

Woodloes Primary School

Deansway, Woodloes Park Estate, Warwick, Warwickshire CV34 5DF

Inspection dates

19–20 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher's ambition to provide pupils with an excellent education is shared by all staff. He has successfully built a cohesive leadership team which is driving further school improvements.
- Children in the early years receive an excellent start to school life. High-quality teaching and excellent pastoral care enable children to make exceptional progress in all areas of learning.
- Leaders have successfully developed a curriculum that enables pupils to develop their skills and knowledge in a wide range of subjects. Pupils have rich and meaningful learning experiences through this broad and balanced curriculum.
- The provision for pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils is led well. These pupils receive effective support to help them make progress in all subjects.
- In 2018, pupils' attainment in reading, writing and mathematics at the end of key stage 1 was high. While attainment at the end of key stage 2 was broadly average in these subjects, pupils' progress in reading was below average.
- Leaders use the school's assessment systems to check pupils' progress in all subjects. However, the accuracy of teachers' assessments in reading is still developing.
- The overall quality of teaching is good. In writing and mathematics, teachers have high expectations of what pupils can achieve. New approaches to the teaching of writing and mathematics have improved pupils' progress in these subjects.
- The quality of teaching in reading is variable. Teachers do not consistently match reading books well enough to pupils' abilities. Some teachers do not provide sufficient challenge or support to help the most able and lower-attaining pupils achieve as well as they should.
- Middle leaders have a precise understanding of the strengths and areas for improvement in their subjects. While they are effective in their roles, their strategic leadership skills are continuing to develop.
- Pupils are very polite and show a high level of respect to all. They behave very well and their attitudes to learning are excellent. Pupils' enjoyment of school is reflected in their high levels of attendance.
- Pupils are very well cared for. All staff contribute to keeping pupils as safe as possible.
- Governance is very effective. The multi-academy trust provides effective support and training, which contribute well to school improvement.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment in reading by ensuring that teachers:
 - raise expectations and the level of challenge for the most able
 - provide more effective support for lower-attaining pupils to develop and secure their phonic knowledge
 - accurately assess pupils' attainment to plan work that further develops their reading skills
 - match pupils' reading books carefully to their abilities.
- Further develop the quality of leadership and management by:
 - continuing to provide middle leaders with opportunities to develop their leadership skills
 - ensuring that assessment systems accurately reflect pupils' attainment in reading.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has a clear vision to provide the best possible education for all pupils. This vision is shared by all staff. He has built a strong and cohesive leadership team who work closely together to drive school improvement. The strength of the leadership team has been particularly evident during some challenging times over the last year.
- The headteacher has identified the key strengths in the school but also where further improvements are needed. He monitors the quality of teaching closely, providing support and professional development, where needed, to improve teachers' skills. Over the last year, he has reviewed the teaching structure. The strategic movement of staff into different year groups has strengthened the quality of teaching across the school.
- The writing and mathematics leaders contribute well to school improvement. Following the previous inspection, they introduced new initiatives to develop the teaching of these subjects. This has led to some improvements in pupils' progress, especially across key stage 2. The leaders check that teachers are following the school's teaching policies carefully. They use this information to identify where further improvements could be made. Nevertheless, their understanding of whole-school development and monitoring the quality of teaching is still developing.
- The leader of reading is also effective in her role. The leader has reviewed and enhanced the school's approach to the teaching of reading. For example, the leader ensures that all teachers place a high priority on the time spent teaching reading, and pupils now have access to high-quality texts. However, leaders and teachers do not use assessment systems accurately enough to check how well pupils are achieving in reading. Consequently, pupils who have not made the progress they should are not identified quickly enough to help them achieve the standards of which they are capable.
- Over the last year, leaders have redesigned the curriculum. Leaders have planned the curriculum carefully to ensure that pupils' skills and knowledge are built progressively over time. Assessment systems have also been developed to enable teachers to identify what pupils can do so that they can build on this learning.
- Leaders ensure that the topics taught are challenging and provide pupils with interesting and exciting learning experiences. The curriculum is enhanced further through a wide range of trips and visits. Pupils talk with enthusiasm about these trips and also of how the trips and visits help them learn more deeply about their topics. As a result, the curriculum is broad and balanced and prepares pupils well for the next stage of their education.
- Pupils' spiritual, moral, social and cultural development is supported particularly well. Pupils celebrate their differences and have a strong understanding of Britain as a multi-cultural society. Pupils talk confidently and knowledgeably about fundamental British values such as the rule of law and democracy. Pupils are well prepared to be responsible citizens in modern Britain.
- Leaders use the pupil premium effectively to support disadvantaged pupils. There are low numbers of these pupils in each year group. Leaders identify their individual needs

carefully and provide bespoke support to help them integrate fully in school. Additional support outside the classroom is targeted to help them catch up to achieve the standards expected for their age. Consequently, disadvantaged pupils currently are making good progress overall.

