

Woodland Grange Primary School

Inspection report

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| Unique Reference Number | 120106 |
| Local Authority | Leicestershire |
| Inspection number | 313520 |
| Inspection dates | 20 February 2008 |
| Reporting inspector | Fran Gillam |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–10 |
| Gender of pupils | Mixed |
| Number on roll | 402 |

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| Appropriate authority | The governing body |
| Chair | Mrs B Barnes |
| Headteacher | Miss L Butcher |
| Date of previous school inspection | 9–11 June 2003 |
| School address | Beaufort Way Oadby LE2 4TY |
| Telephone number | 0116 2720401 |
| Fax number | 0116 2713552 |

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| Age group | 4–10 |
| Inspection date(s) | 20 February 2008 |
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Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: the pupils' achievement, the quality of teaching, learning and the curriculum, and how well the leadership drives improvement. Evidence was gathered from sampling lessons, discussions with governors, staff and pupils, and the school's assessments of pupils' progress. Other aspects of the school's work were not inspected in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

Description of the school

Children enter this large primary school with attainment in line with the expectations for four year olds. The proportion of pupils with learning difficulties is lower than the national average. A significant proportion (64%) of pupils are from minority ethnic groups, the largest group being of Indian background. Over a third of pupils speak English as an additional language, the most common home languages spoken being Gujarati and Punjabi. A few pupils who speak Gujarati and Chinese are at the early stages of acquiring English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Woodland Grange is an outstanding school where the high levels of education and care enable pupils of all abilities and backgrounds to thrive and succeed. The comment made by one parent sums up the views held by many, that 'children flourish in the caring, stimulating and creative school environment, where they are highly valued as individuals'. Safeguarding procedures are robust and pupils soon build strong and trusting relationships because they feel secure in the knowledge that adults will listen to them and respond to their needs. Pupils receive extremely good guidance and support. Teachers' marking provides excellent pointers for improvement and teachers base the targets they set for pupils on a very good understanding of what pupils need to do next to improve and do even better. One boy reflected the views of many when he commented, 'My targets definitely help me to do better. I find them really helpful.'

Pupils' achievement is outstanding. From their starting points, pupils make excellent progress and reach standards that are well above those expected by the end of Year 5. Pupils have well developed skills in literacy, numeracy and information and communication technology and these provide a powerful springboard for their future success. Parents are justified in feeling the headteacher provides inspirational leadership. She has a strong drive to improve pupils' achievements and staff and governors share this fully. Together, they ensure that the school has excellent capacity to improve further. The governors work very successfully to support the school's work and they keep senior managers and staff on their toes by asking questions about the school's performance. Careful analysis and tracking of pupils' progress enable the extremely effective leadership team to identify quickly any pupils in danger of underachieving. Their robust response means that these pupils have timely and effective support to get them back on track. For example, the school successfully tackled the recent dip in boys' reading. They canvassed boys about their reading preferences and purchased new materials. Following the introduction of the new books and a focused reading programme, progress is already improving. Senior leaders also use the information from tracking pupils' progress and teachers' assessments to set challenging targets. Staff know what is expected and devote their attention to meeting pupils' individual needs. They do a very good job in meeting the targets, and the excellent quality of teaching in Years 1 to 5 accounts for the rapid progress pupils make and the consistently high standards the school attains. The school has an excellent capacity to improve further.

Writing has been a priority area for school improvement, particularly in relation to boys' performance. Efforts to motivate and engage boys in writing are proving successful. Interest levels are high and boys are eager to do well but errors in their handwriting sometimes hamper their ability to record swiftly. The root cause of these errors can be tracked back to the Reception classes. Although children make good progress across the areas of learning, the lack of sufficient attention in assessing children's ability to form letters accurately and responding to their individual needs, leads to some difficulties in recording later on, especially for boys.

Pupils make extremely good use of the school's internet based learning site, 'Woodle'. Pupils say they find the activities teachers provide on the site to be challenging and full of fun. The site provides an excellent platform for pupils to share

their views and it complements the very good work of the school council. Pupils use the site to email their teachers, expressing what they think about their learning. Teachers analyse this information very well and seek to improve or adapt what they offer the pupils. The 'Woodle' site shows the dedication of the teaching staff, who devise the activities and use the site to keep up a dialogue with pupils and support learning at home. The site is a key element in the delight pupils have for learning and contributes extremely well to the very good progress pupils make. The school takes account of pupils' views and preferences and has used this information to help shape an excellent curriculum that meets the needs of pupils very well. Pupils say topics are exciting and many commented on how much fun they have in lessons. These features encourage very good attitudes towards work, promote a thirst for learning, and contribute successfully to high levels of enjoyment and attendance.

