

Inspection of Woolden Hill Primary School

Netherfield Road, Anstey, Leicester, Leicestershire LE7 7ES

Inspection dates: 26–27 November 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Pupils and staff are happy at this school. Pupils' behaviour is good, and everyone gets along together in this community school. We saw pupils being polite and kind to each other during the inspection. Pupils welcomed us as visitors to their school. They were courteous, respectful and helpful.

Pupils say that they feel safe at school. They know that there is always someone they can talk to. Bullying is rare. When it does occur, staff respond quickly to resolve the issues.

Leaders have high expectations for all pupils to do well. Pupils achieve well during their time at the school, including in reading. Teachers make learning enjoyable. Pupils say that learning is fun and that they learn a lot in most subjects. They take pride in their work.

Parents and carers told us how much the staff do for their children. Parents described staff as 'caring', 'enthusiastic' and 'inspiring'. Parents and pupils appreciate the support and learning opportunities that staff provide. This includes the many extra activities pupils enjoy. Pupils were particularly keen to tell us about judo and cookery classes. The rock steady club is a favourite for those with a musical interest.

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

Leaders and other staff are ambitious for pupils. They want all pupils to have the knowledge and skills to be successful in their futures. Leaders have developed the curriculum to help make this happen. There is a strong sense of teamwork throughout the school. Staff morale is high.

Leaders have planned in detail how teachers need to teach most subjects. Where these plans are in place, teachers plan for learning to happen in a sensible order. This means that pupils build up what they know, and what they can do, over time. The mathematics curriculum in particular is structured well. Pupils develop essential mathematical skills well. Some subjects such as music and French need further development. Sometimes pupils do not remember enough of the knowledge or skills they learn in these subjects.

Staff understand the importance of teaching pupils to read. Leaders have introduced new teaching approaches for phonics to improve pupils' early reading. This has helped pupils to achieve well in the national phonics screening checks. Pupils say they enjoy reading. They talk with excitement about the books teachers read to them. They enjoy using the school's library and the wide choice of books available to them. Pupils take their books home and enjoy reading them with their families.

Pupils' attitudes to learning are positive. They listen to their teachers and concentrate well. Pupils are keen to do their very best. Sometimes teachers are not

ambitious enough for what pupils can achieve. Sometimes teachers do not provide some pupils with work that is demanding enough for them.

Leaders ensure that the teaching and support for pupils with special educational needs and/or disabilities (SEND) is effective. Staff are ambitious for what pupils with SEND can achieve. They break down learning into smaller steps. This helps pupils to learn similar knowledge and skills to their peers.

Children are quick to learn routines in the early years. They enjoy the range of interesting activities. For instance, during the inspection, children were busy building train tracks with other children or making cakes with staff. For some, the outdoor bicycles and building stations were more appealing, even in the rain! Staff develop children's vocabulary and communication skills well. Staff are caring and supportive. They encourage positive behaviour and relationships. Children play well together. Staff help children learn how to take care of themselves in a calm and compassionate manner. Children leave the early years ready to start Year 1.

Leaders, and other staff, place a high priority on pupils' personal development. Pupils have many opportunities to grow in confidence and be creative. Pupils enjoy taking on responsibilities, such as being play leaders. The school has achieved the PlayMaker Award for doing this. Pupils develop a good understanding of British values. They learn about different people, religions and cultures. Pupils understand the need for kindness, respect and tolerance.

Pupils' attendance has improved. Leaders have worked well with parents to make sure that their children attend school regularly.

Safeguarding

The arrangements for safeguarding are effective.

The academy trust and school leaders make sure school systems help keep pupils safe. Their checks on the suitability of staff to work with children are thorough. Leaders provide staff with appropriate training. This keeps their knowledge and understanding of how to safeguard pupils up to date. Pupils are taught how to keep themselves safe. Staff know how to report any concerns that they have. Leaders keep detailed records of any concerns raised. Leaders provide pupils and their families with the support they need. They do this with confidence and sensitivity.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders and teachers have planned and sequenced learning well in most subjects. However, in some subjects teachers sometimes are not as effective as they could be in ensuring that pupils remember the knowledge and skills they have learned. As a result, pupils do not achieve as well as they could. Leaders should ensure

that they plan learning well across the curriculum, so pupils achieve equally well in all subjects.

- Sometimes, teachers do not ensure that work is sufficiently demanding and ambitious for all pupils. Some pupils do not increase their knowledge well enough. Leaders and other staff should check pupils' learning carefully and adapt teaching to ensure that pupils are able to achieve and reach challenging curriculum goals.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

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

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140851
Local authority	Leicestershire
Inspection number	10110054
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	Board of trustees
Chair of trust	David Williams
Headteacher	Sarah Sadler
Website	www.wooldenhillprimary.org.uk
Date of previous inspection	23–24 May 2017

Information about this school

- The school is part of the Discovery Schools Academy Trust. It is also part of the Affinity Teaching School Alliance.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We held meetings with the headteacher, senior leaders, subject leaders and other staff. We met with two representatives of the advisory board. We also met with the head of governance and the school improvement partner of the trust.
- We looked in detail at four subjects: reading, mathematics, science and music, to consider the quality of education. We visited lessons, mostly with leaders. We met with teachers, subject leaders and pupils, and looked at a sample of pupils' work. We also listened to pupils reading and observed pupils' play times.
- We looked at a range of other documentation, including that relating to safeguarding, behaviour and attendance. We also looked at leaders' evaluation of the school's performance, and their planning documentation. We reviewed and considered the information on the school's website.

- We spoke with parents and considered their responses to Ofsted's online survey, Ofsted Parent View. We also spoke with staff and pupils to consider their views.

Inspection team

Vondra Mays, lead inspector

Ofsted Inspector

Matthew Spoons

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