

Woolden Hill Community Primary School

Inspection report

Unique Reference Number	120048
Local Authority	Leicestershire
Inspection number	358676
Inspection dates	5–6 October 2010
Reporting inspector	Christopher Parker

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 of pupils on the school roll	173
Appropriate authority	The governing body
Chair	Mr Pat Kelly
Headteacher	Mrs Coleen Shepherd
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The majority of the inspectors' time was spent in lessons, observing learning. Fifteen lessons, taught by eight teachers, were observed. Meetings were held with pupils; the headteacher and the senior leaders; teachers; and the Chair of the Governing Body. The inspectors looked at a range of documentation and a sample of the pupils' work. Questionnaire responses from pupils, staff and 60 parents were analysed.

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

- How well are pupils learning and making progress in mathematics?
- How effective is the support for pupils with special educational needs and/or disabilities?
- How effectively do children in the Early Years Foundation Stage learn and make progress through activities that flow from indoors to the outside area?

Information about the school

This is a slightly smaller-than-average primary school. The very large majority of pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is in line with the national average. The school has a Healthy School Award.

The school is part of a hard federation with Richard Hill Primary School. A single governing body oversees the work of both. One headteacher leads and manages both schools with the support of a deputy headteacher on each site.

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

The school provides a satisfactory education for its pupils. Overall, achievement is satisfactory. Attainment is average, although too few pupils reach the levels of attainment that they should in mathematics. While teaching in some lessons is good, much is satisfactory. Pupils make good progress in well-focused lessons, but in others tasks are not based securely enough on what they already know to generate rapid progress. In some lessons not enough is expected of the pupils. Consequently, they make satisfactory progress which varies from year to year and between subjects. Progress in mathematics is slower than in reading and writing.

The children make a good start in the Reception class. They are well taught in a stimulating classroom where activities flow freely into the outdoor area. The pupils in Years 1 to 6 concentrate and respond positively in lessons. They deal well with the distractions of working alongside other classes engaged in different activities, in open connecting areas. Behaviour in lessons and around the school is good. In conversation, the pupils say they feel safe in school and parents unanimously agree. The pupils have a good knowledge of how to stay fit and healthy. They make a good contribution to the school community, which is harmonious and orderly. These good aspects of the pupils' personal development result from the interesting visits, visitors and themes that the school adds to its curriculum. The curriculum provides opportunities for the pupils to extend and develop their writing in other subjects, but there are few examples of pupils using and applying their mathematical skills in a range of contexts.

Partnerships with parents are good. The large majority of parents are happy with their children's experience at the school. The school makes very effective use of whiteboards on external walls to provide parents with up-to-date information.

The headteacher, senior staff and governors share a desire to raise attainment. Their self-evaluation of the school's performance is accurate, but the monitoring of the quality of provision, and of its impact on the outcomes for the pupils, does not provide the detailed analysis required to ascertain what is particularly effective and what is not bringing the desired improvement. Changes made to, for example, planning and target setting are not incisively evaluated. Consequently, the efforts made to accelerate progress and raise attainment are felt to be disproportionate to the improvements seen in the school's performance. Nevertheless, the leaders and managers have a determination to strive for further improvements. The school's capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good throughout the school, by ensuring that:

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- work is well matched to the needs and abilities of all groups of pupils
- there are high expectations of what pupils will achieve in every lesson.
- Accelerate progress and raise attainment in mathematics so that, by the end of Year 6, nine out of 10 pupils reach the expected level and half reach the higher level by 2012, by ensuring that:
 - teaching takes full account of what pupils already know and are able to do
 - the pupils have a good range of opportunities to use and apply their numeracy skills across the curriculum.
- Improve the effectiveness of monitoring activities by ensuring that they are always sharply focused on evaluating the impact on the learning and progress of the pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

The pupils are achieving satisfactorily. The children start school with skills and abilities slightly below those expected for their age. They make a good start in Reception class. While they subsequently make good progress in some lessons, progress in others is satisfactory. As a result, attainment by the end of Year 6 is average. This had been the case for a number of years, but in 2009 it fell sharply. Attainment then recovered in 2010 to slightly above average because of a stronger performance in English. Attainment and progress in mathematics has consistently been weaker than in English, and improvements in English have widened the gap.

