

# Woolden Hill Community Primary School

Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 120048             |
| <b>Local Authority</b>         | Leicestershire     |
| <b>Inspection number</b>       | 313489             |
| <b>Inspection dates</b>        | 22–23 April 2008   |
| <b>Reporting inspector</b>     | Rodney Braithwaite |

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 on roll</b>                     |  |
| School                                    | 195  |
| <b>Appropriate authority</b>              | The governing body                                 |
| <b>Chair</b>                              | Simon Foster                                       |
| <b>Headteacher</b>                        | Coleen Shepherd                                    |
| <b>Date of previous school inspection</b> | 24 May 2004  |
| <b>School address</b>                     | Netherfield Road<br>Anstey<br>Leicester<br>LE7 7ES |
| <b>Telephone number</b>                   | 01162 362154                                       |
| <b>Fax number</b>                         | 01162 362154                                       |

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Woolden Hill Community Primary School is a smaller than average school. The school is federated with a nearby primary school, and shares the same headteacher and governing body. The proportion of pupils who speak English as an additional language is lower than in most schools. The school has a higher than average number of pupils with learning difficulties and/or disabilities. Attainment on entry to the school is slightly lower than average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Woolden Hill Community Primary School gives a satisfactory education to its pupils. It is a lively, caring, and improving school, where pupils are well supported by all staff. This enables them to enjoy their school life and learning and helps promote their good personal development. Pupils are considerate to each other, and are friendly and confident with adults. Pupils enjoy school, and show much enthusiasm for their extra-curricular activities, especially sport, outings and the choir. The great majority of their parents are pleased with the education and care their children receive. Children make a good start to their learning and personal development in the Foundation Stage. Standards when pupils leave the school have been very variable in recent years. However, in both 2007 and 2008, standards have improved in English and mathematics, but remain below average in science in Key Stage 2, as they have done for some time. The progress of pupils is satisfactory, but more pupils are reaching above average levels than in the past. This is because of more consistent teaching and good support and guidance from the local authority (LA). Good provision is made for pupils with learning difficulties and/or disabilities, who also make satisfactory progress. The curriculum meets pupils' learning needs satisfactorily and the school is promoting the better use of pupils' literacy, numeracy and information communication and technology (ICT) skills across all subjects. Most parents are pleased with the school, especially those with children in the Foundation Stage. They appreciate the good care and safeguarding of pupils, and the partnerships the school has with other agencies such as educational and social welfare services. Provision for academic guidance is satisfactory. New assessment systems are providing accurate information about pupil progress. Until very recently, these had not been referred to often enough, and so the slower progress of some pupils was not dealt with quickly enough. This remains an area for improvement.

Teaching and learning are satisfactory from Years 1 to 6, and good in the Foundation Stage. Teachers manage classes well in sometimes crowded environments, and are well respected by their pupils. Learning is enhanced throughout the school by the effective contributions of learning support assistants (LSA), and the nursery nurse. The use of targets for the next stages of learning, and guidance to pupils through the marking of their work are not consistent in all classes, so some pupils are unclear on how and what to improve. The federation of the school to a neighbouring school is being led enthusiastically and effectively by the very experienced headteacher. This has led to increased leadership responsibilities for other members of staff who have made an encouraging start, and are eager to establish themselves firmly as leaders of improvement. The need to establish this structure firmly is vital for the continuing improvement in the school. The school's self-evaluation uses much evidence and detail from all members of staff, but is not yet always accurate in its judgements of the impact of its work.

## Effectiveness of the Foundation Stage

### Grade: 2

The Foundation Stage provides children with a stimulating and exciting environment. There is provision for a good range of activities supporting all areas of learning. Good teaching ensures that language skills are developed quickly and the children make good progress. The introduction of 'letters and sounds' is having a positive effect on learning and is reflected in the children's writing. Assessment procedures are good and informative, and are used effectively to help the teacher plan appropriate activities to match the needs of all abilities. Children's social skills are developing well, and they are enthusiastic about their learning. They happily chat to each other

whilst enjoying their chosen activity, working harmoniously together. They are confident in speaking to adults about what they are doing. There is a lovely atmosphere within the classroom and all adults have good relationships with the children. The nursery nurse and the LSAs offer good support to the children. The secure outdoor area offers children an alternative to classroom based activities and is used enthusiastically.

