

# Woodland Grange Primary School, Oadby

Beaufort Way, Oadby, Leicester, LE2 4TY

**Inspection dates** 17–18 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Woodland Grange inspires pupils to thrive in all aspects of their academic achievement and personal development. Pupils of all ages are highly motivated, enjoy learning and contribute well in lessons.
- Pupils' exceptional achievement is supported by outstanding teaching and excellent relationships. Teachers are highly skilled. They work extremely well with learning support assistants and other adults to plan imaginative work. These tasks enthuse pupils, inspire them to do their best and help to ensure that their attainment is well above average by the end of Year 5.
- Teachers regularly check pupils' understanding of their work and use this information very effectively to ensure no individual pupil falls behind.
- On a few occasions teachers either talk too much or restrict opportunities for pupils to explain their ideas.
- Pupils' behaviour is excellent. They support each other very well in their learning. They contribute enthusiastically to the school and wider community through their school council and the many posts of responsibility they fulfil. They feel entirely safe in school.
- Pupils' spiritual, moral, social and cultural development is exceptionally well fostered both in lessons and through a wide range of other activities.
- Leaders make very successful use of partnerships to learn from other teachers and support other schools. These links enhance Woodland Grange teachers' expertise and keep them fully up-to-date with national initiatives.
- Together, all staff and governors create an exceptional environment in which to learn. This ensures that pupils are very well prepared for the next stage in their education which is much appreciated by parents.
- The headteacher provides outstanding leadership. Middle leadership is also strong, especially in Reception and Key Stage 1, which ensures that younger pupils make the best possible start to their education.

## Information about this inspection

- Inspectors observed teaching in 24 lessons taught by 16 teachers. Two of these lessons were observed together with the headteacher.
- Samples of pupils’ work in English and mathematics were analysed. An inspector listened to some Year 2 pupils reading.
- Meetings were held with school staff, groups of pupils and governors. A telephone discussion took place with the Head of Education (Quality) of the local authority.
- Inspectors took account of the 27 questionnaires completed by staff and the 111 responses from parents and carers to the online questionnaire (Parent View). An inspector also spoke informally to about 20 parents at the beginning of the school day.
- Inspectors looked at a range of evidence including: the work in pupils’ books; monitoring records; school improvement plans, the school’s own data on pupils’ attainment and progress; and policies, procedures and records relating to safeguarding, behaviour and attendance.

## Inspection team

Derek Aitken, Lead inspector

Additional Inspector

Margaret Pawlowski

Additional Inspector

Fiona Robinson

Additional Inspector

## Full report

### Information about this school

- The school is larger than most other primary schools. Children join the school from a large number of pre-school settings. A growing number of pupils travel from outside the immediate area and there has also been an increase in the number of pupils joining the school during the school year.
- Most pupils are from minority ethnic backgrounds, principally Indian. Just over one half of pupils speak English as an additional language and a few pupils are at an early stage of learning English.
- The proportion of pupils for whom the school receives the pupil premium (extra government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families) is low. Currently there are no looked after children or children of service families attending the school.
- The proportions of disabled pupils and pupils who have special educational needs supported through school action and those pupils supported through school action plus or with a statement of special educational needs are low.
- Children in the Early Years Foundation Stage are taught in three Reception classes.
- There have been changes in the senior leadership team since the previous inspection. The headteacher took up post in September 2010. The deputy headteacher joined the school in September 2012.
- The school works in partnerships with other local schools. The headteacher performs a key administrative role in managing the Association of Leicestershire Primary Headteachers.

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

- Ensure that in all lessons pupils are given enough time and opportunities to share their ideas with the class, extend their oral responses and demonstrate whether they can apply the knowledge they have acquired in new situations.

