

Woolaston Primary School

Netherend, Lydney, Gloucestershire, GL15 6PH

Inspection dates 2–3 October 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Teaching across the school is consistently good and some is outstanding. As a result, pupils achieve well and standards are above average.
- The Reception class provides a stimulating environment and firm foundation for all pupils at this important phase of their education.
- Teaching assistants are deployed well throughout the school to give targeted support to individuals and groups. Consequently, all groups make good progress.
- Pupils enjoy coming to school and speak with enthusiasm about both their learning and the range of activities the school provides.
- Most parents have positive views about the school and agree that it is a safe place in which to learn.
- All leaders and managers, including governors, are ambitious for continuous improvement of the school.
- Pupils typically behave well in lessons and around the school. They have positive attitudes to learning.

It is not yet an outstanding school because

- Achievement in mathematics is weaker than in reading and writing.
- Leaders in charge of subjects are not fully involved in the development of good practice across the school, especially in relation to mathematics.

Information about this inspection

- Inspectors observed 11 lessons and carried out joint observations with both the headteacher and members of the senior team.
- Inspectors listened to pupils read and talked to groups of pupils about their work and attitudes to learning. They looked at pupils' work in exercise books across a range of subjects.
- They met with the headteacher, other school leaders and members of the governing body to explore the impact of leadership and management at all levels on pupils' learning and outcomes.
- Inspectors spoke to parents and carers at the start of the school day and took account of the 37 responses to the online questionnaire (Parent View) as well as written comments submitted by parents during the inspection. Returns to the staff questionnaire were also considered.
- The lead inspector met with a representative from the local authority to find out about the ways in which it supports the school.
- Inspectors observed the school's work and looked at a number of documents, including the school's data on the progress of pupils, planning and monitoring documentation, records relating to behaviour and attendance and evidence relating to safeguarding.

Inspection team

Marion Hobbs, Lead inspector

Additional inspector

Terry Mortimer

Additional inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school situated between Chepstow and Lydney and close to the Forest of Dean.
- Most pupils are of White British heritage.
- The proportion of pupils supported by the pupil premium has risen over the past three years but is still below the national average. This is additional funding for looked after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services.
- The proportion of disabled pupils and those with special educational needs supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- All six classes in the school are taught in mixed-age groups, including the Reception year.
- The school operates a daily breakfast club and after-school service.
- The school meets the government's floor standard, which sets out the minimum expectation for pupils' attainment and progress.

What does the school need to do to improve further?

- Accelerate progress in mathematics so that achievement in this subject is as good as that in reading and writing by:
 - providing opportunities for pupils to practise and refine their mathematical skills in different subjects
 - giving pupils more chance to explore and find out things for themselves.
- Improve leadership and management by:
 - increasing the skills of subject leaders in observing the impact of teaching on learning across the school, so that they can be fully involved in developing best practice, particularly in mathematics.

Inspection judgements

The achievement of pupils is good

- Most pupils join the Early Years Foundation Stage with skills generally below those typical for their age. Good teaching helps them to make good progress, especially in reading and writing, so that they are well prepared to start Key Stage 1 at the end of the Reception year.
- Continuing good progress is reflected in attainment at the end of Key Stage 1, which is increasingly above average in reading and writing and mathematics.
- Most groups of pupils, including those eligible for the pupil premium, make better progress than typically expected. Those eligible for the pupil premium attain at a similar level to their peers.
- Disabled pupils and those with special educational needs also make good progress, often in line with their peers.
- The school has strong systems for tracking pupils' achievement and this information shows that all groups across the school make good progress. Pupils are known individually so that extra support is tailored effectively to need and pupils are well prepared for important milestones in their education.
- Pupils are keen and enthusiastic about their learning. 'It gets better and better,' one Year 5 pupil told an inspector. Pupils read well and take full advantage of the wide range of high quality fiction available to them through the class and school libraries.
- Standards in all subjects at Key Stage 2 show a steadily rising pattern of attainment over time and are now above average. Mathematics is slightly behind reading and writing. The school is well aware of this and is putting in place effective strategies to close the gap.

