personal development is satisfactory. Pupils have a satisfactory understanding of how to stay safe and healthy and make a good contribution towards supporting the local community. For example, they recently won a conservation award for looking at ways of saving water.

Leadership and management are satisfactory. The new headteacher and deputy headteacher provide clear and purposeful leadership. Subject leaders are insufficiently rigorous in their monitoring of teaching and learning but training is supporting improvement in this area. Governance is satisfactory. Governors are enthusiastic and have a good understanding of how they can develop their roles further. Most parents are pleased that their children come to this school and agree that members of staff are, 'Hard working and dedicated.'

### What the school should do to improve further

- Improve pupils' standards and progress in writing, particularly that of the boys, by consistently providing purposeful and interesting writing tasks.
- Improve the pace of learning and ensure that teaching consistently builds on what pupils already know.
- Increase the rigour in the way subject leaders monitor teaching and learning.

## Achievement and standards

### Grade: 3

Achievement is satisfactory. Children make good progress in the Foundation Stage in all areas of learning. By the time they start in Year 1, standards are broadly in line with age related expectations. Children are especially good at listening and counting. Standards by the end of Year 2 are broadly average in most years and pupils make satisfactory progress. In 2006, standards were below average. This was because many pupils joined the school in Year 2 and this year group had a higher than average proportion of pupils with learning difficulties. Pupils in the current Year 2 are working within the levels expected for their age. Standards have improved by the end of Year 6 over the last two years and are now broadly average in reading, mathematics and science. This is because the school has improved the way it checks how well pupils are progressing. Special support programmes and work to improve teaching are having a positive impact. Standards in writing are below average, and not all pupils do well enough, particularly some of the boys.

## Personal development and well-being

### Grade: 3

Most pupils, including those in the Foundation Stage, enjoy coming to school, are willing to learn and work hard. Despite the school's good efforts to improve attendance, this remains below average and a few pupils do not arrive at school on time. Pupils are confident in expressing their ideas in lessons or at the school's parliament. They behave well in lessons and around the school. Occasionally, when teaching is insufficiently motivating, some pupils lose interest and become inattentive. Instances of bullying are rare and pupils know that 'you go to a teacher' if concerned. Pupils make a positive contribution to their immediate and wider communities. For example, they raise funds for charity and entertain local people with their singing. Most pupils develop the social and academic skills necessary to enable them to work with others and they are prepared satisfactorily for the next stage of their education.

Pupils' spiritual, moral, social and cultural development is satisfactory. Almost all pupils have a clear sense of what is right and wrong. Their cultural and spiritual awareness has improved since the previous inspection and is now satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

Teaching and learning are good in the Foundation Stage. Members of staff work together well ensuring that all children are fully involved in tasks that meet their differing needs. In Years 1 to 6, teaching varies but is satisfactory overall. In almost all lessons, pupils know what they are expected to do because teachers give them clear explanations and instructions. Pupils' behaviour is managed well enabling them to

settle to their work sensibly. Teaching assistants provide judicious support and help, particularly for pupils with learning difficulties and disabilities, helping them to think for themselves. In some lessons, the work planned does not cater for the differing needs of various groups of pupils well enough. As a result, pupils' progress slows. This slower pace is most evident in Years 3 and 4 and in pupils' writing. Teachers frequently mark pupils' work but comments made do not always help pupils to understand what to do to make their work better the next time.

## **Curriculum and other activities**

### **Grade: 3**

There is a good curriculum for children in the Foundation Stage. A wide range of purposeful, practical activities helps them to enjoy school and learn quickly. The curriculum in Years 1 to 6 ensures that all subjects are covered satisfactorily. Recent revisions have helped teachers to check that important skills are being taught across a range of subjects. A greater focus on solving problems, particularly in mathematics, is having a positive impact on improving standards in this subject. Teachers are improving planning to meet differing needs, although this is not yet consistent across the school and some work is not adapted well enough to ensure that all pupils make enough progress in all lessons.

Personal, social and health education boosts pupils' personal development well, making them aware of healthy eating and the need for physical activity. A good range of extra-curricular activities, educational visits and visitors to school contributes effectively to pupils' enjoyment and achievement. External specialist support from a local college is being used well in science. It is helping to improve the rate of progress being made by pupils in Year 6.