### **What the school should do to improve further**

- Ensure that tracking and assessment data are used systematically and regularly by all staff to guide pupils' progress so that standards and achievement rise, particularly in science.
- Make marking more consistent so that pupils know and understand their personal learning targets.
- Ensure that the changes in the leadership and management structure become firmly embedded, and guide consistent improvement in the school.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Standards in Year 6 are broadly average in English and mathematics, and below average in science. Progress across the school is satisfactory. In the Foundation Stage children make good progress, and most of them reach their learning goals by the time they enter Year 1. Standards have been rising in Years 1 and 2 in the last two years and are now slightly above average. Most pupils make satisfactory progress but a significant number are beginning to make consistently good progress in each year group.

After four years of inconsistent standards and achievement in Years 3 to 6, the school has taken effective action for improvement and pupils are now making satisfactory progress. Improvement is strongest in English, where the percentage of pupils reaching higher levels is above the national average. Boys' writing standards and standards in mathematics are also improving. This is partly due to initiatives such as the thriving breakfast club, enthusiastically attended by most pupils in Year 6, who are eager to improve their standards in English and mathematics. Pupils with learning difficulties and/or disabilities also make satisfactory progress.

## **Personal development and well-being**

### **Grade: 2**

Almost all pupils greatly enjoy school where there is a warm and caring ethos. They relish the development of their social skills through joint activities, such as Year 1 and Year 5 pupils sharing lessons in ICT. Members of the well-established school council have their own budget and learn how to get value for money when choosing resources. Spiritual, moral and social skills are good, and are enhanced by regular visitors to the school and educational visits. Pupils' awareness of other cultures is satisfactory. Pupils have a good knowledge of keeping healthy as was seen in an assembly about keeping fit, and the school has twice received the Healthy Schools award. Older pupils particularly enjoy the sports clubs, and other pupils take opportunities to attend a wide range of lunchtime clubs. Behaviour in and around the school is mostly good. There have been behavioural issues with a small number of pupils, but a new behaviour policy, involving the strategy of '1, 2, 3 Magic!' is helping pupils understand acceptable

levels of behaviour, and has led to significant improvement. Pupils feel safe in school and are confident that they have an adult to turn to when they have a personal problem. Pupils contribute satisfactorily to the wider community, for example, with the well-regarded choir singing regularly at local events. Pupils' skills in preparing for their future lives, through their standards in literacy, numeracy and ICT, are satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Good relationships between teachers and pupils are evident throughout the school. Pupils work well together, sharing ideas and regularly helping each other. Teachers have good questioning skills, and manage classes well in often cramped and oddly shaped classrooms. Teaching and learning have been improved significantly recently by good quality support from LA advisors. Pupils with learning difficulties and/or disabilities receive focused teaching and support and make similar progress to other pupils. The LSAs are very effective and make a significant contribution to all learners. Pupils' attitudes to learning and behaviour are good, and only lapse when teaching is dominated by teachers, or lessons lack pace or practical opportunities. Assessment data and tracking of progress has improved. However, data is not yet used regularly enough to highlight underachievement and enable quick remedial action to be taken. Teachers' marking is inconsistent. Some are clear in guiding pupils' improvement, but others offer little in the way of developing pupils' learning targets.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory and balanced curriculum, with some good features. School leaders are beginning to develop a clearer focus on the use of literacy, numeracy and ICT across the curriculum, having realised that this was necessary to give it greater depth. This is beginning to raise standards of reading and writing throughout the school. Other initiatives include 'off-curriculum' weeks such as the 'Book' week with a visiting author and a 'Brain Awareness' week. Many lunchtime and after-school clubs, especially in sport, also help the development of an interesting and enjoyable curriculum. Opportunities have also been provided for pupils to start learning French and Spanish. Provision for personal, social and health education is good. The school is now providing much clearer guidelines on behaviour management, which is also helping pupils to understand what is expected of them.

