

Woolden Hill Primary School

Netherfield Road, Anstey, Leicester, LE7 7ES

Inspection dates 1–2 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Leaders, managers and governors have not addressed serious shortcomings in the school's effectiveness. They have been ineffective in driving forward improvements since the last inspection.
- Pupils' achievement is inadequate because there is too much teaching that is weak and requires improvement. Teachers do not expect enough of pupils. The management of teachers' performance has not led to enough improvements in classroom practice.
- Too many pupils do not make enough progress in English and mathematics, and the proportions making good progress in reading, writing and mathematics remain well below average.
- Support for pupils with additional learning and behavioural needs lacks consistency, and the effectiveness of the provision is not monitored carefully enough.
- Occasionally pupils have negative attitudes to learning and this disrupts the flow of lessons.
- Governors have not asked searching enough questions, or held the school to account, for the pupils' achievement. They have not shown a good enough understanding of the school's weaknesses or taken enough action to improve it.

The school has the following strengths

- The Early Years Foundation Stage is a strength of the school. Staff have high expectations and children are very responsive because they are treated with warmth and encouragement.
- The school supports pupils facing personal difficulties well and specialist staff ensure that pupils feel safe and are fully included within the school.

Information about this inspection

- Inspectors observed 17 lessons, of which four were joint observations with the headteacher. In addition, the inspection team made a number of other short visits to lessons, including a walk around the school to look at behaviour and were present for two assemblies.
- Inspectors met with two groups of pupils including school councillors, the chair of the governing body, a local authority representative and school staff, including senior and middle leaders.
- Inspectors took account of the 17 responses to the online questionnaire (Parent View) when carrying out the inspection, and also spoke to parents outside school. Responses to staff questionnaires were also checked.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on pupils' current progress, planning and monitoring documents, and records relating to behaviour, attendance and safeguarding.

Inspection team

Aune Turkson-Jones, Lead inspector

Additional Inspector

Christopher Crouch

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is smaller than the average primary and the majority of pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through School Action is well below average. However, the proportion of those pupils supported at School Action Plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the Pupil Premium, which is additional government funding provided for looked after children and those known to be eligible for free school meals, is well below average.
- Provision for children in the Early Years Foundation Stage is in the Reception class.
- The school is part of a 'hard federation' with Richard Hill Primary School. This means that the headteacher and the governing body share responsibility for both schools.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school uses its own facilities to teach pupils and does not make use of any alternative provision.

What does the school need to do to improve further?

- Improve the quality of teaching and the achievement of all pupils in English and mathematics by making sure that teachers:
 - make better use of assessment information to plan lessons that meet the needs and abilities of all pupils so that they are more engaged in their learning
 - check progress closely to make sure that the pupils have work that is demanding enough
 - mark pupils' work regularly to show them more clearly how they can improve
 - expect more of pupils
 - provide more opportunities for pupils to use their literacy and numeracy skills when learning in other subjects, especially by providing tasks where pupils can write at length.
- Improve the capacity of leaders and managers to sustain improvement by:
 - linking the quality of teaching seen in lessons with pupils' progress and actual results
 - working closely alongside teachers to improve what they do by sharing good practice and coaching them
 - developing improvement plans that have a sharper focus on raising standards in writing and mathematics, including setting more demanding targets for improvement
 - developing more thorough systems to check the school's work.
- Improve the effectiveness and impact of governors by:
 - making sure that the governing body becomes more active and asks searching questions about the quality of teaching and how well different groups of pupils are doing
 - providing more training for governors so that they develop their understanding of the school's data and can easily identify when pupils are underachieving.

Inspection judgements

The achievement of pupils

is inadequate

- All groups of pupils, despite some individual successes, make inadequate progress because of inconsistencies in teaching and insufficient support in developing their literacy and numeracy skills. Although pupils are generally keen to learn, teachers do not always check the depth of their understanding sufficiently to ensure that everyone has fully understood.
- Standards by the end of Year 2 are below average and falling. Standards by the end of Year 6 have followed a similar pattern, and in spite of a slight improvement in recent Year 6 results, the school has been unable to reduce the gap in pupils' attainment compared with all pupils nationally.
- Reading standards are below average at the end of Year 2 and they are now average in Year 6 following recent improvement. However, reading is not taught as effectively as it could be in most year groups.
- Children enter the Early Years Foundation Stage with skills and abilities typical of their age and most reach the goals expected by the time they enter Year 1.
- Some pupils are beginning to benefit from the additional input of skilled support staff, but these improvements are not evident for all groups of pupils consistently in all classes. One-to-one support and small booster groups are beginning to have an impact on improving pupils' reading and writing skills.
- The small number of pupils known to be eligible for the Pupil Premium funding do not make enough progress, mainly because work is not always well matched to suit their needs and, in some cases, is not hard enough. This is despite the extra support many of these pupils are receiving and so the gap in results between them and others is not reducing significantly.
- Pupils supported at School Action Plus or with a statement of special educational needs make inadequate progress. This is because teachers do not always provide suitable activities for them and so pupils miss chances to learn more.

