

# Woodstone Community Primary School

Inspection report

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<b>Unique Reference Number</b>	119916
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	313443
<b>Inspection dates</b>	7–8 May 2008
<b>Reporting inspector</b>	Lois Furness

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Celia Hooton
<b>Headteacher</b>	Patrick Mullins
<b>Date of previous school inspection</b>	7 June 2004
<b>School address</b>	Heather Lane Ravenstone Coalville Coalville LE67 2AH
<b>Telephone number</b>	01530 519473
<b>Fax number</b>	01530 837714

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

In this broadly average size primary school, almost all pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is broadly average, but the number of pupils with a statement of special educational need is well above average. The headteacher has been in post for two years and in January 2008, a deputy headteacher was appointed.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This satisfactory school provides its pupils with a very friendly, safe and happy environment in which to learn. Improvement is accelerating rapidly under the headteacher's clear direction and the increasingly effective work of the new senior management team. All staff respond positively to change and there is a strong determination to raise standards. The leadership knows what is done well and what is needed to improve. Weaknesses are being eradicated systematically, and standards are improving, for example in writing. All of this means there is good capacity for further improvement. Parents recognise and appreciate the way the school is getting better, and comments such as 'the school has recently improved dramatically' and 'my children are now excited about learning', indicate how pleased they are in the improving provision provided for their children.

In the Foundation Stage, children get a good start to their school life and progress is good. By Year 6, pupils leave with standards that are broadly average in English, mathematics and science. Although this indicates satisfactory achievement, in the past progress has been uneven. In science in particular, progress has not been good enough as pupils have not had enough opportunities to develop their experimental and investigative skills. Eliminating inconsistencies in the quality of teaching has been a recent focus for improvement. Even though teaching and learning are satisfactory overall, there is an increasing proportion of good lessons. Relationships are very good and pupils want to learn. The majority of teachers ensure pupils know what they are learning and how they can succeed in their work. However, this practice is not yet embedded in all classrooms.

A good tracking and target setting system has been recently established. This means assessment information is now available for staff to use more rigorously to ensure that all pupils progress as well as they should in all subjects. As yet there has been insufficient time to see the full effect of this improved use of information about what pupils can do and know already. Pupils with learning difficulties and/or disabilities make the same progress as their classmates.

Pupils' personal development is a strength. Pupils behave outstandingly well and this has a positive impact on their learning. They are polite, showing care and consideration to others. They willingly take on responsibility and in doing so, make a positive contribution to the life of the school. The good curriculum is effectively enriched by a wide variety of activities that adds further interest to pupils' learning. Links are made between subjects to make the curriculum more relevant and interesting for pupils. As yet however, there are insufficient planned opportunities for pupils to practise the key skills of literacy and numeracy across the curriculum and thereby raise standards further in English and mathematics. All staff are committed to the health and well-being of pupils, who say they feel safe and secure in school. There are good links with external agencies to provide extra support for individual pupils when required. All of these factors contribute to pupils' improving progress and are a result of the strong pastoral aspects of the school's overall satisfactory care, guidance and support.

## Effectiveness of the Foundation Stage

### Grade: 2

Children enter school with skills that broadly match those expected of them. As a result of good teaching, good progress is made and by the time children are ready to enter Year 1 the majority of them are working securely within the early learning goals. The good emphasis on developing

children's personal, social and emotional skills successfully promotes very good attitudes to school. Effective induction arrangements and a caring environment help them to settle and make friends quickly. They enjoy playing together and share resources willingly. The curriculum is planned carefully to cover all of the required areas of learning and provides a reasonable balance of adult-led activities and those undertaken by children. However there is an overemphasis on instruction by adults, which limits children in taking responsibility for learning for themselves. Leadership and management of the Foundation Stage are good. Links with parents are promoted strongly through involvement in their children's learning.

### **What the school should do to improve further**

- Place a greater emphasis on experimental and investigative work for all pupils in order to raise standards in science.
- Embed the use of assessment information to ensure all pupils make the progress of which they are capable.
- Provide more planned opportunities for pupils to use and extend their literacy and numeracy skills in other subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Although achievement across the school is satisfactory, pupils often make better progress in Years 1 and 2. Standards by the end of Year 2 are above average in reading, writing and mathematics. However this good progress has not always been built upon well enough in subsequent year groups. Although an above average proportion of pupils join the school particularly in Years 3 to 6, and this affects school standards at the end of Year 6, the headteacher knows that teaching has not been good enough in the past to ensure that progress is maximised. Firm actions have been taken which are having a good effect, as shown by improved writing standards and the rectifying of the underachievement of boys. Now the school recognises that science standards are not high enough and is implementing action to improve pupils' progress in this subject. Pupils with learning difficulties and/or disabilities make the same satisfactory progress as their peers.

