

Woodside Primary School

Denehurst, Ruardean Woodside, Gloucestershire, GL17 9XP

Inspection dates 27–28 March 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher’s drive for excellence has led to major improvements in the school’s performance. There has been a strong focus on continuing to improve the quality of pupils’ learning.
- All staff have high ambitions for the pupils. Senior leaders are clear about what needs to be done to sustain the many improvements made to teaching and achievement.
- Good and at times outstanding teaching ensures that pupils achieve well. In reading, writing and mathematics, progress and attainment are above average for all current groups of pupils.
- There are rigorous systems to check pupils’ progress. The abilities and needs of all pupils are very well understood by staff.
- The behaviour of pupils is good. Pupils enjoy the happy, friendly atmosphere. This is reflected in their improved attendance. Pupils’ keenness to learn makes a strong impact on their quickly rising achievement.
- The school’s work to keep pupils safe is outstanding. The high quality care and support provided by the school is appreciated and valued by parents and carers.
- The school enjoys excellent relationships with parents and carers and the local community.
- The knowledgeable governing body is passionate about providing the highest quality of learning for pupils. The governors challenge the school effectively.

It is not yet an outstanding school because

- The proportion of outstanding teaching is not yet high enough.
- Not enough pupils reach the higher levels, especially in mathematics.
- Pupils are not always reminded or given time to respond to the advice given in teachers’ marking.
- Pupils do not always present their work neatly and accurately and this has an impact on progress in writing and mathematics.

Information about this inspection

- The inspector observed eight lessons or part lessons, three of which were carried out jointly with the headteacher.
- The inspector attended an assembly and listened to groups of pupils read in both Years 2 and 6.
- The inspector scrutinised the 24 responses to the online Parent View survey and spoke to parents and carers at the start of the school day.
- Questionnaires completed by 14 staff were analysed.
- Meetings took place with staff, pupils, governors and a local authority representative.
- The inspector observed the school's work and scrutinised pupils' books, records of pupils' progress, as well as the school's checks on teaching and learning. Records of behaviour and attendance, and safeguarding documents were also analysed.

Inspection team

Carol Warrant, Lead inspector

Additional Inspector

Full report

Information about this school

- Woodside Primary is smaller than the average-sized primary school. Pupils are taught in five mixed-age classes.
- The proportion of pupils known to be eligible for additional funding (pupil premium) is below average. Pupil premium is additional government funding for pupils known to be eligible for free school meals, looked after children and pupils with a parent or carer in the armed services.
- The proportion of disabled pupils and those with special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- Most pupils are of White British origin.
- This inspection also covered the pre-school and breakfast club, both of which are managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics in Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding in order to enable more pupils to reach the highest possible achievement, especially in mathematics, by making sure that:
 - pupils have the time to act on the good advice given in teachers' marking
 - pupils' presentation of their work is accurate and neat in all subjects.

Inspection judgements

The achievement of pupils is good

- Achievement at the end of Year 6 has improved in English since the previous inspection. The proportion of pupils reaching Level 5 in reading and making good progress in reading and writing were above national figures in 2013. Achievement in mathematics, for current pupils, is starting to show similar improvement but not enough pupils reach the higher National Curriculum levels.
- The school's records of pupils' progress and work seen in lessons and in pupils' books during the inspection show that the progress of all groups of pupils, including the more able, is good in English. An increasing number of pupils in all year groups are now working at levels above those expected for their age in reading and writing.
- Children join with skills, knowledge and understanding that are broadly typical for their age. Those who attend the pre-school and Reception class make good progress, because of the consistently good, with some outstanding, teaching and the effective support that they receive in a happy, nurturing atmosphere. As a result, most children reach a good level of development by the time they enter Year 1.
- Pupils continue to make good progress in Key Stage 1 and reach standards at the end of Year 2 that are above those found nationally.
- Pupils' knowledge of phonics (the sounds letters make) in the Year 1 check has improved and is now better than in the previous two years when pupils were below average. Most Year 2 pupils read at levels well above those of pupils of a similar age. They recognise whole words and sound them out carefully. Older pupils read widely and talk confidently about their favourite authors and themes.
- Pupils are given many opportunities to apply their skills in reading, writing and mathematics in other subjects. However, pupils do not always present their work as neatly or as accurately as they should and this has an impact on their progress, particularly in mathematics.
- Disabled pupils and those with special educational needs make at least good progress. They often make rapid progress, especially in their personal development. This is because teachers know pupils very well and so make sure that they are able to reach their full potential.
- The few pupils who are known to be eligible for the pupil premium make the same rate of progress as their classmates. Currently, at the end of Year 6 there are no gaps in attainment in reading, writing and mathematics between pupils who are known to be eligible for the pupil premium and those who are not.