The quality of teaching

is inadequate

- The quality of teaching is inadequate. Too few lessons are good or better and some are inadequate. This means that pupils do not make sufficient progress in learning key skills.
 - Typically, teaching does not enable enough pupils to learn well because:
 - teachers do not plan work for different abilities and groups in the class
 - teachers do not expect enough of pupils and often set them unchallenging tasks
 - checks on progress during lessons are not thorough enough and some pupils who do not understand the work become restless, losing interest and concentration
 - marking does not always contain enough detail or information on how pupils can improve their work.
 - Teachers' confidence in using information about the progress pupils make varies. Often teachers set work for everyone in the class at the same level and this restricts the progress pupils make.
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- There are inconsistencies in teachers' understanding of how to develop pupils' literacy skills effectively. For example, teachers do not always ask pupils to write their answers in full sentences or pay close enough attention to spellings and grammar. Because of this, pupils do not improve their written work at a fast enough rate, both in English and in other subjects.
- Pupils make good progress in a small minority of lessons where assessment is used well and teachers plan carefully so that work is suitably matched to the different abilities in the class. Interesting activities engage and motivate the pupils and they have frequent opportunities to explain and use what they know. In the Reception class the children were constantly encouraged to talk about what they were doing and the staff asked them questions which made the children think hard about what they had learned.
- In some classes, the active involvement of support staff plays a positive role even when the teaching is weak and enables at least some pupils to make progress.

The behaviour and safety of pupils requires improvement

- Behaviour and safety requires improvement because the attitudes to learning of some pupils are not consistently positive and, when their interest wanes in lessons, they can disrupt learning.
- Otherwise, most pupils behave well and generally enjoy their learning, particularly where teachers make lessons interesting and pupils understand what is expected of them.
- Most teachers manage behaviour well and a climate of mutual respect is evident in the school. There are some inconsistencies in the management of behaviour and in the way in which staff apply the school policy.
- The majority of staff expressed no concerns about poor behaviour. Parent responses were also positive about behaviour in the school.
- Pupils have a good understanding of different types of bullying and say that incidents are rare and generally dealt with well by the staff. Pupils say that they feel part of the school and are known and treated as individuals.
- Pupils say that they feel safe in the school and if they have any worries or concerns, there is always someone on the staff who they can talk to. Pupils facing difficulties are well supported by specialist staff within the school.
- Attendance is average and pupils say that they enjoy being in school. Pupils are punctual, polite and happy to come to school. School councillors express their pride in being elected to their roles.
- Generally pupils are well mannered and give thoughtful responses when given the opportunity to reflect on spiritual or moral issues during assemblies or lessons. They show a genuine interest in the views of others.

The leadership and management are inadequate

- School leaders have failed to secure essential improvements and, as a result, pupils' achievement in reading, writing and mathematics is declining.
 - Leaders and managers have been unrealistic about the school's performance and do not demonstrate sufficient capacity to improve. In particular:
 - the monitoring and evaluation of the quality of teaching has not been sharp or thorough enough and, in spite of staffing changes, the quality of teaching has declined
 - school improvement plans lack sufficient detail and do not focus on raising attainment in English and mathematics
 - targets for improvement are not demanding enough and standards have not risen significantly
 - self-evaluation lacks precision and has not been sufficiently focused on raising attainment
 - issues identified at the last inspection have not been addressed successfully.
 - Subject leaders of English and mathematics are new to their positions and it will take time for them to be able to demonstrate an impact on improving pupils' reading, writing and mathematics skills.
 - Leaders and managers do not focus sufficiently on improving the quality of teaching. Although performance management is becoming more closely linked with good quality teaching and professional development, systems are in their infancy and have made no impact on the overall quality of teaching.
 - The local authority has been active in its support for the school. Officers of the local authority have made several visits, each with a clear focus on aspects of improvement. The local authority's good advice on how to improve the quality of teaching and bring about improvements has not always been followed or acted upon by school leaders. The impact of this support has been reduced greatly as a result.
 - The school's federation with another local school is well established and staff are able to share expertise across both schools. This has provided some support for staff but its effect on driving up standards has been limited.
 - Pupils enjoy the different topics which they study as part of their range of subjects and are beginning to make links across them. However, plans used across the school fail to enable pupils to practise all of their skills and this has limited their achievements, particularly in writing.
 - Staff are positive about the atmosphere in the school which creates a caring community. The school works successfully with agencies and support partners to address pupils' and their families' individual pastoral needs. This means that all pupils are effectively included and the school promotes equality and tackles discrimination appropriately.
 - Safeguarding meets current government requirements and the school carries out the necessary checks on staff to ensure their suitability to work with children.
 - **The governance of the school:**
 - Governors do not ask sufficiently searching questions about the school's work, or show enough knowledge of its weaknesses. Although governors are beginning to become more actively involved, and spend more time in and around the school, their
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knowledge and understanding of some of the essential aspects of how to improve are limited.

- Governors do not yet effectively hold the school to account for all areas of pupils' achievement and show limited understanding of data on their attainment and progress. Despite the declining achievement across groups of pupils, the governing body has not been robust enough in tracking the effectiveness of the school's use of funding, such as the Pupil Premium.
 - Governors have been unquestioning of the headteacher's reports to them and, although they understand that there have been staff changes and some inconsistency among the teaching staff, they do not have a detailed picture of the current quality of teaching.
 - Governors are not sufficiently aware of how performance management has been used to improve teaching, or how this is linked to pay increases and the promotion of staff.
 - Governors have made assumptions about the actions taken following local authority and other advisers' work with the school and not always checked on the extent to which advice has been followed or whether it has had an impact.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	120048
Local authority	Leicestershire
Inspection number	405905

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	186
Appropriate authority	The governing body
Chair	Pat Kelly
Headteacher	Coleen Shepherd
Date of previous school inspection	5 October 2010
Telephone number	0116 2362154
Fax number	0116 2362154
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