

Woodthorpe CofE Primary School

Seymour Lane, Woodthorpe, Chesterfield, S43 3DA

Inspection dates

26–27 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils achieve well in reading, writing and mathematics.
- Teaching is usually good, with some that is outstanding. As a result, most pupils, including children in the Reception year, make good progress.
- School leaders keep a close check on the quality of teaching. They have used staff training to remedy areas of concern so that teaching is improving and pupils' achievement is rising.
- Pupils have good attitudes to learning. They relate well to their peers and to adults. Their behaviour shows consideration and respect for others. They feel safe.
- Pupils learn through a wide range of topics, which enable them to apply and improve their reading, writing and mathematical skills.
- Governors know the school well and offer a high level of support as the school aims for further improvement.

It is not yet an outstanding school because

- A small amount of teaching is not yet good, and there is not enough outstanding teaching.
- Although the most-able pupils make the progress expected of them, they are not given challenging enough tasks that would enable them to excel.
- Pupils do not have an opportunity to learn a foreign language, which limits their readiness for life in a global society.

Information about this inspection

- The inspector observed teaching in seven lessons. Three of these observations were made jointly with the headteacher.
- The inspector spoke to pupils in lessons, at lunchtimes and at playtimes. He also interviewed a group of pupils, and listened to a number of pupils read.
- The inspector looked carefully at pupils' work, at displays in classrooms and at the records of the progress made by children in the Reception class.
- The inspector read a wide range of school documents, including information about pupils' current and recent progress, planning and monitoring documentation, and records relating to behaviour, attendance and safeguarding arrangements.
- The inspector held meetings with members of the governing body, with senior leaders and with a representative of the local authority.
- The views of 26 parents were analysed through the Parent View website. The inspector also took account of additional comments made by parents he met informally at the start of the school day.
- The inspector considered the views expressed in questionnaires returned by 13 members of staff.

Inspection team

Stephen Palmer, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. There are four classes: Reception class children and Year 1 pupils are in one class together, Year 1 and Year2 pupils are in the second class, Years 3 and 4 pupils form a third class, and Year 5 and 6 pupils are in the fourth class. The Year 5 and 6 class is supported by an additional teacher in the mornings to make smaller teaching groups.
- Almost all pupils come from a White British heritage, and none speaks English as an additional language.
- The proportion of pupils supported through the pupil premium is lower than the national average. This is additional government funding for particular groups of pupils, including pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is much lower than average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Accelerate the rate of progress of the most-able pupils by:
 - increasing the level of challenge in lessons for these pupils
 - ensuring that checks on the quality of teaching take into account the progress of all pupils, especially the most-able pupils.
- Improve the quality of teaching so that all is at least good, and more is outstanding, by:
 - ensuring that lesson plans include very challenging tasks for all pupils
 - ensuring that all pupils, especially the most-able pupils, receive direct support in lessons to help them achieve their challenging targets.
- Broaden the range of subjects for pupils in Key Stage 2 by including a modern foreign language.

Inspection judgements

The achievement of pupils

is good

- Children enter the Reception class with knowledge and skills which are below those typical for their age, especially in speaking and their knowledge of the world.
- By the end of the Reception year, many have caught up and their overall level of development is only slightly below average.
- By the end of Key Stage 1, pupils reach levels in reading, writing and mathematics which are higher than national averages. This means that, from low starting points, the pupils make good progress in the Reception class and Key Stage 1.
- By the end of Key Stage 2, most pupils have made better progress than pupils nationally, and there has been a trend of improvement in recent years. The levels they achieve in reading, writing and mathematics are higher than national averages.
- However, the most-able pupils do not make more than the progress expected of them, because they are often not challenged to do so, and so do not all reach the levels of which they are capable.
- The majority of pupils supported through the pupil premium make at least the progress expected of them, with a high proportion of those in Years 5 and 6 making more than expected progress in reading, writing and mathematics. There were too few such pupils in Year 6 in 2014 to compare their attainment with that of others.
- Disabled pupils and those who have special educational needs make less rapid progress than other pupils. Nevertheless, their progress is good overall in the light of their starting points. A majority make at least the progress expected of them, and some make more progress than this. Their progress in mathematics is slightly stronger than their progress in reading and writing.

The quality of teaching

is good

- Teaching engages and challenges most pupils.
- Teachers make good use of their information about what pupils have already learned to plan lessons. They show in their planning that they have a clear idea of what they want pupils to learn and achieve. As a result, most pupils understand clearly what is wanted in each lesson, and make good progress. However, the work set for the most-able pupils does not challenge them to excel.
- Teachers check on pupils' progress in lessons and use questions and prompts well to support to those who need it. This promotes good understanding and effort from the pupils. However, teachers do not give the most-able pupils extra support and encourage them to achieve the highest levels.
- Teachers mark pupils' work frequently, and point out to them ways in which they can improve it. They give pupils a clear idea of their targets for learning, which are challenging for all but the most-able pupils.

- Teachers create stimulating classroom displays and charts; these act as aids to pupils as they learn, and celebrate their efforts and achievements.
- The appointment of an additional teacher in the mornings to reduce the size of teaching groups in literacy and numeracy in Key Stage 2 is beginning to have a positive impact on the progress of all pupils.
- Teaching assistants are effective in helping groups of pupils to achieve well. They use well-phrased questions and words of encouragement to give pupils the confidence to persevere and succeed.
- The school's own checks on the quality of teaching show that most teaching is at least good, though only a minority of lessons are judged by the school to be outstanding. However, the school's comments about the quality of teaching are mainly about what the teacher does in lessons, and not enough about the impact teaching has on the pupils' learning and progress.
- Pupils and parents also think that teaching is good.