## Inspection judgements

### The achievement of pupils

### is outstanding

- The levels of children's skills and knowledge when they join Reception have declined in the last few years and they are now below those expected for their age. Reception staff are deployed highly effectively to ensure children benefit from a wealth of adult-led activities and creative opportunities for them to learn to play and learn independently, both in the classroom and outdoors, for example, in 'Forest School'.
- Children develop an enthusiasm and curiosity for learning which underpins the outstanding progress they make in this year group and which is sustained in Key Stage 1. Their capacity to acquire knowledge and skills is demonstrated by the confidence of even the youngest pupils in Key Stage 1 in using information and communication technology (ICT) to support their learning.
- By the end of Year 2, pupils' attainment is normally significantly above average. There are no significant gaps in the achievement of different groups of pupils in this or any other year group across the school.
- Pupils continue to make exceptional progress, especially in reading, throughout Years 3 to 5. This includes those who are disabled or who have special educational needs, those who are known to be eligible for pupil premium funding and those for whom English is an additional language. White British pupils also make outstanding progress but a slightly lower proportion of these pupils attain the highest levels in writing and mathematics when compared with their peers.
- As a result of excellent teaching, pupils' attainment in English and mathematics is well above average by the end of Year 5. The school's robust data and evidence from inspection show that when pupils transfer to the next stage in their education they are working typically two terms ahead of Year 5 pupils nationally. The attainment of pupils eligible for pupil premium funding is also well above similar pupils nationally in these subjects and is only slightly lower than that of their classmates.
- Staff check younger pupils' progress in reading very thoroughly. Those pupils who read to an inspector showed that they could work out unfamiliar words very capably by linking letters and sounds. Pupils recall information well, recognise words which have deeper meanings and this helps them to understand and explain story-lines. By the time pupils leave school they are highly skilled readers.

### The quality of teaching

### is outstanding

- Much of the teaching is outstanding because teachers have strong expectations for pupils' progress and organise lessons very carefully to ensure pupils acquire knowledge and new skills rapidly. Lesson planning demonstrates staff's secure subject knowledge and builds carefully on pupils' prior learning. Teachers plan stimulating tasks which motivate pupils highly, engage their attention continuously and challenge their understanding.
- Teachers explain ideas very clearly and question pupils skilfully. They share their detailed knowledge of each pupil's capabilities and needs fully with learning support assistants and other adults. These additional adults support pupils who need extra help exceptionally well, including disabled pupils and those pupils who have special educational needs and the few pupils at an

early stage of learning English. These pupils make outstanding progress as was observed, for example, in a Reception class where a group of children made excellent use of the information they gained from a 'fossil hunt' to create inventive models of dinosaurs.

- Teachers manage pupils exceptionally well and intervene at well chosen moments to check pupils' understanding, redirect learning and ensure lessons move at a brisk pace. All these strengths in teaching were demonstrated in an outstanding Year 1 lesson where pupils used ICT to produce a piece of animation to retell a story from the Sikh tradition; pupils thoroughly enjoyed the task, worked very hard, created high-quality illustrations and most pupils could explain the deeper meaning of the symbols they had drawn.
- Mathematical skills are also taught exceptionally well and this enables pupils to achieve a high degree of accuracy when making calculations and to use mathematical vocabulary correctly to explain their strategies for solving problems.
- In most lessons teachers give pupils enough 'thinking time' to consider the answers to their questions. In a few lessons pupils are not given enough time to reflect on their learning, to share their ideas with the class, to extend their responses and to demonstrate whether they can apply the knowledge they have acquired in new contexts.
- Reception children's progress is checked rigorously. All teachers ensure through their oral feedback and marking that older pupils know whether they have achieved the learning intention. Pupils and staff make excellent use of the school's Virtual Learning Environment (Woodle') to review homework and, in so doing, develop pupils' skills in self- and peer-assessment. Pupils are aware of their targets and what they need to do next to improve their work.