- There has been a recent change in the leadership of special educational needs. The new leader has swiftly gained a detailed understanding of the provision for and the needs of individual pupils. She checks that any additional support is suitably matched to their needs to help them make progress. The leader works closely with external agencies to ensure that pupils receive specialist support where needed. The leader has maintained the strength of the special educational needs provision and continues to develop it further. As a result, pupils with SEND make good progress.
- Leaders use the physical education and sport premium effectively to promote and develop pupils' health and physical fitness. Leaders focus on ensuring that all pupils have access to a variety of physical activities. They provide activities such as judo and dance, in addition to more traditional sports, to engage as many pupils as possible in physical activity. Leaders' focus on inclusivity enables all pupils, whatever their needs or interests, to have access to physical activities to promote their health and well-being.
- The trust provides highly effective support and challenge. Leaders engage very well with this support and recognise the importance of the challenge. For example, the trust undertakes peer reviews to identify where further school improvements could be made. It also provides training opportunities to develop the quality of teaching and learning. This partnership is successfully contributing to school improvement.

Governance of the school

- Governors have a range of skills and expertise that enable them to hold leaders to account for the school's performance effectively. They have a secure understanding of their roles and delegated responsibilities and report half termly to the directors of the trust.
- Governors scrutinise the information they receive from the headteacher in detail. They ask searching questions to ensure that the information accurately reflects the school's performance. Governors also check that the additional funding received to support pupils with SEND and disadvantaged pupils is used effectively to support their needs. Where concerns arise, they provide leaders with a high level of challenge to ensure that their actions lead to improvements where needed.

Safeguarding

- The arrangements for safeguarding are effective.
- All staff are highly vigilant about pupils' safety and report any concerns they may have swiftly. Strong and positive relationships between all staff and pupils mean that pupils are confident to share any concerns they may have. Leaders responsible for safeguarding take all concerns seriously and follow them up quickly. They work with external agencies to ensure that pupils receive help and support to keep them safe.

- Leaders undertake all relevant checks on adults working within the school to ensure that they pose no risk to pupils.
- Leaders and teachers make sure that pupils are taught how to keep themselves safe both in and outside school. For example, pupils learn about 'stranger danger' and receive visits from the fire services. E-safety is promoted strongly, and leaders keep parents and carers well informed about how to check that their children are using the internet safely. The strong culture of safeguarding across the school helps to keep pupils as safe as possible.

Quality of teaching, learning and assessment

Good

- Over the last year, leaders have introduced new approaches to the teaching of mathematics. Teachers have embraced these teaching methods and, as a result, the quality of teaching has improved. Teachers check that pupils have a secure grasp of key mathematical concepts and skills and then provide them with opportunities to develop these skills in more complex activities, including problem solving and reasoning. This helps pupils to build successfully on their previous learning.
- Teachers place a high priority on encouraging pupils to use correct mathematical language to explain their understanding and reasoning. This enables teachers to spot pupils' misunderstandings quickly, which they then address and correct. The development of mathematics teaching has been successful, and pupils are now making stronger progress across key stages 1 and 2.
- The teaching of writing has also developed over the last year. Teachers focus on developing pupils' understanding of the key elements of different styles of writing. They provide pupils with opportunities to develop their writing skills, including in subjects other than English. Pupils show a high level of engagement in their writing because teachers consider pupils' needs and interests when planning. Teachers reinforce basic skills in grammar, punctuation and spelling and check that pupils apply these skills in their extended writing. Consequently, pupils' progress in writing is also improving.
- Phonics teaching has been consistently strong over time. The majority of pupils have a strong understanding of letter sounds and use this knowledge to help them in their reading. However, some pupils leave key stage 1 without a secure understanding of phonics. For some of these pupils, the support they receive to help them catch up is not fully effective. Some teachers do not ensure that these pupils' reading books help them to practise and improve their phonic knowledge. Some books are too challenging, so pupils find them difficult to read and understand. This limits the progress they make in reading.
- There has been a full review of the teaching of reading across the school. Teachers now place a higher priority on teaching reading skills and comprehension regularly. They use high-quality and more demanding texts to teach reading. However, the quality of teaching remains variable. Some teachers' assessments of pupils' reading abilities are not fully accurate. This means that they do not plan reading activities which build on pupils' previous learning. As a result, some pupils, especially the most able, are not achieving the standards they should.