In a lesson in Year 6, the pupils made good progress when extending their use of compound and complex sentences. The teacher made her expectations clear and provided appropriately challenging tasks for all of the groups within the class. The support for pupils with special educational needs and/or disabilities was also effective. In other lessons, while work is planned for different groups within the class, it is not sufficiently rooted in what they can already do and what they need to learn next to accelerate their progress. Consequently, they make satisfactory rather than good progress.

Pupils with special educational needs and/or disabilities are making secure progress at the pace expected of them because of the support they receive through small-group work in English and mathematics.

Many pupils enjoy the good range of extra-curricular opportunities that the school provides. The pupils have a good understanding of staying healthy, and in conversation are able to talk confidently about the healthy choices they make as a result of what they have learned at school. The school council plays an important role in representing the views of pupils, and older pupils take on responsibilities such as being junior road safety officers.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The teaching is satisfactory. It is strongest for the youngest and oldest pupils, where they make good progress in lessons. Elsewhere, there are variations and inconsistencies that result in the pupils making progress in line with expectations, rather than exceeding them. In some lessons, too much emphasis is placed on links to whole-school targets rather than teachers using their knowledge of the pupils to tailor tasks to the needs of groups and individuals. The link between assessment and planning is not as productive as it should be. Some lesson plans, although catering broadly for different abilities, lack clarity about how all groups of pupils will learn new knowledge and skills. In some lessons, expectations of how much pupils will achieve, and the care they will take in presenting their work, are not high enough. While the teaching is conscientious, it is not generating the momentum to accelerate the progress the pupils make to a consistently rapid pace.

The teachers try to make the best of the space available to them. The size and shape of some teaching areas constrains the range of activities that they can plan. Although timetabled each week, pupils bemoan the limitations placed on activities in, for example, art and music by the cramped nature of the space available in some of the teaching areas.

The curriculum is satisfactory. It provides pupils with a good range of extra-curricular activities and there are many visits and visitors that enhance their learning, particularly in extending their awareness of other cultures and in staying safe and healthy. Teachers are making effective links between subjects in order to create more coherent learning

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opportunities for pupils, but they have too few opportunities to use and apply their numeracy skills in a range of contexts.

A caring and supportive ethos is evident throughout the school. As a result, relationships between the pupils and their teachers are positive. Behaviour is well managed. Support for pupils with special educational needs and/or disabilities is appropriately deployed. The school works conscientiously to remove barriers encountered by a few pupils through good links with support agencies.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and senior staff are keen to make improvements. The school has responded positively to the issues from the last inspection, and pupils' progress is now rigorously tracked and thoroughly analysed. Each pupil's progress is discussed in detail at meetings between senior leaders and the class teachers. The progress of all groups is carefully considered, illustrating the school's commitment to equality of opportunity.

The analysis of pupils' progress provides the key priorities for improvement set out in the school development plan. While there is a strong desire to move forward on many fronts, the checking of planning, scrutiny of pupils' work, interviews with pupils and the monitoring of teaching are not sharp or incisive enough to provide information about what is effective and what is not. Too many of the records of these activities simply reflect what was seen and heard, rather than evaluating whether there was a resulting improvement in their learning and progress.

The governing body ensures that statutory responsibilities are met. They have made improvements in the staffing structure to provide leadership at all levels in both schools, but this has yet to result in improved outcomes for pupils. Governors visit the school and are in the process of agreeing a programme and structure for regular monitoring visits. They are very aware of the challenges facing the school and rightly see raising attainment as a priority. Safeguarding procedures are satisfactory.

The school satisfactorily promotes community cohesion. It is successful in developing a harmonious community within school. The pupils' horizons are extended by multicultural activities and topics within the curriculum that focus on contrasting localities and cultures.

Partnerships with parents are good. They are regularly consulted through questionnaires and kept well informed through newsletters, information evenings and daily information posted on external notice boards. Partnerships with agencies provide an effective range of

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additional support for those pupils with specific needs. Other links, such as those with the school nurse, enhance pupils' understanding of healthy lifestyles.

