

# Booth Wood Primary School

## Inspection report

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<b>Unique Reference Number</b>	119973
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	339570
<b>Inspection dates</b>	22–23 June 2010
<b>Reporting inspector</b>	Bob Roberts

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 of pupils on the school roll</b>	204
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Robert Hanabuss
<b>Headteacher</b>	Mrs Julie Harvey
<b>Date of previous school inspection</b>	17 January 2007
<b>School address</b>	Old Ashby Road Loughborough LE11 4PG
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and eight teachers were seen teaching. Inspectors held meetings with governors, leaders and managers and groups of pupils. They observed the school's work, and looked at the minutes of meetings, the school's strategic plan, records of teaching observations and other school documents. They considered the views reflected in the 37 parents' and carers' questionnaires that were returned as part of the inspection, and other questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the learning and progress of pupils, with a particular focus on writing
- how far the quality of teaching has improved since the last inspection
- pupils' personal development
- the effectiveness of leadership and management in securing improvement.

## Information about the school

Booth Wood is an average sized primary school serving the western side of Loughborough. The majority of pupils are of White British heritage. A small proportion comes from a range of other minority ethnic backgrounds. A very small number are at the early stages of learning English. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils with special educational needs and/or disabilities, including those with statements, is above average. Since the last inspection there has been a change of headteacher and deputy headteacher. The school holds the Sport England Activemark, a Healthy Schools award, and the intermediate level International Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

This is a satisfactory school which provides a happy and supportive environment for its pupils. Personal development is good in many respects. Since the last inspection some aspects of the provision have improved. Improvements are required in other areas and pupils' achievement remains satisfactory.

There are areas of significant strength. The quality of education and care in the Early Years Foundation Stage is good, helping ensure that children begin their school careers at the levels of development that are expected. It is the good quality care, guidance and support that is the real strength of the school, resulting in pupils enjoying coming to school and growing in confidence. Many of them benefit from the good individual support they need. Teaching is generally satisfactory, although some of it is good. Despite the recent focus on writing, not enough has been done to improve the standards of writing, through for example professional development and the monitoring of teaching in this area is insufficient. The curriculum is satisfactory and provides pupils with the experiences that they need. However, in planning a review of the curriculum, the school is rightly intending to ensure that learning is consistently interesting for pupils and that all subject areas reinforce the basic skills that they need.

After making good progress in the Early Years Foundation Stage, pupils make generally satisfactory progress through the school. Results show that pupils consistently reach levels of attainment at the end of Year 6 that are in line with the national average. Attainment levels in science are average and in mathematics they are slightly above average. However, in English attainment levels are consistently below average. Given their starting points, the overall achievement of pupils is satisfactory. In other respects pupils develop well and in several areas their development has improved. Their behaviour is good, both in classrooms and around school. Pupils feel safe and show a good understanding of the safety issues that might affect them. Punctuality has improved, as have levels of attendance although they remain low by comparison with national benchmarks.

In most respects the school's self-evaluation is very accurate, with a good understanding of its strengths and areas for development. The headteacher has been the key figure in leading improvements since her appointment and has the confidence of parents, staff and governors. Other leaders, many in the early stages of their leadership roles, are beginning to make useful contributions. The atmosphere is a very positive one, with a strong sense of pride in the school, and the capacity for further improvement is satisfactory.

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## What does the school need to do to improve further?