### **Care, guidance and support**

#### **Grade: 3**

There is good care and pastoral support for pupils in the school. It is a harmonious and welcoming environment, where pupils and adults relate well to each other. The school has good procedures to identify and support pupils with learning difficulties. All necessary safeguarding procedures are in place including the monitoring of pupils' personal health. Attendance procedures are efficient, although the school continues to have problems with a very small number of families. The school works effectively in partnership with outside agencies and the local community.

Academic support and guidance are satisfactory. Assessment procedures and management have improved and teachers have a much clearer idea as to how their pupils are progressing. This information, though, is not analysed often enough at present, and so teachers are often playing

'catch up' when pupils have fallen behind their expected progress. Targets for pupils' next stages in learning are in place, but pupils are sometimes vague about what they mean.

## **Leadership and management**

### **Grade: 3**

The quality of leadership and management is satisfactory. The headteacher has an accurate knowledge of the strengths and areas for improvement in the school. She has led the recent federation with a nearby primary school successfully and with enthusiasm, enhancing the already high standing she has in the community and both schools. This involvement has led to the creation of a new management structure, devolving more responsibilities to senior managers. They have made an encouraging start, and the appointment of new coordinators has strengthened leadership and management. The new team is showing a satisfactory capacity for improvement, which is a priority for the school. The school's self-evaluation involves most staff and the governing body, and is satisfactory. Much information and detail is produced, but it is not entirely accurate in making clear judgements about the impact of measures taken to drive improvement. The school is setting realistic and challenging targets for pupils, but has not been acting quickly enough to take effective action when data suggest pupils are underachieving. Inclusion and equal opportunity are promoted well, but are not yet fully effective because a small number of pupils have not achieved as well as they might.

The governing body is supportive of the school, and the chair has a good knowledge of its strengths and priorities for improvement. Governors have made an effective start to their new role as a federated body with responsibilities for two schools. They are growing in confidence in taking decisive action to deal with identified weaknesses.

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## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### 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   | 2   |
| 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  | 3 |
| The behaviour of learners   | 2 |
| The extent to which learners make a positive contribution to the community                                    | 3 |
| 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?   | 3 |

<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**

Dear Pupils

Inspection of Woolden Hill Community Primary School, Anstey, Leicestershire, LE7 7ES

I must thank you all for welcoming the team to your school for the last two days. You were very friendly and chatty, and we were pleased you enjoy so much about your school, especially keeping fit. Thanks especially to the boy who showed me the plaque celebrating when the new England rugby manager opened your ICT suite. You are really well cared for in school, and very safe, and we are pleased that you like your teachers and all the other adults who help you. We liked the way some of you older ones worked with the very youngest in the school, and how proud you are of the school choir. It is good to know your school council is learning how to spend money sensibly. Your parents are very pleased with the school, and we hope that all of them can make sure you come to school every day if you are able to. They are also pleased with the staff's new ideas, like you are, to help all of you to behave well all the time.

You are trying hard to do your best in your work, especially Year 6 pupils who come in to work at the breakfast club. You and your teachers get on well together and their teaching helps you to reach the standards expected for your age, and make the progress we would expect. Many of you have improved a lot in writing and mathematics, especially the boys, but you could reach better standards in science. Teaching is satisfactory and your teachers give you targets to help you improve. We have asked them to make sure you understand them, and help you more through their marking of your work, so that you know how to get better. If you think you are not doing as well as you can, and have a problem, then tell them straight away. As you are now federated (your teachers will explain what that means) with another local school nearby, we have asked all the leaders of the school to make sure that the school continues to run smoothly with your help. It is a satisfactory school at present so it is really important that the school leaders are able to settle into this new partnership and guide the school to further improvement.

Keep enjoying your happy school lives, and we hope that you all do as well in your SATs as you told us you would!

Best wishes

Rod Braithwaite Lead inspector