The behaviour and safety of pupils are good

- Pupils show positive attitudes towards learning. In lessons, most are focused on their work, though on very rare occasions a pupil will need to be asked to concentrate harder.
- There has been a significant improvement in pupils' attitudes towards their learning over time. Pupils take pride in their work, and show respect for others' property and the school premises.
- The behaviour of pupils is good. There is virtually no disruptive behaviour. None was observed in lessons during the inspection, and pupils confirmed that disruptive behaviour in lessons hardly ever occurs. There have been no exclusions in recent years.
- The systems for managing the behaviour of pupils are effective. The school keeps records of the very few serious incidents that occur, and draws up sensible plans to tackle the causes of the poor behaviour.
- Pupils show respect and courtesy to each other and to adults. Relationships between pupils and adults are very good, and this creates a settled, calm environment in which learning can take place. Positive attitudes and good behaviour contribute strongly to pupils' good achievement.
- There are no recorded incidents of racist or homophobic language being used by pupils. In conversations with them, they agreed that this language is never heard in school.
- Pupils understand that bullying may take various forms, including name-calling and internet bullying. They said that bullying is very rare, and that it is dealt with quickly if it happens. This is confirmed by evidence kept in the school's incident logs.
- The school's work to keep pupils safe and secure is good. Pupils learn about how to stay safe. For example, they learn about safety on the roads, near canals and railways, and how to be safe when using the internet.
- The rates of attendance are better than the national average, and have improved over time. Pupils arrive at school on time, and are punctual for the start of lessons.

- Parents and pupils agree that behaviour is good, and that pupils feel safe in school.

The leadership and management are good

- The school's leaders have high ambitions for the pupils. They want them to achieve the best standards they can, not only in their knowledge and skills, but also in their social and moral development.
- The school's leaders have correctly identified priorities for school improvement, and have drawn up plans to tackle these. The plans correctly specify who should undertake the work, and the time by which improvements should be in place.
- As part of the improvement plan, the issue of the progress of the most-able pupils has been identified and an additional teacher has been appointed to reduce the size of teaching groups in the mornings. This allows teachers more opportunities to focus on the work set for the most-able pupils, which is beginning to have a positive impact on their progress.
- The school's checks on the quality of teaching make comments on the work of the teachers, and offer them some guidance on how to improve, but they do not comment enough on how much progress pupils make during the lesson, especially on the progress of the most-able pupils. As a result, teachers do not have a full enough understanding of the impact of their teaching on their pupils' learning and so, over time, the progress of the most-able pupils has not been as rapid as it could have been.
- The setting of targets for teachers to improve their work has established clear links between teachers' pay and their impact in the classroom on pupils' skills and knowledge. Continuing staff training is rightly linked to the school's priorities for improvement.
- Leaders have created a school community where hard work and good conduct are seen as the norm.
- Leaders check carefully on the progress being made by groups of pupils, and take effective steps to prevent pupils from falling behind. This includes disabled pupils and those who have special educational needs, and pupils for whom the pupil premium provides support.
- Subject leaders have opportunities to check on colleagues' work and offer them effective support. They have a good understanding of how to make improvements in the teaching of their subject, which helps them to develop other teachers' skills and therefore improve the impact teachers have on how well pupils learn.
- The school sensibly uses its pupil premium funding in conjunction with other funds to improve the quality of provision offered to pupils who are eligible for the pupil premium.
- The school uses its primary school sport funding imaginatively to offer pupils a wider range of sporting experiences, to promote better quality teaching in school, to develop the skills of older pupils so that they can offer sporting activities at lunchtimes to younger pupils, and to raise pupils' sporting aspirations through work with professional cricket and athletics coaches.
- The topics which pupils study as they move through the year groups offer them scope to learn about many things, and they have the opportunity to apply and develop their reading, writing

and mathematics skills through the work they undertake in these topics. For example, Key Stage 2 pupils had to devise a business plan for a product they had made, calculate manufacturing costs and profit margins, and produce promotional material for it. These topics as well as other activities develop pupils' social, moral, cultural and spiritual awareness well.

- However, the pupils do not have an opportunity to study a modern foreign language, which limits their knowledge and understanding of other cultures and their readiness for life in a global society.
- The school receives support from a number of outside agencies when dealing with specific issues, and gives professional guidance to colleagues who work in other local schools, which shows that the work of the school is held in high regard by the local authority.
- The local authority rightly regards the school as only requiring routine checks and limited support. It has provided effective training for staff and governors.
- Safeguarding arrangements meet requirements.

■ **The governance of the school:**

- The governors have a good understanding of the school's strengths and weaknesses.
- They maintain an overview of pupils' achievement, and know how well the school is doing in comparison with schools nationally.
- They are fully aware of the need to match teachers' performance in the classroom with their pay rises and promotion.
- Governors manage the budget well, and ensure that pupil premium funding is used to boost the achievement of the eligible pupils.
- The governing body ensures that safeguarding arrangements meet current national standards.
- Governors bring a wide range of skills and experience to the work of the governing body and participate in training that will help them do their job better.

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	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. 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.

School details

Unique reference number	112857
Local authority	Derbyshire
Inspection number	431202

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair	Chris Shaw
Headteacher	Eileen Gunton
Date of previous school inspection	28 April 2009
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