- Raise standards in literacy by
  - providing more focused professional development support for the teaching of literacy
  - rigorous monitoring and evaluation of the teaching of literacy.
- Involve subject leaders in a review of the curriculum in order to:
  - provide consistently stimulating contexts for learning
  - develop and embed basic skills across the curriculum.
- Improve attendance by:
  - working with parents and external agencies to develop a range of strategies to address specific issues in attendance
  - continuing to emphasise with pupils and parents the importance of attendance at school and providing suitable encouragement and incentives.
- About 40% of the schools whose overall effectiveness is judged satisfactory will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Children start Reception with skills and knowledge that are below those expected for their age in some areas of development and their attainment by the time they leave Reception for Year 1 is slightly above average, except in writing. Learning and progress through the school is satisfactory. Pupils show good attitudes and are keen to talk about their learning, such as the enthusiastic discussions seen in one lesson in which pupils were shown a science fiction film concerned with global conservation issues. Pupils show interest in current affairs which are used as the basis for some work, such as the writing tasks that stemmed from the World Cup in South Africa. Although pupils develop good skills in speaking and listening skills, standards in writing are low. There is no consistent difference between the progress of girls and boys. Overall, pupils at the school, including those with special educational needs and/or disabilities and the more able, are making satisfactory progress from their starting points and achievement is satisfactory. Pupils' personal and social development is good. They are supportive of each other in their learning. Pupils are very clear about why they should lead active lives and eat healthily. They admit to not always eating healthy choices out of school but love being active. They take advantage of many opportunities to carry out roles of responsibility, such as helping younger children, and enjoy them. They are very involved in community life through a range of charity events. Pupils enjoy school very much. Attendance figures remain low, but they are improving and pupils are now consistently punctual. Basic skills are not yet embedded across the curriculum sufficiently, although pupils say they are given opportunities to develop skills for life, such as handling money and cookery. Consequently, they are prepared satisfactorily for the next stage of their education.

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Pupils' spiritual, moral, social and cultural development is good. They find many things in their learning fascinating and are interested in the 'big questions about life'. They mix well across the year groups, have a clear understanding of right and wrong, and a good awareness of global issues and different cultures.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Inspectors could not agree with the school's own evaluation that the overall quality of teaching is good. While some good teaching was seen, the overall standard of teaching is satisfactory. There is a good range of resources available which are well used. Teachers have very good relations with pupils, and classrooms are positive working environments. There are satisfactory opportunities for pupils to apply their information and communication technology (ICT) skills to extend their learning. Lessons are effective in contributing to good moral and social development. Teachers arrange tasks to match different needs and teaching assistants work effectively with small groups of pupils. However, tasks tend to lack sufficient challenge and in some lessons there is insufficient clarity about what is going to be learnt. Teaching does not always focus on

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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what pupils are meant to be learning and assessment is not used to show pupils how well they have done in the lesson.

The curriculum meets statutory requirements. There is an appropriate emphasis on literacy and numeracy during most mornings, but the planning of the work that takes place in the afternoons does not sufficiently link other subjects to basic skills. The school is rightly planning to review its curriculum to address this issue, and to ensure that pupils are provided with consistently stimulating contexts for their learning. There is a suitable range of enrichment activities.

The quality of care, guidance and support has improved significantly since the last inspection. Close monitoring of pupils' welfare and effective communication with parents leads to well-organised care for specific groups of children, such as those lacking self-esteem and confidence or those with learning difficulties. A good range of outside agencies is used well to support these needs. The flourishing Breakfast Club provides a welcoming environment for pupils at the start of the day. Good transition arrangements familiarise children coming from the Reception class with the school and links with other schools ensure pupils are provided with the information they need before moving on. A considerable amount of work has gone into tackling low attendance and punctuality problems. These efforts have been successful with regard to punctuality and attendance levels are rising, although they remain low.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Since the last inspection, the headteacher has worked successfully to improve aspects of the provision and many of the personal development outcomes for pupils. Parents, staff and governors are very supportive of what she has achieved so far, bringing higher expectations and a new sense of confidence and ambition. This is typified in the aspiration within the words of a new school song, which pupils sing with vigour. Staff morale is good. Not enough is done, particularly to improve the quality of teaching and to raise standards in literacy. In planning a review of the curriculum, the school has an opportunity to harness the enthusiasm of new subject leaders and to develop their roles and leadership skills.