The quality of teaching is good

- Good and at times outstanding teaching helps pupils to make at least good progress.
- In the Early Years Foundation Stage, good use is made of both the outdoor and indoor areas to develop children's skills. Adults take every opportunity to extend children's language and numeracy skills by regularly encouraging them to talk about the things that they are doing.
- A scrutiny of pupils' books shows that pupils learn well and make consistently good progress. This is because most teachers provide challenging activities, particularly in English, that make pupils think deeply about their work. They make good links between different subjects and to previous learning. This helps to promote pupils' confidence and enjoyment in learning as well as their social, moral, spiritual and cultural development.
- Effective organisation in the classroom, coupled with high expectations of behaviour, ensures that teaching takes place in a purposeful and calm learning atmosphere. Pupils display a thirst for knowledge and a love of learning. This makes a significant contribution to pupils' good progress.
- There is a strong focus on teaching pupils to read throughout the school. Daily teaching of

phonics and guided reading activities for all age groups support the development of pupils' reading skills and a love of books.

- Teachers check pupils' progress and review targets for their learning regularly. They provide well for the varying needs and abilities of pupils in the mixed-age classes.
- Teaching assistants make a valuable contribution to pupils' learning, particularly for those who need extra help. They carry out clear roles and responsibilities with skill.
- Teachers' marking across the school is of high quality. However, pupils are not routinely reminded or given time to act on the good advice given in teachers' marking, which means they do not always make the maximum amount of progress and that work is sometimes not presented to a good standard.

The behaviour and safety of pupils are good

- The behaviour of pupils is good, in class and around the school. They are keen to learn and get on with their tasks quickly and with the minimum of fuss. They understand the established classroom routines and respond promptly when teachers ask for their attention so that time is not wasted.
- Adults are positive role models and make their expectations of behaviour very clear. Pupils are polite, friendly and welcoming and are keen to be rewarded for displaying good manners and courtesy.
- Pupils report that the school has an effective system of rewards and sanctions, which ensures that any rare unsatisfactory behaviour is dealt with effectively and promptly. Pupils who find it more difficult to behave well are skilfully supported so that their behaviour improves significantly.
- The oldest pupils said that they will be 'really sorry' to leave the school at the end of Year 6 but are excited about the opportunities to learn new things and make new friends. They are well prepared for secondary education.
- The school's work to keep pupils safe and secure is outstanding. The school has comprehensive systems for undertaking risk assessments and systems and practice to support vulnerable pupils are exemplary. All pupils said that they feel very safe in the school and this view is supported by parents and carers who considered that the school did all it could to keep their children safe.

The leadership and management are good

- The headteacher provides strong and determined leadership. She is supported very effectively by energetic and able senior leaders, and experienced governors. There is a shared sense of purpose and ambition to raise the aspirations of pupils and staff even higher.
- The school thoroughly evaluates its performance and identifies what could be improved to make it even better. Staff are well motivated and demonstrate a shared sense of responsibility for, and commitment to, the school's continued improvement. All staff are continually reflecting on how to improve their teaching.
- Leaders, including those with responsibility for subjects, have an accurate overview of teaching strengths and what should be improved. They acknowledge that the key challenge is to increase the proportion of outstanding teaching in the school. The system of setting targets for teachers is rigorous in ensuring that they are held to account for the achievement of their pupils.
- Pupils' progress is checked regularly and rigorously each half term. Pupils who fall behind are given the help they need to catch up.
- Fully supported and monitored by the governing body, the school makes very effective use of additional funds (pupil premium) to support small-group and one-to-one work. This helps to ensure that the small number of eligible pupils make good progress in their time in school.
- Primary school sports funding provides professional sports coaching and a range of sports activities. Consequently, pupils have a very good understanding of how to keep fit and healthy

and this has a beneficial impact on their well-being.

- The small size of the school ensures that all pupils and families are known very well by staff and there are very positive relationships with parents and carers.
- There are good links with a wide range of partners and the local community including local schools.
- The promotion of pupils' spiritual, moral, social and cultural development is particularly strong. Pupils develop into confident, articulate and reflective individuals who are well prepared for the next stage of their education.
- The local authority has provided the school with effective support for improvements in its monitoring and self-evaluation systems and for governor training.
- **The governance of the school:**
 - Governors have a keen understanding of the strengths and areas for development in the school and how well the school compares with others. They appropriately challenge and support senior leaders. They have a good understanding of how well pupils are achieving when compared to pupils nationally. They have discussed and agreed how pupil premium funding should be spent and have reviewed the difference this has made to the progress of these pupils. They have also agreed how additional sports funding will be spent and understand how the impact of this on participation and pupils' health will be monitored and evaluated. The management of the targets set for teachers is well understood by governors. They are well informed about the quality of teaching and make sure that pay and promotion are justified by the impact of teaching on achievement. Governors ensure sound financial management, equal opportunities for all and that discrimination is not tolerated. All statutory duties are well met, including safeguarding.

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

Unique reference number	115519
Local authority	Gloucestershire
Inspection number	431082

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	112
Appropriate authority	The governing body
Chair	Alison Davis
Headteacher	Mel Davis
Date of previous school inspection	16–17 May 2012
Telephone number	01594 542287
Fax number	01594 544762
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