## **Care, guidance and support**

### **Grade: 3**

Pastoral care is good. There are robust systems for ensuring that the pupils stay safe and healthy and pupils' personal needs are well understood. As a result, pupils and parents know that any concerns will be followed up quickly. For example, one parent said of a bullying incident, 'My concerns have been listened to and the situation dealt with in a fair and caring manner.' Arrangements for welcoming children when they start in the Reception class or in the rest of the school are effective. For example, one new parent said of a pupil joining in Year 5, 'Our daughter's whole attitude to school has changed. She loves coming to school.' All these factors enable pupils to behave well and feel safe.

Support and guidance for pupils' academic development are satisfactory. Those with learning difficulties and disabilities are supported effectively by teaching assistants enabling them to make at least satisfactory progress. Teachers and pupils support the language development of the few pupils with limited command of English, and these pupils learn English quickly and settle well. Teachers are improving the use of assessment information in setting targets for groups of pupils and suitable intervention programmes are being identified. The benefits of these arrangements are not fully

realised because some pupils do not remember their targets and some intervention programmes are too recent to have had a significant impact on progress.

## **Leadership and management**

### **Grade: 3**

The new headteacher and deputy headteacher are already working together well. They are clearly focused on continuing the improving trend in pupils' progress and standards. Well chosen support programmes are helping to ensure that pupils who have made insufficient progress catch up by the end of Year 6. This, together with a clear understanding of what still needs to be done to improve the school, demonstrates the school's satisfactory capacity to improve. Self-evaluation is satisfactory because whilst it is accurate it is largely undertaken by the headteacher and deputy headteacher. Subject leaders are enthusiastic and are focused on raising standards but they are not yet fully involved in monitoring teaching and learning. This aspect of the school's leadership and management is not rigorous enough.

Governance is satisfactory. There are several new governors who have been recently trained and are keen to become more proactive in holding the school to account.

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## Inspection judgements

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

### Overall effectiveness

|  |     |
|--|-----|
| <b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b> | 3   |
| How well does the school work in partnership with others to promote learners' well-being?  | 3   |
| The quality and standards in the Foundation Stage  | 2   |
| The effectiveness of the school's self-evaluation  | 3   |
| The capacity to make any necessary improvements  | 3   |
| Effective steps have been taken to promote improvement since the last inspection   | Yes |

### Achievement and standards

|  |   |
|--|---|
| <b>How well do learners achieve?</b>   | 3 |
| The standards <sup>1</sup> reached by learners   | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 3 |
| How well learners with learning difficulties and disabilities make progress                              | 3 |

### Personal development and well-being

|   |   |
|---|---|
| <b>How good is the overall personal development and well-being of the learners?</b>                           | 3 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 3 |
| The behaviour of learners   | 2 |
| The attendance of learners  | 3 |
| How well learners enjoy their education   | 3 |
| The extent to which learners adopt safe practices   | 3 |
| The extent to which learners adopt healthy lifestyles   | 3 |
| The extent to which learners make a positive contribution to the community                                    | 3 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

### The quality of provision

|   |   |
|---|---|
| <b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>          | 3 |
| <b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b> | 3 |
| <b>How well are learners cared for, guided and supported?</b>   | 3 |

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

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 3   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3   |
| How effectively performance is monitored, evaluated and improved to meet challenging targets   | 3   |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can                     | 3   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 3   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 3   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

## Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school in such a polite and friendly way and for showing us your work. We are pleased that you enjoy coming to this school, which provides you with a satisfactory education.

- Here are some other things about you and your school:
- You learn quickly in the Reception class.
- You do many things, such as the water conservation project, to help your local community.
- Teachers explain what you need to do clearly and help you to behave well.
- You enjoy the additional activities such as visits, visitors and clubs.
- All adults in school are kind and caring.
- Your headteacher and deputy headteacher are working together well and know how to make your school even better.
- Your parents and carers are pleased that you come to this school.
- What we have asked your school to do now:
- Help you to improve your writing by making it more interesting.
- Make sure that teachers use information about how well you are doing to give you work that is pitched at the right level for you.
- Ensure that teachers who look after subjects are more thorough in checking that teaching and learning are always good enough.

### How you could help

- Make sure that you all attend school regularly and on time.

We thoroughly enjoyed talking to you about your work and watching you learn. We wish you all well for the future. We hope you continue to help your teachers by working hard and trying your best.