- Following a review of the curriculum, teachers and leaders have developed a range of interesting topics, such as 'Dangerous Dragons' and 'Fabulous Fiesta', to teach the wider curriculum. Through these topics, teachers provide pupils with rich and meaningful learning experiences across a wide range of subjects. Pupils show a high level of interest in subjects such as science, history and geography. They are able to apply their mathematical and writing skills well in these subjects. Pupils have access to a broad and balanced curriculum which helps them to make good progress in the foundation subjects.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils' attitudes to learning are excellent. They show a true desire to learn and demonstrate a strong work ethic. They take great pride in their work, and presentation is of a very high standard. Pupils are confident to ask for help when needed but also are quick to offer their peers support and guidance. Pupils are not afraid to fail, and see all learning as a challenge. Pupils work collaboratively together and learn from one another. Pupils love to celebrate one another's successes.
- Pupils have a secure understanding of what bullying is and is not. They say that it rarely happens. Pupils celebrate their differences and treat everyone with respect and kindness. There is a strong culture of acceptance and tolerance across the school.
- Pupils feel safe and secure in school. They know that all adults are there to look after them. Pupils say that they would have no hesitation in asking anyone for help, if they needed it. Pupils are very appreciative of the support they receive from their teachers and say that the school is 'a happy and fun place to learn'.
- The breakfast and after-school clubs provide pupils with a warm and stimulating environment at the start and end of the day. Staff provide pupils with interesting activities and healthy snacks. They take time to talk to pupils and find out what they have been learning in school. Pupils value the care they receive in these clubs and say how much they enjoy attending.

Behaviour

- The behaviour of pupils is outstanding.
- The school rewards and promotes positive behaviours and pupils behave exceptionally well. They show a remarkable level of respect to one another and all adults in school. Rarely is any learning disrupted by inappropriate behaviour. A calm and orderly environment permeates across the school.
- Pupils see the school as a family. They socialise positively at break and lunchtimes. Older pupils take it turn to act as 'helpers' for younger pupils. They also volunteer to run clubs for them. This further promotes happy and positive social interactions throughout the whole school day.

- Leaders and teachers promote the importance of positive attendance. Leaders also ensure that all possible steps are taken to improve pupils' punctuality, so that learning at the start of the day is not lost. Parents are clear about their responsibility to ensure that their children attend school regularly. However, pupils say that they 'love coming to school' and are very reluctant to miss any learning. Consequently, current attendance figures are above the national average and incidents of persistent absence are low.

Outcomes for pupils

Good

- As a result of improved teaching in writing and mathematics, work in pupils' books currently shows that they have made strong progress in these subjects from the beginning of this academic year in the majority of classes. However, some pupils across key stage 2, especially the most able, have not made as much progress as they should have from the end of key stage 1. Nevertheless, in the majority of year groups, pupils are catching up and are closer to achieving the standards of which they are capable.
- Systems to assess pupils' attainment and check their progress in reading are still developing. As a result, leaders do not have a sufficiently accurate overview of current pupils' outcomes. However, some pupils, especially the most able and lower-attaining pupils in key stage 2, have not made sufficient progress to enable them to achieve the standards they should.
- The numbers of pupils with SEND and disadvantaged pupils are relatively small in each year group. In the interests of confidentiality, specific reporting on these groups is limited. However, these pupils receive effective and bespoke support both within and outside the classroom. This enables them to make good progress across the curriculum.
- Leaders have planned the curriculum carefully to build and develop pupils' skills and knowledge over time. This work has been very successful. Pupils' work currently shows that their progress is strong across the foundation subjects.
- Over the last three years, pupils' attainment at the end of key stage 1 has been very high. The proportion of pupils achieving the expected standard and greater depth in reading, writing and mathematics has been consistently above the national average.
- Similarly, the proportion of pupils achieving the required standard in the phonics screening check in Year 1 has also been in line with, or above, the national average for the last three years.
- At the end of key stage 2 in 2018, pupils' attainment at the expected standard in reading and mathematics was broadly in line with the national average. However, the proportion of pupils who achieved the higher standard in reading and mathematics was below the national average. Pupils' progress in mathematics was average. However, their progress in reading has been well below the national average for the past two years.
- In writing at the end of key stage 2 in 2018, the proportion of pupils who achieved the expected standard and greater depth was above the national average. Pupils' progress in writing was average.