### **The behaviour and safety of pupils are outstanding**

- From an early age, children learn how to build strong relationships with each other and staff and respect and uphold the values of their school community. Staff manage pupils sensitively and this leads to pupils feeling happy, safe and secure. Year 5 pupils reported that they would miss the care and helpfulness of staff when they move to their next school. This sense of well-being is reflected in pupils' attendance, which has risen and is slightly above average.
  - Visitors comment on the maturity of Reception children, which provides the cornerstone for the extremely good attitudes they develop to learning and the careful consideration they show for each other. Pupils support each other exceptionally well.
  - Pupils' behaviour in lessons and around the school is excellent. This was also confirmed in discussions with pupils and parents and reflected in the pride pupils take in their work, which they were eager to share with inspectors. The responses of the very large number of parents who contributed their opinions on Parent View also indicate a high level of satisfaction with the ways in which the school promotes pupils' behaviour and ensures their safety.
  - Children understand how to manage risk through handling tools in Forest School. Older pupils are well aware of e-safety issues, road safety rules and 'stranger danger'. They report that they cannot recall any instances of bullying. Racist incidents and exclusions are very rare.
  - The social, moral and cultural messages which are transmitted in assemblies enable pupils to acquire not only a strong sense of personal responsibility but also an understanding of the wider
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community beyond school and their home area. Pupils have an extensive knowledge of different faiths and environmental issues. They participate in several artistic events and regularly raise funds for worthy causes.

- Pupils' citizenship qualities are exceptionally well promoted through a diverse number of opportunities for pupils to contribute to the school community, for example as sports leaders and 'eco officers'. School councillors are excellent ambassadors for the school and are proud of their efforts, for example in helping to develop playground facilities.

## **The leadership and management** are outstanding

- The exceptional headteacher has taken well-considered, measured steps in making his mark on the school and steering school improvement. Checks on the school's effectiveness have been enhanced by new methods of recording and sharing information on pupils' achievement and more formal systems have been set up to improve governors' capacity to hold leaders effectively to account for pupils' attainment and progress.
  - Middle leaders, especially staff responsible for pupils' early development, check the curriculum closely, share their expertise with colleagues and, through partnerships, spread good practice in other schools.
  - The school benefits from a stable, ambitious staff who are fully committed to upholding the school's strong reputation. This enables pupils not only to achieve their academic potential but also fosters their spiritual, moral, social and cultural development particularly well.
  - The school's rigorous systems for checking the quality of teaching through lesson observations, combined with secure procedures for developing staff's various areas of responsibility, help to ensure that pupils meet challenging targets.
  - Staff are well supported through training opportunities and expert advice from senior colleagues. Pay awards are linked directly to teachers' accountability for securing pupils' good rates of progress, their extra responsibilities as subject or key stage leaders and their contribution to school improvement planning.
  - The school promotes equal opportunities and tackles all forms of discrimination exceptionally well. The curriculum is carefully adapted to meet the needs of all groups of pupils. Disabled pupils and those pupils who have special educational needs benefit from excellent support. All groups of pupils are monitored thoroughly and prompt action is taken to support pupils who need extra help. Pupil premium funding has been used wisely to employ extra staff, for example for small group work and to support pupils' emotional well-being. Clubs are provided to enable pupils to practise their home languages.
  - The local authority provides a very 'light touch' support for the school. Their representatives are entirely confident that the school's enduring strengths enable it to drive improvement continuously.
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■ **The governance of the school:**

- The governing body bring a breadth of expertise to the school. Governors are fully committed to driving improvements at Woodland Grange. They ensure that the school fulfils its statutory responsibilities: all staff and all governors have been meticulously vetted and trained suitably to keep children safe. Through the headteacher’s detailed reports and their links to separate year-groups, governors have acquired an accurate view of pupils’ achievement and priorities for further improvement. They have a secure knowledge of the quality of teaching and how this relates to pay rises for staff. They keep a close eye on pupil premium spending and its impact on pupils’ progress.
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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

<b>Unique reference number</b>	120106
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	412523

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	397
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Beverley Barnes
<b>Headteacher</b>	Kirk Hayles
<b>Date of previous school inspection</b>	20 February 2008
<b>Telephone number</b>	0116 2720401
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