

Inspection of a school judged good for overall effectiveness before September 2024: Woodstone Community Primary School

Heather Lane, Ravenstone, Coalville, Leicestershire LE67 2AH

Inspection dates:

15 and 16 October 2024

Outcome

Woodstone Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Woodstone Community Primary School is an inclusive school that is at the centre of its community. Pupils are extremely happy at the school. Its welcoming ethos and vision of 'Growing Together and Learning Forever' help to build a sense of family and pride. The school has high expectations for how pupils will behave and learn. Pupils want to meet these expectations and, as a result, behave impeccably. All pupils, including those with special educational needs and/or disabilities (SEND), try their best.

Pupils benefit from different leadership opportunities. These include being on the Green Team, helping in the office or reading Silver Stories to older members of the community. Pupils enjoy a range of sporting and enrichment opportunities. They know why it is important to develop their 'character muscles' and enjoy nominating their peers when they see these muscles in action.

Pupils know how to stay safe. They like taking part in forest school activities. There is a clear focus on pupils becoming 'resilient learners' who can play their part in a team. Pupils know that being outdoors helps their physical and mental health and encourages a love of nature. They say it is a 'joyful' experience.

What does the school do well and what does it need to do better?

The school has prioritised reading to ensure that all pupils can access the ambitious curriculum. The phonics programme is of a high quality and is taught by well-trained staff. Books are mostly well matched to pupils' reading ability. Despite this, a few pupils struggle to secure their knowledge of phonics quickly enough. They continue to get

support until they become confident readers. Pupils can name their favourite authors and choose books from a wide range of texts.

The curriculum has been mapped out carefully. The knowledge that pupils need to know is broken down into small steps, from the Reception Year to Year 6. Vocabulary is given a high priority in each subject. Pupils can use subject-specific language, such as algorithm and debug, correctly and with confidence. Careful thought has been given to how teachers deliver the curriculum. There are opportunities for pupils to recap important information. Teachers often check for gaps in pupils' knowledge. However, these checks are not always effective. Pupils sometimes spend too much time on things they already know and can do. There are also some variations in how often pupils get to work independently so that they can apply what they know.

Staff are knowledgeable about how to support pupils with SEND. The school works effectively with external organisations to identify these pupils' needs. These pupils benefit from a range of in-class support, as well as lots of other appropriate help.

Children in the early years get off to a strong start. They quickly develop learning routines that help them to concentrate on tasks. Staff create an environment where language and reading are emphasised. Well-planned activities link closely to what children are learning. They are resilient and enthusiastic learners. Children play well together in the bright and welcoming environment.

The personal development offer is a strength of the school. Pupils learn about the importance of age-appropriate, healthy relationships. The school places great importance on ensuring that pupils are fully included. They are united in saying that 'any discrimination is wrong and will not be tolerated'. Pupils can also explain the practices of a range of different world faiths. They respect and celebrate diversity and difference. Pupils are well prepared for living in modern Britain.

Leaders know the school well. They work closely with their collaboration of local schools to provide staff with training and support. When needed, they access external networks for mathematics and English so that they can continue to improve the curriculums in these subjects. This helps the school to focus on its key school improvement priorities.

The school engages very well with its local community. As one parent, typically, said: 'This is a lovely school that is a great asset to our village community.' Parents value the range of opportunities available for their children. Parents are keen to recommend the school to others.

Governors know their responsibilities well. Leaders and governors work together closely to make sure that all staff feel highly valued and supported. All staff say they are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, pupils spend too long going over work that they already know and can do. As a result, they do not move through the curriculum as swiftly as they might. The school needs to ensure that staff know when pupils need more time to secure their knowledge and when pupils are ready to move on to the next stage.
- There are variations in how often teachers guide pupils and how often pupils learn independently. As a result, pupils do not always develop the necessary independence or learning fluency that they need. The school must make sure that pupils have enough chances to be directed in their learning and sufficient opportunities to work independently on tasks so that they can practise and apply what they know.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good for overall effectiveness in February 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	119916
Local authority	Leicestershire
Inspection number	10347391
Type of school	Primary
School category	Community Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair of governing body	Scott Young
Headteacher	Patrick Mullins
Website	www.woodstoneprimary.co.uk
Dates of previous inspection	8 and 9 October 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school provides a breakfast club and an after-school club that are managed by the local governing body.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- The inspector met with the headteacher and other school leaders. He also met with members of the local governing body and spoke to a representative from the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to some parents at the start of the school day.
- The inspector considered the responses to the online survey, Ofsted Parent View, and reviewed the responses to Ofsted's staff and pupil surveys.

Inspection team

Jon Brown, lead inspector

Ofsted Inspector

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