

# Woodseaves CofE (C) Primary School

Inspection report

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<b>Unique Reference Number</b>	124300
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	314881
<b>Inspection date</b>	8 May 2008
<b>Reporting inspector</b>	Don Mason

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	87
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jeannette Martin
<b>Headteacher</b>	Gary Whitehall
<b>Date of previous school inspection</b>	4 May 2004
<b>School address</b>	Dickey's Lane Woodseaves Stafford ST20 0LB
<b>Telephone number</b>	01785 284212
<b>Fax number</b>	01785 284407

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The pupils are drawn from a very large catchment area and come from a wide variety of social and economic backgrounds. Almost all are from White British families. The number on roll has increased by almost a third over the last 18 months and the school now has four classes. Two of the four class teachers have arrived during that period. The proportion of pupils with learning difficulties and/or disabilities is above the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This good school has improved well since its last inspection and is held in extremely high regard by its parents. The following comment is typical of many: 'I would recommend this school to anybody. It is a brilliant school. The teachers are very good with the pupils and the parents.' The pupils are polite, self-confident and well behaved because of the outstanding care and guidance they receive.

From the good start made in the Foundation Stage, pupils make good progress in all year groups so that standards at the end of Year 6 are above average. This represents good achievement and is a consequence of the good teaching and curriculum provided. The quality of teaching and learning has been enhanced in the last year by the improved advice offered to pupils about their work. The purpose of lessons is always made clear and pupils display confidence in assessing their own work and deciding what needs to be done to improve it. A very positive culture of pupil self-evaluation is developing in the school, particularly in writing, and this is having a significant impact on pupils' achievement and sense of purpose. Assessment arrangements are thorough and consequently any pupil in danger of falling behind is quickly spotted and provided with appropriate support. The curriculum meets pupils' needs well and successfully promotes their good personal development. It is enriched by a good range of visits and after school activities.

The pupils' good personal development is reflected in their good attendance and their evident enjoyment of school life. However, further development is limited by the fact that pupils have few opportunities to show initiative, to make decisions or choices about their work or to experience the challenge of working in groups. Excellent relationships between staff and pupils ensure that pupils feel safe, adopt safe practices and know that someone will help them if there is a problem. Pupils make a good contribution to the community through the school council, taking on responsibilities in school and in their involvement with church and village events.

The key to the school's success is the excellent leadership provided by the headteacher and the strong support he receives from a conscientious, hard-working staff team. Their efforts are much appreciated by parents who make comments such as, 'The headteacher and teaching staff go above and beyond the call of duty when teaching and caring for the children. Parents and children are valued. It is a fantastic school.' Staff have a clear understanding of the school's strengths and weaknesses and a clear plan of action is in place to maintain existing strengths and to bring about further improvements. The success of the improved academic guidance in raising standards, especially in writing, and the improvement in the quality of teaching and learning since the last inspection, provide evidence of the school's good capacity for further improvement.

## Effectiveness of the Foundation Stage

### Grade: 2

Children thoroughly enjoy their time in the Reception class. They settle well because of the secure environment and supportive relationships provided. Parents feel welcome and are fully involved in supporting their children's education. The direct teaching of teacher-led activities is often outstanding. A lesson on 'instructions' involved the children in making ice creams, and this highly motivated them. The teacher successfully helped the children clarify their instructions to each other and explained to them what they had achieved and what needed improvement.

Children concentrate and respond well during these activities. As a consequence of this high quality teaching children make good progress. Children's attainment on entry is below the expected level for their age. When they enter Year 1, most are working securely within the expected levels for their age. Regular and thorough checking of the children's progress enables the teacher to match activities to the needs of the children. However, whilst children learn well in teacher-led activities, they have insufficient opportunities to develop their independent learning skills. This is because the resources provided for children's self-chosen activities throughout the day do not sustain their interest, encourage exploration or involve them in making decisions and developing independence. The new reception teacher and the headteacher are already taking action to remedy this situation.

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

- Provide greater variation in the way pupils are taught so that they have more opportunities to show initiative, make decisions and choices about their work and learn team-working skills.
- Improve the quality of self-chosen activities in the Reception class to extend children's learning more effectively.

## **Achievement and standards**

### **Grade: 2**

Pupils of all abilities make good progress throughout the school with the result that standards at the end of Year 6 are above average in English, mathematics and science. An unexpected dip in the results of Year 6 national tests in English last year led to a focus on improving teaching and learning in writing. The quality of pupils' writing is checked regularly and pupils are given clear advice about their achievements and what they need to do to improve. There is clear evidence that this work has led to an improvement in the standard of pupils' writing.

Pupils with learning difficulties and/or disabilities make at least as much progress as their peers because of the good support they receive from well trained, conscientious teaching assistants. Parents whose children are new to the school are particularly complimentary, making such comments as, 'My child has made rapid progress in his academic work. His confidence has grown and he loves every minute of school.'

