

# Woodside CofE Controlled Primary School

Inspection report

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<b>Unique Reference Number</b>	133350
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	316097
<b>Inspection dates</b>	4–5 February 2008
<b>Reporting inspector</b>	David Driscoll

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Martin Sharp
<b>Headteacher</b>	Jane Lindsay
<b>Date of previous school inspection</b>	30 June 2003
<b>School address</b>	Maypole Lane Grendon Atherstone CV9 2BS
<b>Telephone number</b>	01827 715507
<b>Fax number</b>	01827 713832

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<b>Age group</b>	4-11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average-sized primary school serves a village community. An average proportion of pupils are eligible for free school meals. Very few pupils come from a minority ethnic background and all are fluent in English. The proportion of pupils with learning difficulties and/or disabilities is average, as is the proportion with a statement of special educational needs. The school has had several changes of staff in recent years and some classes have been taught by temporary teachers.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Woodside is a satisfactory school, with strengths in the care and guidance it provides to ensure pupils' good personal development. Pupils' achievement is satisfactory. In most years, pupils join and leave the school with standards that are average. The standards of those pupils who left the school in 2007 were lower than usual, and they did not achieve as well because they had experienced many staffing changes during their time in school. The biggest decline was in science, because pupils' progress is not tracked as well as it is in English and mathematics, so the school was not able to deal with any emerging underachievement. Although teaching is satisfactory overall, there are big variations in its quality from class to class. Some classes are set challenging tasks and given just enough support to make sure that they can achieve their targets. In others, pupils are confused about what they are doing or spend too long waiting for help. This means that pupils will forge ahead in some years, before falling back in others.

Pupils receive good quality care, guidance and support. They quickly learn to work and play happily together in the Reception class, and this becomes a feature of life throughout the school. Pupils are invariably well behaved and they show a great deal of care for others. They work hard, are confident in putting forward their views and play a good role in the local and wider community. Above all, they are very well mannered and respectful with adults. Such attributes are a result of the school providing a safe environment where pupils are valued as individuals. All staff consistently send out the same messages of the correct way to behave and thoughtfulness for others, so there have been significant improvements in behaviour since the school was last inspected. While most parents are happy with what the school provides, a small minority of parents do not feel welcome at the school, or that their concerns are listened to, so they are unable to help their children as much as they would like.

Leadership and management are satisfactory. The headteacher has clearly identified the strengths and weaknesses in teaching, and is taking action to raise the quality of all lessons to that of the best. Important changes are being made to the curriculum, to ensure that it better meets the needs of middle ability boys, for example. Most changes have not yet had time to have a big impact on standards, so the curriculum is satisfactory. However, success is clear in Years 1 and 2 where standards of literacy and numeracy are slowly improving. The school's evaluation of its effectiveness is too generous because managers do not take enough account of the progress made by pupils when judging aspects such as teaching and the curriculum.

## Effectiveness of the Foundation Stage

### Grade: 3

Children start school with skills, knowledge and understanding broadly in line with the levels expected for their age. They make satisfactory progress to reach average standards by the end of their Reception Year, as a consequence of the sound teaching and curriculum they receive. The new staff team is satisfactorily managed. Good use is made of the very good accommodation to provide interesting and engaging tasks, although occasionally the timetabling arrangements mean that children are spending too long sitting on the carpet. There is a generally good balance between child- and adult-initiated activities to keep children learning and to develop their independence. Sometimes, however, more could be expected of the children, especially in relation to the development of their writing skills. Staff are developing good systems for checking how well children are progressing. The staff are very successful in helping children to settle into school quickly and consequently, children are happy and confident learners.

## What the school should do to improve further

- Ensure greater consistency in the quality of teaching between classes.
- Assess and track pupils' progress in science more accurately in order to address any emerging underachievement.
- Develop a more positive partnership with parents so they are able to better support the work of the school.

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

Children join the Foundation Stage with skills that are expected for their age. They make satisfactory progress, so standards on starting Year 1 are average. Standards are also usually average on leaving Year 6, as a result of satisfactory achievement. Progress is not consistent from year to year, however. In some classes, pupils make good progress, while in others it is slower. There is no clear pattern as to which classes make the most or least progress, because it depends on the quality of teaching the class receives, which has varied considerably with all the staff changes and as teachers are moved from class to class. The school has worked on the curriculum to try to ensure greater consistency. This has proved effective in tackling underachievement in literacy and numeracy, but progress is slower, although still satisfactory, in science, where pupils' skills in investigating are not as good as they could be.

## Personal development and well-being

### Grade: 2

'There's nothing not to like about this school' is a remark that encapsulates the very positive attitudes of most pupils. Their enjoyment of school is reflected in their enthusiasm and attentiveness in lessons and in their above average attendance. They are very polite and eager to make the visitor feel at ease. Pupils' behaviour has improved and is now good, with no exclusions in this academic year. Pupils feel that there is very little bullying and that staff deal with any incidents very quickly. Pupils' cultural and spiritual awareness is good and they are developing as reflective and thoughtful individuals. They make a good contribution to the community through their work as sports leaders and on the school council and the eco committee, although the latter is made up entirely of girls. Generally, pupils are keen to support each other and also those in the wider community. From the moment that they start school in the Reception class, children are aware of what they need to do to stay healthy. They enjoy eating healthy snacks, for example, and in all classes, pupils know the importance of exercising regularly. Pupils are developing satisfactory literacy and numeracy skills to equip them for the future.