## **Personal development and well-being**

### **Grade: 2**

Pupils love school, which is reflected by their good attendance. 'Teachers make lessons fun and interesting', commented one pupil. Their spiritual, moral, social and cultural development is good. They are respectful and thoughtful towards others and show a good understanding of right and wrong. Pupils know about different faiths and different cultures of the world but their understanding of the diversity of cultures in Britain today is less well developed. Behaviour is outstanding and pupils work hard in lessons. They have a good understanding of health related issues, such as the need to eat sensibly and the importance of taking regular exercise. Pupils say they feel safe and any incidents or disagreements are dealt with quickly. They eagerly take on responsibilities such as school council members or junior librarians and are actively involved in raising money for charity. Pupils have satisfactory basic skills in literacy and numeracy, showing they are prepared appropriately for the next stage of education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Lessons are enjoyable and the pace of most of them is good because pupils are very well behaved and teachers are becoming clearer about what they need to cover in each session. The intended learning of the lesson is shared well with pupils and good guidance is given in most classes about how pupils will achieve success in their work. Planning is improving as teachers use information about what pupils know already to plan next steps of learning. However this improved use of assessment is not embedded in all classes, and consequently pupils do not always receive work that fully matches their learning needs and maximises progress. Teaching assistants are deployed carefully, so pupils with learning difficulties and/or disabilities are included in all activities. Relationships are very good and pupils are eager and willing to ask and answer questions.

### **Curriculum and other activities**

#### **Grade: 2**

Improved planning is resulting in provision that is starting to meet more effectively the needs of all pupils. For example, an emphasis on practical activities in science and a focus on topics that will interest boys are improving boys' progress in English and science. Links are made between subjects, but as yet there are insufficient planned opportunities for pupils to practise their skills in literacy and numeracy in other curriculum areas. Pupils' personal development is fostered well through provision for personal, social and health education and citizenship. Pupils speak enthusiastically about visits and visitors to the school such as Professor Pop-Up, and how these support their learning in literacy. The teaching of French further enriches the curriculum. Good attention is given to keeping fit and healthy through the school's many sporting activities including the 'Starwalkers' scheme. The wide range of extra-curricular activities plays an important role in developing pupils' skills, attitudes and self-esteem.

### **Care, guidance and support**

#### **Grade: 3**

All staff are committed to the care of pupils and this contributes well to their personal development and well-being. Child protection and health and safety procedures are securely in place. Pastoral support is good and the school provides a secure, positive learning environment. Parents find staff approachable and are pleased at the way children settle quickly in Reception and the care taken of their children throughout the school. Effective links with outside agencies ensure that pupils with learning difficulties and/or disabilities are also well supported. Pupils say they feel safe and well cared for and are confident there is someone they could go to if they had any problems. Academic guidance is less well developed. Although the tracking and target setting system is good, it is very new. Consequently staff have not had long enough time to use the assessment information to ensure that all pupils consistently progress and achieve as well as they should. However, there are good examples of marking which provides pupils with helpful advice about how to improve their work.

## Leadership and management

### Grade: 3

The headteacher has a clear vision for how the school should move forward. Senior leaders are becoming more effective in their roles; staff are receptive to change and working together closely to bring about improvements. Middle management is satisfactory. The school's own evaluation of its work is accurate and effective. It is very clear about what it needs to do to improve, and rigorous systems for monitoring and tightening up teaching are starting to prove beneficial. Important changes in lesson planning and in the tracking of pupils' progress are already making a difference as shown by improved writing standards and the achievement of boys. However, there has been insufficient time for this improvement to impact fully on outcomes in all subjects. This is true of science and the school has now turned its attention to ensuring faster progress and higher standards in this subject. Governance is good and all governors are very supportive of the school. Their role in holding the school to account is developing well. Parents are very appreciative and say the headteacher and staff are doing a 'good job'.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

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

### Achievement and standards

How well do learners achieve?	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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
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	2
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

9 May 2008

Dear Children

Inspection of Woodstone Primary School, Coalville, LE67 2AH

Thank you so much for the warm welcome you gave us when we visited your school. We really enjoyed talking to you and getting your views. It was a pleasure to hear how much you like your teachers and enjoy school and your learning. Your parents should be proud of you as we think your behaviour is outstanding, and it is good to know that many of your parents are pleased with the school's work.

We think Woodstone Primary provides you with a satisfactory education. Your headteacher, staff and governors know this, and they are working very hard to make your school better and better. At present you make satisfactory progress but that is improving. This is because your teachers are starting to use information about what you know already to help you learn faster. We have asked your headteacher to make sure that all teachers keep on doing this. Those of you in the Reception class make good progress and we agree with the boy who said, 'This is a good class, just see!'

By the time you leave school in Year 6 most of you are attaining standards that are similar to those of children in most schools. You have all worked very hard this year to improve your writing standards and now we ask you to work as hard in science. We have asked your teachers to help you, by giving you lots of opportunities to carry out investigations and experiments. We have also asked your teachers to help you get even better in English and mathematics by making sure you use your literacy and numeracy skills regularly in other subjects.

It was good to know that you feel safe in school and staff will always help you if you have a problem. You know how to keep yourselves and others safe. You understand the importance of eating healthily and taking regular exercise and we think the 'Starwalkers' scheme is a really good idea. Some of you do good work as school council members, junior librarians and junior safety officers. Keep up this good work. We know many of you take part in the many sporting and other activities that the school offers to you and the residential visits sound really good fun!

Thank you again for helping us so much with the inspection of your school. You are lucky to go to such a happy and friendly school which is becoming better day by day.

Yours faithfully

Mrs L Furness Lead inspector