Early years provision

Outstanding

- Teaching across the early years is of an exceptionally high quality. All staff have an incisive understanding of all children's needs. They plan activities that are matched to children's needs and interests precisely. Staff are highly skilled at spotting when children need further support and challenge in their learning and intervene quickly to provide it. This helps children to remain focused and engaged in their learning for sustained periods of time.
- Staff also place a high priority on promoting communication and language. They encourage children to use full sentences when talking, and children show a high level of confidence when speaking. As a result, children make very strong progress in all areas of their learning.
- There are very positive relationships between all staff and children. Staff have high expectations of children's behaviour and model good manners at all times. Children listen carefully when adults and their friends are speaking. Their excellent behaviour means that there is a calm and purposeful learning environment across the early years. Staff also encourage and support children to be independent, and children tackle any challenges with great enthusiasm. The excellent teaching and strong focus on social and emotional development means that children are very well prepared for Year 1.
- The early years leader has a detailed understanding of the strengths of the provision, but continually looks for ways to develop and improve it further. The leader regularly reviews the quality of teaching and how well children are achieving. In response to this, she provides training and support where she feels the provision could be enhanced even more. All staff are committed to improving the early years and embrace any opportunity to do so. Strong leadership has ensured that this high-quality provision has been maintained over a sustained period of time.
- Staff make accurate assessments of what children can do when they enter the Nursery and Reception Year. They use this information well to identify and plan for children's learning needs. Children typically enter the early years with skills and abilities just below those typical for their age. Across the early years, children, including those with SEND and disadvantaged children, make very strong progress. The proportion of children achieving a good level of development by the end of the Reception Year has been in line with, or above, the national average for the last three years.
- Staff work with a range of agencies to support children's needs. Specialist advice is sought and used, where needed, to ensure that all children are fully included in the learning. Staff also work with other schools to share good practice and check that assessments are accurate.
- Staff have very positive relationships with parents. They work closely with parents, sharing information about their child's learning and how they can help them at home. Staff also ensure that parents receive comprehensive information about their child's start to school. Transition arrangements are effective and help children to settle quickly and happily into school life.
- Safeguarding is effective. Children are well cared for, and staff ensure that all possible steps are taken to keep children as safe as possible.

School details

Unique reference number	141855
Local authority	Warwickshire
Inspection number	10058520

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

Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	Board of trustees
Chair	Simon Atkins
Headteacher	Andrew Mitchell
Telephone number	01926 497491
Website	www.woodloes.com
Email address	admin5207@welearn365.com
Date of previous inspection	23 April 2018

Information about this school

- The school is part of the Community Academies Trust. Governance responsibilities are delegated to the local governing body.
- There is currently an acting deputy headteacher and an acting leader responsible for special educational needs.
- The proportion of disadvantaged pupils is just below the national average.
- The proportion of pupils with SEND is just above the national average.
- The proportion of pupils who have an education, health and care plan is below the national average.
- The school provides a breakfast and after-school club.

Information about this inspection

- Inspectors observed teaching and learning in all year groups. Some of the observations were carried out jointly with the headteacher.
- Inspectors met with pupils, heard a selection of pupils read and observed pupils in the breakfast and after-school clubs and at breaktimes and lunchtimes.
- Inspectors met with the headteacher and acting deputy headteacher, the leaders responsible for the provision for pupils with SEND and the pupil premium, the safeguarding leader, the early years leader and senior leaders with subject responsibilities. Inspectors met with four members of the governing body. The lead inspector met with the chief executive officer of the MAT.
- A range of pupils' books from all year groups and a range of subjects were scrutinised.
- Several documents were considered, including the school's self-evaluation and improvement plan. Inspectors also considered information about pupils' progress, behaviour, attendance and safety.
- The lead inspector took into account the 98 responses to Parent View, 21 responses to the staff questionnaire and 50 free-text comments. There were no responses to the pupil questionnaire. Comments sent directly to Ofsted were also considered. Inspectors spoke to parents before school.

Inspection team

Ann Pritchard, lead inspector	Her Majesty's Inspector
Sara Arkle	Ofsted Inspector
Stuart Evans	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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