These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage benefits from good, knowledgeable and well-focused leadership which places a high priority on the learning, care and welfare of the children.

The children make good progress in the Reception class. They approach activities confidently, and clearly enjoy the activities provided for them. At an early stage in the school year they are already familiar with the routines. They are making choices about which activities to pursue and many show that they can concentrate for long enough to complete them. This was the case when pairs of children used software to create faces on the computer, and when others were building with construction toys.

The adults continually note the progress made by the children in the wide range of activities available to them. Assessments for those children in the Reception class last year show that they made good progress and, as a result, achieved a secure level of development.

Teaching is good, and helps the children to learn effectively in the stimulating and well-managed classroom. Their knowledge of the world around them is consistently developed by the adults, who constantly encourage and question. This was evident in the activities about autumn, whether counting conkers or baking bread with the nursery nurse. Activities flow freely and effectively from indoors to outside. The outdoor area has a good range of resources that encourage the children to explore, for example, musical instruments. The adults develop the children's learning well in the outdoor area.

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There are good links with parents fostered through a wide range of information displayed at the entrance to the classroom, which is updated every day so that parents are kept well informed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

The response to the inspection questionnaire was similar to that found in other primary schools. Most parents are happy with their children's experience at school. A few parents disagreed that the school deals well with unacceptable behaviour. Inspectors found behaviour to be good in most lessons, and discussions with pupils confirmed that most behave well and that learning is rarely disrupted. The school deals appropriately with the small number of pupils who, from time to time, misbehave.

A few parents made additional comments on their questionnaire responses indicating that they felt that their child could be making more progress. The inspectors looked into this, and have asked the school to take steps to improve teaching and accelerate progress, particularly in mathematics.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woolden Hill Community 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 173 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	50	28	47	1	2	1	2
The school keeps my child safe	23	38	37	62	0	0	0	0
My school informs me about my child's progress	12	20	44	73	4	7	0	0
My child is making enough progress at this school	10	17	40	67	6	10	1	2
The teaching is good at this school	9	15	47	78	2	3	0	0
The school helps me to support my child's learning	12	20	45	75	2	3	0	0
The school helps my child to have a healthy lifestyle	17	28	38	63	5	8	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)	14	23	37	62	3	5	0	0
The school meets my child's particular needs	9	15	41	68	3	5	3	5
The school deals effectively with unacceptable behaviour	11	18	37	62	8	13	2	3
The school takes account of my suggestions and concerns	8	13	41	68	5	8	0	0
The school is led and managed effectively	16	27	38	63	3	5	0	0
Overall, I am happy with my child's experience at this school	16	27	40	67	2	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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



7 October 2010

Dear Pupils

Inspection of Woolden Hill Community Primary School, Leicester, LE7 7ES

Thank you for taking the time to talk to me and my colleagues. Your school provides you with a satisfactory education. You are able to learn in a friendly atmosphere where you feel safe and are confident to express your views. When we visited your lessons we found that some of you were set work that was a bit too easy, and for others it was a bit too hard. As a result, you do not always make as much progress as you should. We have asked the teachers to make sure the work is just right for each of you.

A few of you told us that you felt you could do better in mathematics. We agree, and have asked the teachers to give you more opportunities to use and extend your numeracy skills in a range of interesting activities. You can all help by working hard in mathematics lessons. Overall, you are making the progress expected of you. We would like to see you all making good progress, so that more of you reach higher standards by the time you get to the end of Year 6.

The school provides a satisfactory curriculum with a good variety of things you can do, both in and after school. Taking part in these activities means that in some ways you are developing well. For example, you have a clear understanding of the importance of staying safe, and of a healthy lifestyle.

The headteacher and senior leaders want the school to get better and better. In order to do this, we have asked them to look very closely at what is really helping you to learn and make progress, and at where improvements could be made to help you make even faster progress. When they have done this, they will be able to make changes that help you to improve more quickly.

We wish you well in the future.

Yours sincerely

Christopher Parker

Lead inspector

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