The ethos of the school is one in which all pupils are cared for and supported equally well and are encouraged to participate in all the school offers. More rigorous systems have recently been put in place to enable teachers to monitor the progress of pupils,

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and particular groups of pupils, more effectively. The governing body has been through a period of regeneration and is now ready and keen to take a more proactive role in monitoring the work of the school. Returns from the parents' and carers' questionnaires reflect the good partnership that has been established. The school works hard with a range of agencies to ensure pupils are well protected and there is a comprehensive range of policies and documentation supporting good safeguarding practice. Very good work has been undertaken to promote community cohesion at various levels. The school celebrates the diverse backgrounds of its pupils and has strong links with schools in Bangladesh and Brittany.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## **Early Years Foundation Stage**

Children settle into school life quickly. They show respect for each other and a good level of independent cooperation. Their behaviour is responsible, focused on learning, and safe. They move between activities without fuss or time wasted. Relationships between adults and children are calm and supportive. Effective communication with parents ensures their involvement in learning, through opportunities such as 'Chatter Matters' and the Family Learning Team. Parents are relaxed and confident in discussing their children's learning. Children make good progress. Structured, well-organised, and creative planning enables children to develop their independence. They show concentration on what they are doing and a remarkable understanding about different cultures around the world.

There is good sharing of ideas between all the adults involved. Occasionally, teaching assistants sometimes manage the learning too much, rather than leading and initiating



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learning. The leader of the Early Years Foundation Stage models good, safe practice in promoting children's welfare and fulfils all statutory requirements. Self-evaluation, including feedback from governors' visits and from children themselves, is used to plan the next steps in children's development. There is effective and continuous assessment of progress through means such as learning logs, leading to targeted support for individuals.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

A very large majority of the questionnaires were positive in their views about the school. Some had written comments added. There were three expressions of concern about standards but no other clear threads. Inspectors did follow up two particular concerns relating to individual pupils and judged the school's actions to be suitable and reasonable.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Booth Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	62	14	38	0	0	0	0
The school keeps my child safe	23	62	13	35	1	3	0	0
The school informs me about my child's progress	16	43	18	49	3	8	0	0
My child is making enough progress at this school	15	41	19	51	2	5	0	0
The teaching is good at this school	19	51	17	46	0	0	1	3
The school helps me to support my child's learning	20	54	13	35	3	8	1	3
The school helps my child to have a healthy lifestyle	19	51	16	43	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	43	17	46	2	5	2	5
The school meets my child's particular needs	17	46	16	43	1	3	2	5
The school deals effectively with unacceptable behaviour	19	51	15	41	1	3	1	3
The school takes account of my suggestions and concerns	16	43	16	43	4	11	0	0
The school is led and managed effectively	19	51	15	41	2	5	0	0
Overall, I am happy with my child's experience at this school	22	59	14	38	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 June 2010

Dear pupils,

Inspection of Booth Wood Primary School, Loughborough, LE11 4PG

As you know your school was inspected recently and this letter is to let you know the results of that inspection. First, I want to thank you for making us feel welcome when we came. We enjoyed meeting and talking to many of you. You were a credit to the school.

Booth Wood is giving you a sound education and, by the time you leave, most of you reach standards close to those that are normally expected. You told us that you enjoy coming to school and that you feel very safe and secure. We saw you happy and behaving well, and many of you taking care of others. You are learning to live healthily, safely, and you are growing up appreciating the world in which we all live. Many of you are making a good contribution to the life of the school and the surrounding community.

There are some things that we feel the school needs to improve. We have asked the headteacher and all the adults who look after you to do three things:

- help you make better progress in your writing skills. You can help by doing your best.
- make sure that you are given interesting things to do in all subjects which will help you develop all the skills you need in life
- encourage you, with the backing of your parents, to come to school every day, because attendance at school is so important.

We hope that you continue to enjoy school and play your part in its future life.

Yours sincerely

Bob Roberts

Lead inspector

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