

# Woore Primary School

## Inspection report

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<b>Unique Reference Number</b>	123405
<b>Local Authority</b>	Shropshire
<b>Inspection number</b>	340330
<b>Inspection dates</b>	1–2 February 2010
<b>Reporting inspector</b>	Derek Aitken

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>	42
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Paul Fenwick
<b>Headteacher</b>	Miss Faye Cowell
<b>Date of previous school inspection</b>	7 November 2006
<b>School address</b>	London Road Woore Crewe
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## Introduction

This inspection was carried out by one additional inspector. Half his time in school was spent observing the quality of pupils' learning and progress in lessons. Seven lessons or part-lessons were observed and three teachers seen. Meetings were held with staff, the school improvement partner, the chair of governors and pupils. The inspector observed the school's work and looked at assessment data, monitoring and evaluation documents, policies and procedures. Questionnaires from 29 parents and carers were received and analysed.

The inspector reviewed many aspects of the school's work. He looked in detail at the following:

- pupils' progress, especially in writing and mathematics
- how well the lessons are adapted to meet the needs of all pupils
- the quality and use of academic guidance across the school
- how well the quality of learning and development opportunities promotes children's achievement in Reception.

## Information about the school

Woore Primary is very small school situated in a rural location. The vast majority of pupils are White British. The proportion of pupils with special educational needs and/or disabilities is broadly average. Reception children join the school from the on-site Nursery 'Saplings', which is privately managed and subject to a separate inspection. Reception children are taught in a combined class with Key Stage 1 pupils. There is one further class for all pupils in Key Stage 2. Since September 2009 the school has been participating in a local authority programme with a view to raising standards. The acting headteacher took up her post in September 2008.

**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

Woore Primary provides its pupils with a satisfactory education. Recent years have been marked by a falling school roll and frequent changes of headteacher. The acting headteacher has infused the school with a new sense of energy and direction. School leaders have worked tirelessly to implement the local authority programme and have succeeded in reversing the pattern of underachievement.

Children make satisfactory progress in their learning in Reception and their starting points on entry to Year 1 are average. Standards of work in nearly all year groups, including Year 6, are now broadly average. This represents satisfactory achievement. However, attainment in mathematics is below average. Pupils' skills in mental calculations are secure, but pupils often make mistakes when they are asked to apply their knowledge in practical situations and explain their reasoning.

Pupils have a good understanding of how to stay healthy and safe. They enjoy good, respectful relationships with the staff. They behave well, concentrate in lessons and have positive attitudes to learning. Teachers' planning for lessons has improved, but is still not yet precise enough to fully challenge the more able pupils. In addition, teachers' marking does not always give older pupils good feedback with regard to the standard of their work and how they can improve it.

The school's contribution to community cohesion is unsatisfactory. Although the school itself is a settled community, governors have not yet met their statutory responsibility to plan effectively to fulfil this requirement. This is reflected in some lack of cultural awareness about the wider world on the part of the pupils.

A key factor in pupils' improved progress has been the implementation of a comprehensive tracking system. This has enabled leaders to acquire a realistic picture of pupils' performance and evaluate the quality of the school's provision accurately. Leaders have successfully addressed the more urgent areas of weakness in the curriculum and directed resources carefully towards the pupils who need extra help with their learning. This improved picture, coupled with the school's continuing participation in the local authority plan, provides the school with a satisfactory platform for its further development.