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good overall. They respond well to regular opportunities for prayer and reflection, which enhance their spiritual and moral development. Their understanding of the cultural diversity of the society in which they live is less well developed. High expectations from the staff and regular praise, for example in the headteacher's awards assembly, promote pupils' good behaviour and high levels of self-confidence and self-esteem. Pupils have a good understanding of how to lead healthy lives and keep themselves safe. This is evident in their enthusiastic participation in playtime games, physical education lessons and after school sporting activities. Pupils know that their views are listened to partly because of the work of the school council and partly because of initiatives such as the suggestions box. Because of the predominantly formal teaching style, pupils have few opportunities to show initiative or to develop the skills of working with others in groups. Nevertheless, they make good progress in literacy, numeracy and information and

communication technology (ICT). These abilities, together with their positive attitudes and high levels of self-confidence, will serve them well in the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good quality teaching ensures pupils' good progress. A strong feature of the teaching of writing, also being extended to other subjects, is the emphasis given to ensuring pupils are clear about what is expected of them and the way they are encouraged to assess their own achievement. This has a clear impact on pupils' motivation and self-confidence. Pupils say that self-evaluation makes them realise they are making progress. Good handwriting and careful presentation reflects the pride they feel in their work and is particularly noticeable in the Year 5/6 class. Some outstanding teaching was seen during the inspection. The school recognises that more teaching of this quality is required to enable pupils to reach even higher standards. Teaching is well planned and activities are well matched to the needs of pupils of all abilities. The pace of lessons is good. Teachers are enthusiastic, confident and speak to the whole class in a lively fashion. Good use is made of 'talking partners' and ICT to enliven lessons and motivate pupils.

### **Curriculum and other activities**

#### **Grade: 2**

There is a strong emphasis on promoting pupils' skills in literacy, numeracy and ICT. The use of ICT to support pupils' learning across the curriculum is becoming a strength of the school. An exciting video conferencing project in the Year 3/4 class is enabling pupils to make links with other schools and extending their understanding of the uses of ICT. Pupils have many opportunities to develop their writing skills across the curriculum. Planning is improving as teachers take advantage of the more stable class arrangements and separate Reception class resulting from the increase in pupil numbers. French lessons are now well established in Key Stage 2 and much enjoyed by the pupils. All pupils in Years 5 and 6 learn to play the violin and this is having a beneficial impact on their concentration and perseverance. Despite the many positive features, learning opportunities and pupils' personal development are limited by the predominantly formal teaching style.

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

#### **Grade: 1**

Excellent pastoral care helps pupils to feel extremely safe and happy. The school works well with parents and outside agencies to promote pupils' well-being. In particular, there are close links with specialist services dealing with autism, hearing impairment and dyslexia. Policies to ensure pupils' safety and well-being are securely in place. Academic guidance is equally strong. Pupils have targets for English and mathematics which are regularly reviewed so that they have a clear understanding of their achievements and what they need to do to improve further. Pupils are encouraged to evaluate their own success and are becoming skilled in doing so, especially in writing. In a Year 5/6 lesson pupils confidently explained what they had done to improve their story as a result of their editing and review of the first draft. Teachers' marking is thorough, successfully blending praise with guidance on what pupils need to do next to improve.

## Leadership and management

### Grade: 2

The school's performance has accelerated in the last year because of much better assessment arrangements, improved teaching and learning and the excellent academic guidance now provided. As a result, pupils are increasingly successful in reaching the challenging targets set for them. However, as these developments are relatively new, their full impact has not yet been seen in the results of Year 6 national tests. The headteacher has a clear vision for the school and the staff share his commitment to further school improvement. Information arising from effective self-evaluation and regular monitoring of teaching by the headteacher informs the school development plan which is clearly focused on raising standards further. Subject leaders work closely with the headteacher and welcome the support and training opportunities they receive. They support colleagues well but have had insufficient formal opportunities to check the quality of teaching and limited opportunities to visit other schools to broaden their experience. Governors provide strong support and, through close links with the school and regular contact with the staff, have the knowledge and confidence to ask challenging questions.

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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?	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 <sup>1</sup> 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	2
The attendance of learners	2
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?	1

<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>	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**

9 May 2008

Dear Pupils

Inspection of Woodseaves CofE (C) Primary School, Woodseaves, ST20 0LB

My colleague and I really enjoyed our visit to your school. Thank you for being so helpful and friendly. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. We found that your school provides you with a good standard of education.

Things we found out about your school.

- You make good progress in your work and standards at the end of Year 6 are above average.
- Your attendance is good; you behave well in school; you enjoy your lessons and get on very well with your teachers.
- Your work, especially in writing, has improved because the teachers are giving you very good advice about what you do well and what you need to do to improve further; you are becoming skilled in checking your own work.
- The teachers are making good use of ICT to help you learn and make lessons more interesting.
- You feel happy and safe in school because the teachers take extremely good care of you.
- Your headteacher and the adults in school work very well together as a team and are doing their best to make the school even better than it is now.

What we have asked your school to do now.

- Vary the way you are taught so that you have more time to work on projects together, working in teams, investigating and making choices.
- Make sure that children in the Reception class learn as much from the activities they choose themselves, as they do when working with the teacher.

You can help your teachers by continuing to work hard and behave well.

I wish you the best of luck for the future.

Mr D Mason Lead inspector

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