Pupils respond very well to the school's code of behaviour and fully understand the necessity for rules and sanctions. This leads to a harmonious school environment where pupils behave extremely well. Pupils stand up for themselves and others and make a strong contribution to their school and wider community. They empathise with those less fortunate than they are and they are keen to organise and run fund raising events. Pupils respect the views of others and the school promotes and celebrates religious and cultural diversity successfully. Pupils have a strong sense of their own and others safety. They talk knowledgeably about being cautious, for example when conducting science investigations. The strong focus on developing pupils' personal skills and well-being shows in the pupils very good awareness of how to keep fit and healthy. Many pupils make very good use of the all weather running track in the school grounds and the extensive range of sporting activities on offer. Pupils make sensible choices about their diet and drink plenty of water. They say this is because they want to grow up fit and live a long life.

Effectiveness of the Foundation Stage

Grade: 2

Children do well in the Reception classes. They are happy and settled because of the strong emphasis staff place on building positive relationships with children and their parents. Activities are exciting and capture the children's interest. They provide many opportunities for children to explore and discover things for themselves. For example, children had great fun handling 'icebergs' and this generated a lively discussion about the words they would use to describe how the ice felt. Activities such as this encourage talk and are especially important to help children in the early stages of speaking English to develop their vocabulary. For the most part, teachers assess children's achievements accurately but not always well enough in aspects of writing. Although staff provide many opportunities for children to practise letter shapes using a variety of materials and tools, they do not check carefully or frequently enough if children are forming letters accurately. This leads to some children developing errors that prove difficult to remedy later on and affect their ability to develop a neat joined style. This is particularly noticeable for boys who, when they enter Year 1, show they need a higher level of support in this area compared with girls.

What the school should do to improve further

- Ensure that teachers in the Reception classes assess more effectively children's accuracy in letter formation and that they use this information to plan activities that are better matched to children's individual needs.

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Inspection judgements

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

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 1 |
| 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? | 1 |
| The effectiveness of the Foundation Stage | 2 |
| The effectiveness of boarding provision | |
| The capacity to make any necessary improvements | 1 |

Achievement and standards

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| How well do learners achieve? | 1 |
| The standards ¹ reached by learners | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 |
| How well learners with learning difficulties and disabilities make progress | 1 |

Personal development and well-being

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| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners adopt safe practices | 1 |
| How well learners enjoy their education | 1 |
| The attendance of learners | 1 |
| The behaviour of learners | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

The quality of provision

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| How effective are teaching and learning in meeting the full range of learners' needs? | 1 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

¹ 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.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 1 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively leaders and managers use challenging targets to raise standards | 1 |
| The effectiveness of the school's self-evaluation | 1 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 1 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 1 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 1 |
| 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 |

Annex B



21 February 2008

Dear Children

Inspection of Woodland Grange Primary School, Oadby LE2 4TY

Thank you for the warm welcome you gave me when I visited your excellent school recently. I really enjoyed meeting you, visiting some of your lessons and seeing all the exciting things you do.

The people in charge of your school and your teachers do an extremely good job. This helps you to reach well above average standards by Year 5 and to make outstanding progress in your work.

Here are some of the things I thought were extremely good about your school

- You do very well in your work and this is helping you to become very good readers, writers, mathematicians and computer whizzes! This is helping to prepare you very well for your future.
- You are very good at keeping yourselves fit and healthy, and safe from harm; you stand up for what you believe and have a great deal of respect for other peoples' views and beliefs.
- You really like school and you love to learn; you especially like topic work and the 'Woodle' site is a great way for you to learn at home.
- Your behaviour is extremely good and you take very good care of yourselves and others; you are keen to help those less fortunate than you are.
- You are very well cared for and you say you feel safe and happy in school.
- You make very good use of all the exciting activities you have outside normal lessons.

I have asked the people in charge and your teachers to work together on one thing

- To make sure that children in the Reception classes make a better start in writing, especially in forming their letters correctly.

Yours faithfully

Fran Gillam
Lead inspector