The quality of teaching is good

- Teaching is consistently good throughout the school, with some examples that are outstanding. Teachers have high expectations and use questioning and pace effectively to support good rates of progress for all groups. Pupils' learning is based on a range of interesting topics, for example Groovy Greeks, Rainbow Fish and The Magic Travel Machine, and these provide a stimulating basis from which pupils are able to develop their skills across a range of subjects.
- Teaching and learning are seen as a journey through school in the six mixed-age classes from Discovery in the Reception year to Apollo in Years 5 and 6. Pupils enthuse about the rocket mural in the playground that visualises this concept.
- However, pupils' progress in mathematics is held back by too few opportunities for pupils to explore and find out things for themselves.
- A highly positive attitude is evident in all classes. Teachers and other adults create a positive climate for learning so that pupils are interested and enthused. An example of this was seen in the Year 5/6 class, where the teacher transformed herself into the role of an Ancient Greek in order to help pupils explore distances between City States.
- Experienced and effective teaching assistants provide good quality support for those pupils who need extra help. They work closely with teachers, giving support both in and out of the classroom for disabled pupils and those with special educational needs. They also support those eligible for the pupil premium. This helps to ensure that all groups of pupils make good progress and achieve well.
- Learning and progress are assessed regularly across all key stages, including the Early Years Foundation Stage. There is good quality dialogue between teachers and pupils about how to develop their work and take it to the next level.
- Homework is set that is appropriate to the needs of different pupils and in relation to the topic the class is studying.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning. They are keen to get on with their work and show eagerness and endeavour. Behaviour for learning is not yet outstanding as pupils' attitudes to learning are not exemplary at all times.
- Pupils' relationships with teachers and the other adults who help them are very positive. Pupils are polite and courteous. They respond quickly to staff instructions and this means that lessons proceed smoothly and with very little low-level disruption.
- Parents and carers are positive about all aspects of the school's provision and appreciate the range of activities that the school offers.
- Pupils speak with pride of their school; 'it's exciting' and 'it's fun' were typical of comments given to inspectors.
- Pupils are equally positive about their experiences at school. They have a clear understanding of different forms of bullying, including that which may be encountered through social media and the internet.
- Pupils have a good understanding of how to keep safe and are confident that any issues they raise will be dealt with swiftly.
- Attendance is broadly average. Absences are followed up promptly as a matter of course and the very low numbers of exclusions relate to individual pupils with particular needs.
- Pupils are confident, happy and well prepared for the next stage of their education.

The leadership and management are good

- The headteacher, senior leaders and governors consistently communicate high expectations and ambition for school improvement.
- Teaching, learning and pupils' progress are monitored regularly and effectively by the headteacher and her senior team. A robust system of performance management for teachers is linked to pupils' outcomes as well as to the training needs of teachers and this is impacting on the progress of all pupils.
- Subject leaders are not fully involved in developing best practice in teaching and learning across the school. Senior leaders recognise that there is scope to develop the skills of subject leaders in observing the impact of teaching on learning, and this is now being tackled.
- Leaders and governors have a clear and accurate view of the school's strengths and weaknesses and are swift to address any identified area of need. Governors work closely with the school to ensure that funding is available and effective in supporting provision.
- The local authority provides appropriate and effective support to help the school move forward.
- The importance of literacy and reading for pleasure is very much at the centre of the school's work. High quality class libraries, along with a bright and attractive school library, help all pupils to develop their skills and interests in reading.
- Pupils develop their skills across a range of subjects through exciting and stimulating topics. The school has also made good use of the additional government funding for sports by working with a local team of specialists whose objective is to work with each class and to train teachers, thus broadening the range of activities available.
- Pupils' spiritual, moral, social and cultural development is well supported both by their topics of learning and regular events such as 'singing assemblies' for each key stage.
- The school deploys pupil premium funding effectively and this is reflected in the steadily rising pattern of achievement over time in English and mathematics.
- The school works well with parents and carers to ensure positive benefits for pupils.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- **The governance of the school:**
 - Since the last inspection, governors have worked hard to become a strong and effective body who understand their roles and responsibilities well and are able to provide robust support and

challenge to the school. They take full advantage of training from the local authority in order to enhance their contribution. Governors hold the school closely to account for its outcomes and have a thorough understanding of progress data for all groups and cohorts within the school and the quality of teaching. They manage the school budget effectively and ensure that additional government funding, such as the pupil premium, is targeted appropriately to need. Governors involve themselves fully in the recruitment of high quality candidates to further strengthen teaching and learning. School improvement and improved outcomes for all pupils are very much at the heart of all that they do.

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	115559
Local authority	Gloucestershire
Inspection number	426754

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	153
Appropriate authority	The governing body
Chair	Steve Woodley
Headteacher	Rosalind Escott
Date of previous school inspection	24–25 November 2011
Telephone number	01594 529270
Fax number	01594 529178
Email address	admin@woolaston.gloucs.sch.uk

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