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

- Improve standards in mathematics by giving pupils better opportunities to explain their reasoning and practise their skills in solving practical problems
- Improve the quality of teaching and learning by:

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- matching the work more precisely to challenge the more able pupils across the school
- ensuring that better use is made of marking in Key Stage 2 to show pupils the standards they have reached and how they can improve their work
- Develop and implement a suitable action plan for community cohesion by December 2010 and in so doing:
  - enhance pupils' cultural awareness by providing them with more first-hand experience of pupils of a different national and/or ethnic background.
- Up to 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**

Pupils of all abilities make sound progress in their reading because they make good use of opportunities, including enjoyable texts and the after-school reading club, to develop their skills in this subject. As a result most pupils read accurately and fluently. Pupils' writing skills are average. They can communicate their ideas effectively when writing for a range of purposes, for example, in providing instructional leaflets on fire safety and in devising mock advertisements. Some limitations are apparent when they are required to generate more creative responses in pieces of descriptive writing. For example, pupils in a Key Stage 2 lesson enjoyed and were able to identify the elements of suspense in the ending of 'The Hand' story, but they were less confident when follow-up questions required them to use their imagination. In mathematics, despite overall lower standards, pupils do demonstrate competence in basic calculations. For example, in a Key Stage 1 lesson pupils showed that they understood the processes of partitioning and rounding up numbers to 100.

Pupils with special educational needs/and or disabilities make satisfactory progress. They make their best gains in reading, as teaching assistants listen to them carefully and help them become more confident and accurate readers. More able pupils make slower progress, though still broadly satisfactory, because they are not always challenged.

Pupils have a good regard for their school and most support each other well in lessons. They enjoy playing with their friends and say they find school 'like a family'. They say they feel safe because 'there is always someone around to help you'. They behave responsibly both in lessons and out in the playground. Their levels of self-confidence and initiative vary. The small size of the school restricts the number and range of opportunities pupils have to take on responsibility and develop independence.

*These are the grades for pupils' outcomes*

<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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<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>3</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

There are some common strengths in the teaching. Teachers explain clearly and make sure pupils know what they are expected to learn. Teachers' questions are well balanced to ensure all pupils get the chance to answer. Most learning objectives are appropriately varied, but sometimes the pupils are less directly involved in their learning while the teacher attends to the needs of pupils in a different year group. Teachers are not yet making sharp use of the improved assessment information they hold about their pupils to stretch the more able, especially in mathematics. Pupils often receive good verbal feedback.

The curriculum is presently structured to accommodate the requirements of the plan to raise attainment, with a strong focus on English and mathematics. This is providing the school with an effective template for consolidating pupils' basic skills and improving their progress in these subjects. The programme has not yet had a significant impact on pupils' competence in more advanced skills, such as mathematical reasoning or creative writing. Opportunities are occasionally missed to target the input of teaching assistants more sharply in writing or mathematics lessons, and when this occurs it slows the progress of pupils with special educational needs and/or disabilities.

The school's pastoral systems are of sufficient quality to ensure that the daily needs of pupils are met. The school successfully encourages positive attitudes through rewards such as 'star of the week'. It has recently established a productive link with the Woodlands Referral Unit. Their staff provide skilled support to pupils who need extra help, for example, to improve their social skills. The school's procedures for ensuring good attendance are effective.

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*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>3</b>

### How effective are leadership and management?

The acting headteacher's energetic and hard-working approach has gained her the respect and confidence of parents. She is effectively supported by the other full-time teacher who has made good use of opportunities for professional development to develop her expertise. This has enabled the teacher to play a fuller part in helping the headteacher monitor the work of the school and shape its direction. The new tracking system has enabled the school to set more realistic, challenging targets for pupils. Arrangements for safeguarding pupils meet current requirements. The school's promotion of equal opportunities is satisfactory. Performance is evaluated and all are enabled to participate in the school, but there are still some areas in which different ability groups make progress at different rates. Some useful steps have been taken to improve communications with parents and carers but leaders acknowledge that more work needs to be done to engage them more fully in their children's education.

