

Elizabeth Woodville Primary School

Inspection report

Unique Reference Number	119959
Local Authority	Leicestershire
Inspection number	313459
Inspection date	7 February 2008
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	211
Appropriate authority	The governing body
Chair	Michael Randle
Headteacher	Damien Turrell
Date of previous school inspection	6 May 2003
School address	Glebe Road Groby Leicester LE6 0GT
Telephone number	01162 876050
Fax number	01162 874032

Age group	4-11
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Introduction

The inspection was carried out by one Additional Inspector, who investigated the overall effectiveness of the school and the following issues

The range and quality of opportunities for pupils to develop their skills in speaking and listening.

How consistently pupils are set challenging targets for improvement throughout the school.

Evidence was gathered from the school's self-evaluation form, assessment and tracking records, observations of the school at work, discussions with staff, the chair of governors and pupils. The parental questionnaire responses were analysed. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in the report.

Description of the school

This is an average-sized school, which is popular and oversubscribed. On starting in the Reception class, the skill levels of most children are in line with those expected for their age. The percentage of pupils known to be eligible for free school meals is well below average. The proportion of pupils with learning difficulties and/or disabilities is below average. Most pupils are from White British backgrounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features. It provides pupils with a wide variety of stimulating experiences that effectively develop their learning and widen their horizons. The vast majority of parents are very pleased with the warm and friendly atmosphere evident in all classrooms and the way their children are enthused to learn. The following parental comment is typical of many: 'The school has a safe and nurturing atmosphere and is lucky to have teachers and support staff who are very capable and dedicated to enhancing learning, both academically and socially.'

The driving force behind the school's success has been the passion and enthusiasm of the headteacher. His commitment to ensuring all pupils achieve to their full capability is shared by all involved with the school and a strong team ethos is evident. The school's accurate self-evaluation has enabled it to correctly identify and prioritise areas for development. These include improving provision to promote pupils' skills in speaking and listening. Senior leaders are fully involved in checking the school's performance and evaluating if the action taken to bring about improvement is proving successful. Governors are supportive of the school and play an important role in helping it to improve further. The school's track record in recent years shows there is good capacity to make any necessary changes in the future.

The good start that children make in the Reception class is built on effectively throughout the school and so pupils' achievement is good. This enables them to attain standards by the end of Year 6 that are above average in English, mathematics and science. Though standards are above average in English, pupils' skills in speaking and listening are a weaker aspect of the subject. This stems from a lack of variety of carefully structured opportunities across the curriculum to promote these skills. Consequently, the teaching of these skills tends to be informal and does not develop them effectively as pupils pass through the school. Standards in information and communication technology are high and pupils confidently use their skills in this subject to enhance work in other aspects of the curriculum. Pupils with learning difficulties and/or disabilities make good progress because of the well-targeted extra support they are given. Parents of these pupils are very appreciative of this feature of the school's work.

Pupils' enjoyment of school is outstanding and is reflected in their excellent attendance rate. They speak very enthusiastically about their activities and the happy and friendly atmosphere throughout the school. They say they particularly enjoy the different residential visits in which they can take part. Pupils are kind and considerate to others and behave well, which has a positive effect on the progress they make. However, a few find it difficult at times to work and play co-operatively when not being supervised. Pupils are adopting a healthy lifestyle, as is shown in the way they eat a balanced diet and take regular exercise. They contribute well to the school community by willingly taking on a variety of responsibilities, such as being a house captain or member of the school council. They also make a positive contribution to the wider community, for example, by being involved in projects in Groby to improve the local environment. Pupils are well prepared for their future lives.

There are outstanding relationships between pupils and adults and this makes a positive contribution to the progress pupils make in lessons and during other activities. Teachers plan their lessons carefully to provide pupils with interesting activities. As one pupil commented, 'We really enjoy our lessons because teachers make them fun.' Though teaching and learning are good overall, there are inconsistencies between classes that lead to some pupils not always

making the progress of which they are capable. This is as a result of some teachers not always using the information gained about pupils' progress and attainment effectively to set challenging targets for them to improve. Pupils have positive attitudes to their work and are keen to learn. Learning support assistants play a valuable role in developing all pupils' learning, especially those with learning difficulties and/or disabilities.

An outstanding range of enrichment activities extends the good curriculum very effectively. There are many after-school clubs for pupils to join and an excellent programme of residential visits for pupils in Years 4, 5 and 6. These make a significant contribution to the personal and social development of pupils. They go on a wide range of educational visits and also work with a variety of visitors, such as theatre groups, to add further interest to their learning. There are strong links with specialists, such as professional sports coaches, to deepen and widen pupils' skills across the curriculum. The provision for pupils with learning difficulties and/or disabilities is good and ensures they are fully involved in all school activities.

The pastoral support for pupils is strong, and all staff are firmly committed to fostering pupils' health and well-being. Child protection arrangements are thorough and all staff know the procedures to follow if they have concerns about a pupil. There are rigorous risk assessments for activities in and around school and for off-site visits. Pupils say they feel safe and secure in school. They also comment that they can talk to an adult if they have any concerns or worries and know they would be listened to and helped. There are good links with outside agencies that ensure effective extra support for individual pupils when required. Parents are extremely appreciative of the care taken of their children while in school. The procedures for checking the progress that pupils make are comprehensive. However, the information collected is not always used effectively by teachers to set pupils challenging targets to improve their performance.

Effectiveness of the Foundation Stage

Grade: 2

The provision in the Reception class is good. There are effective induction arrangements when children start school and so they quickly settle into everyday routines. Adults have a good awareness of the needs of children of this age and set activities that are practical and stimulating for them. As a result, children make good progress across all areas of learning and are working securely within the levels expected for their age by the time they enter Year 1. Children behave well and work cooperatively in pairs and small groups. The Foundation Stage leader has a clear view of provision and has identified the need to develop children's ability to make choices for themselves. Parents are kept fully informed about the progress that their children make.

What the school should do to improve further

- Provide a wider range of planned opportunities for pupils to improve their skills in speaking and listening across the curriculum.
- Ensure the setting of challenging targets for pupils to improve is consistent throughout the school, so they always make at least good progress.

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Annex A

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

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	1
The behaviour of learners	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
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	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

8 February 2008

Dear Pupils

Inspection of Elizabeth Woodville Primary School, Leicestershire LE6 0GT

Thank you for the really friendly welcome you gave me when I visited your school. I enjoyed meeting you and seeing the things you do. Your school is a good one and has some excellent features. It helps you to make good progress and reach standards that are above average in English, mathematics and science by the end of Year 6. Your parents are very pleased with the way the school looks after you.

What I liked most about your school

- You really enjoy coming to school and your attendance rate is outstanding.
- Relationships between adults and pupils are excellent and play an important role in the progress you all make.
- Your behaviour is good and you are keen to learn.
- You are adopting healthy lifestyles.
- There is an excellent range of out-of-school clubs and educational visits for you to take part in.
- All adults take good care of you and ensure you are safe while in school.
- All staff and governors are working hard to make the school even better.

What I have asked your school to do now

- Provide a wider range of opportunities to improve your skills in speaking and listening.
- Make sure you are always set targets that make you think hard about how to improve your work.

You could all help your school by continuing to work hard and carrying on being kind and considerate to each other.

All my best wishes for the future Melvyn Hemmings Lead inspector

Annex B



8 February 2008

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Lead inspector