## Quality of provision

### Teaching and learning

#### Grade: 3

Throughout the school, teachers have good relationships with their pupils and manage them well. As a result, pupils respect their teachers and look up to them as role models. With the

exception of these strengths, the main picture is one of inconsistency between classes, particularly in terms of how well pupils understand what they are supposed to be doing and how they are to do it. In a Year 1 lesson, for example, a friendly lion arrived to give the pupils sums to do. The pupils loved 'beating' the lion, especially when he was being sneaky and giving them really hard ones to work out. The teacher ensured that all pupils got just enough support for them to work things out for themselves, so all were successful at their own level. In contrast, a quarter of the pupils in a Year 3 class were left waiting for support, with their hands up for as much as 10 minutes, while other pupils were spoken to at length.

## **Curriculum and other activities**

### **Grade: 3**

Work planned for pupils is interesting and engaging. Sound planning for the basic skills of literacy and numeracy ensure that pupils make steady progress. Progress is slower in science, where planning is not so secure. There have been new developments in other subjects recently, but these have not been in place long enough to impact on standards. Currently there are exciting initiatives to link subjects through themes and topics, but sometimes the planning concentrates too much on the content at the expense of the development of skills, knowledge and understanding. Work in lessons is enhanced by a range of visits and visitors. Good links with the local specialist school language college mean that older pupils have the opportunity to learn Mandarin, Russian and French from visiting staff. There is a good range of clubs after school, which are appreciated by the pupils.

## **Care, guidance and support**

### **Grade: 2**

Strong pastoral care underpins pupils' good personal development. Every care is taken to make sure that pupils are valued and supported. This is evident from the moment that children step into the Reception classroom, where their smooth transition into school life is fostered by the caring staff team. Pupils with learning difficulties and/or disabilities have satisfactory support, with good links with outside agencies used well to help them further. All reasonable steps are taken to ensure that pupils are kept safe at school. Rewards have been used particularly well to encourage attendance, which is now much better than at the time of the previous inspection. There are good procedures in place to check how well pupils are doing in literacy and numeracy, and almost all staff use these well to give pupils clear guidance about what they need to do to improve their performance. However, in science, pupils' progress has not been tracked carefully and underachievement of some pupils has not been identified quickly enough.

## **Leadership and management**

### **Grade: 3**

The school's managers know what needs to be done in order to improve the school's performance and they have satisfactory skills needed to take it forward. The targets set for the school's performance are satisfactory, and results in 2007 were broadly in line with those expected. The checks made on teaching provide a highly accurate picture of its strengths and weaknesses, so the headteacher knows about the differences in quality, and resulting achievement, between classes. However, not enough account is taken of weaknesses, when weighing them against strengths, when judging the overall quality of teaching. Knowing what needs to be improved allows managers to identify most, but not all, of the main areas where action is needed. The

curriculum has been improved, for example to raise achievement in Years 1 and 2. Science does not form part of the school's priorities at present, despite this being an area in need of improvement. Partly this is because of staffing problems, and the school now has a coordinator in place who has clearly identified what actions need to be taken. Governors keep a tight control of the budget, but are not monitoring the effectiveness of their racial equality policy as they should. Parents are pleased with many aspects of the school's work and say that their children are very happy at school. There is, however, a small minority who do not feel comfortable contacting the school or that their concerns will be listened to.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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?	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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### 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	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	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?	3
How well are learners cared for, guided and supported?	2

<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	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**

6 February 2008

Dear Pupils

Inspection of Woodside Church of England Controlled Primary School, Atherstone CV9 2BS

Thank you for talking to us and helping us when we visited your school. We enjoyed our visit very much because you were so friendly and polite. You, and your mums, dads and carers, can be very proud of how well behaved you are and how hard you work. You go to a satisfactory school and generally do as well as expected. When you leave in Year 6, you have reached the levels that we expect you to for your age. Some classes do better than others, so we have asked the headteacher to make sure that all teaching is as good as the best, so you can all learn as quickly as each other. The people who run the school have a clear idea of where it does well and where things could be better, so they know what they have to do to turn it into a good school.

You are getting better at literacy and numeracy, especially in Years 1 and 2, but you could still do better in science. So we have asked your teachers to find out how well you are doing in science, so they can give you work that helps you learn more quickly.

Your teachers make sure you are safe at school and that you are well looked after. You told us that you are very happy at school, and like attending whenever you can. Some of your parents and carers do not like coming to school, because they are not sure that their questions will be answered. So we have asked the people who run the school to talk to them and make sure that they do not have any worries. You get lots of extra things to do at school, which help you stay fit and healthy. Most of you can already speak much more Chinese than the inspectors (I can only say 'hello'), and none of us speaks any Russian. The work you do on the school council and as sports leaders is really good, and the girls are making a big difference on the eco-committee. Come on, boys, get involved - it's not easy to save the planet on your own!

With all best wishes for your futures

David Driscoll Lead inspector

**Annex B**

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