There has been considerable change recently in the membership of the governing body and its committee structures. A new chair of governors was appointed a few months ago. Governors have worked hard to update key policies and ensure all statutory responsibilities except the one relating to community cohesion are met. They support the school effectively and are enthusiastic about developing their knowledge to enable them to hold senior leaders more firmly to account for standards.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Typically, five or six children join Reception every year from the on-site private Nursery. Most of the children start in January. Their skills on entry vary, but in the last three years these have been broadly in line with national expectations. Children make good progress in their personal development, because the teacher uses positive strategies to model good behaviour and to raise children's self-esteem. As a result, children settle quickly, behave well and acquire steadily the social skills to enable them to play and work well with each other.

Leadership and management are satisfactory. Reception children benefit from daily sessions about letters and sounds. In these lessons they are taught separately from the other pupils. These sessions are a strength of the provision, because the teacher's very secure subject knowledge, combined with her close attention to the needs of each child, ensure that children make good progress. The teacher's methods engage the children's attention well and give them good opportunities to reinforce their understanding, make choices and explain their thinking. As one child said, 'I just spelt it out in my head'. The quality of children's learning in the mixed -age class is satisfactory. Good links to transfer accurate assessment information between the Nursery and Reception have not been established and this causes a time delay until the teacher can assemble her own assessments to help her plan children's learning. At the time of the inspection this weakness was reflected in some lack of challenge for more able children. An examination of the manager's careful record-keeping demonstrates that children's progress accelerates progressively towards the summer to ensure satisfactory achievement for children by the time they transfer to Year 1.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Two thirds of parents and carers returned a questionnaire. The responses indicate a



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good deal of satisfaction with some aspects of the school's work. Areas of concern largely centred round the quality of information received from the school both on routine matters and in respect of pupils' progress. Though there have been improvements, school leaders recognise more should be done, particularly in communicating to parents and carers how they can best help their children in their learning. A further area for concern with some parents and carers regarded the school's handling of behavioural issues. The inspector observed behaviour and discussed it with pupils. They found behaviour to be good, and procedures to support it effective.

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

Ofsted invited all the registered parents and carers of pupils registered at Woore 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 inspector received 29 completed questionnaires by the end of the on-site inspection. In total, there are 42 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	55	12	41	1	3	0	0
The school keeps my child safe	19	66	9	31	1	3	0	0
The school informs me about my child's progress	9	31	15	52	3	10	1	3
My child is making enough progress at this school	9	31	17	59	2	7	0	0
The teaching is good at this school	14	48	11	38	1	3	1	3
The school helps me to support my child's learning	8	28	16	55	3	10	1	3
The school helps my child to have a healthy lifestyle	13	45	15	52	1	3	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)	9	31	14	48	1	3	2	7
The school meets my child's particular needs	10	34	17	59	2	7	0	0
The school deals effectively with unacceptable behaviour	3	10	19	66	4	14	1	3
The school takes account of my suggestions and concerns	9	31	15	52	4	14	0	0
The school is led and managed effectively	18	62	7	24	2	7	1	3
Overall, I am happy with my child's experience at this school	16	55	10	34	3	10	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.**



Wednesday 3 February 2010

Dear Pupils

Inspection of Woore Primary School, Crewe, CW3 9SQ

Thank you for making me welcome in your school. I will remember how friendly you were and how willing you were to talk to me about your interests and your school.

Woore Primary is a satisfactory school. These are the things that it does well.

You told me you get on well with staff and your behaviour is good.

You know what to do to keep healthy and stay safe.

You are now making better progress, on account of teachers' hard work, and standards in Year 6 are now average. Standards in other years have also improved. To help you make even faster progress we have asked the school to do three things:

Improve your standards in mathematics by giving you better chances to practise problem-solving and explain your reasoning.

Make sure that teachers make good use of assessment to plan work which stretches those pupils who find learning easier; and mark the work of Key Stage 2 pupils better to give you a clearer idea of how you can improve your work.

Make sure the governors and other school leaders give you better chances to get to know about the lives of people of different nationalities and backgrounds.

You can help by keeping up your good attendance and by working hard, especially in mathematics.

Yours sincerely

Derek Aitken

Lead inspector

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