

Outwoods Edge Community Primary School

Inspection report

Unique reference number	119977
Local authority	Leicestershire
Inspection number	379926
Inspection dates	21–22 June 2012
Lead inspector	Aune Turkson-Jones

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	362
Appropriate authority	The governing body
Chair	Rachel Phillips
Headteacher	Mark Maksymiw
Date of previous school inspection	6 March 2008
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Age group	4–11
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Introduction

Inspection team

Aune Turkson-Jones

Additional Inspector

Keith Williams

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Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 21 lessons involving 15 teachers. Meetings were held with groups of pupils, representatives of the governing body and staff. Inspectors listened to pupils read. They observed the school's work, and looked at school policies, the school's data on pupils' attainment and progress, its self-evaluation report and the school development plan. Inspectors scrutinised the 108 questionnaires completed by parents and carers, along with questionnaires returned by staff and pupils.

Information about the school

The school is larger than the average-sized primary school. The large majority of pupils are of White British heritage and the proportion known to be eligible for free school meals is below average. The proportion of pupils who are supported at school action plus or have a statement of special educational needs is well above average. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress. It has the International School award, enhanced Healthy Schools status, Active mark and the Basic Skills quality mark. The school also provides a breakfast club, managed by the governing body. An after-school club, which is also run on the school site, is managed by an outside provider. This is inspected separately.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school where pupils achieve well. The school is not outstanding because its leaders have not yet ensured that the quality of teaching is consistently high enough to promote outstanding achievement.
- Pupils make good progress as they move through the school. Attainment, which has previously been broadly average, has risen this year and is now above average by the end of Year 6. Pupils' progress has improved noticeably in writing, reflecting the concerted efforts made by the staff. The school has rightly identified pupils' spoken and written vocabulary as a relative weakness. Performance in mathematics continues to be strong. Disabled pupils and those who have special educational needs achieve well.
- Good teaching ensures that pupils make good progress. The effective learning that takes place in the majority of lessons is the result of good planning, positive relationships, high expectations and opportunities for pupils to take charge of their own learning. In a very few cases, more-able pupils are not fully challenged, and although there are some opportunities for pupils to assess their own and each other's work, these are not yet a routine feature in all lessons.
- Behaviour and safety are outstanding. The high-quality relationships built upon the school's fully inclusive and supportive ethos mean that pupils have highly positive attitudes to learning and feel very safe. This promotes their good spiritual, moral, social and cultural development. Together with above-average attendance, these features contribute strongly to pupils' improving achievement.
- Good leadership has maintained the school's good overall effectiveness. School leaders share a strong vision and commitment to drive improvements. Monitoring is thorough and both senior and middle leaders work together to raise the quality of teaching and drive up standards. The steps taken to spread the best teaching practice by sharing staff expertise are at an early stage.

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What does the school need to do to improve further?

- Improve the quality of teaching and learning so it is consistently at least good and more is outstanding, by:
 - providing pupils with more opportunities to extend the range of their vocabulary and to use this in their writing
 - increasing opportunities for pupils to assess their own and each other's work
 - ensuring that the level of challenge is high in all lessons
 - sharing outstanding practice and expertise among staff.

Main report

Achievement of pupils

Parents and carers rightly believe that their children are making good progress. The school's assessment and tracking data and the work seen during the inspection show that all groups of pupils typically make good progress in lessons. Throughout the school, pupils have positive attitudes to learning and are keen to improve their knowledge, skills and understanding.

Children enter the Early Years Foundation Stage with a wide range of skills and abilities, but overall they are below the levels expected nationally for their age. Reception staff make good use of resources and plan effectively. As a result, children make good progress across the areas of learning. Pupils continue to make good progress in Key Stage 1 and their attainment, including reading, is broadly average at the end of Year 2. Recent results indicate that performance in all subjects has improved. In a typically creative Year 2 history lesson, pupils enjoyed learning about ancient Greece and how life differed from the modern day. They used role play to show their understanding of the lives of early Olympians.

Attainment at the end of Year 6 has been broadly average in recent years. Improved teaching and learning means that it is rising, and currently above average. Performance in mathematics has been more consistent and higher than in English. The school recognised this and has worked successfully to improve pupils' writing across the curriculum. Attainment in reading is above average. In a Year 6 literacy lesson pupils keenly retold the story of King Arthur and his knights, using this to develop their own detailed story plans in writing. Where outstanding learning was evident in a Year 4 French lesson, pupils created their own highly skilful paintings in the style of a French artist, inspired by the landscape seen through the eyes of an evacuee during the Second World War.

Although there are slight variations from year to year, the gap between the

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performance of boys and girls is narrowing thanks to teachers' tracking and planning to include more interesting tasks to engage boys. Disabled pupils and those who have special educational needs make good progress because they are effectively encouraged and supported in their learning, both in lessons and in small groups where additional teaching develops reading, writing and numeracy skills.

Quality of teaching

Teaching has been effective over time in maintaining good achievement and driving up pupils' attainment. Parents, carers and pupils who completed questionnaires support this view. Teachers have positive relationships with their pupils and act as role models, reflecting the school's values and effectively promoting pupils' spiritual, moral, social and cultural development. Teachers express high expectations and, in the most effective lessons, question incisively and move learning on at a brisk pace. Staff work hard to enthuse and motivate pupils and plan interesting lessons, resulting in high levels of engagement in learning. Lesson planning is clear and in the majority of lessons, suitably pitched to address the needs of all groups of pupils. In an example of outstanding learning in Year 5, the teaching inspired the pupils to work at a rapid and challenging pace while reading through several detailed pieces of text to distinguish between fact and opinion. Pupils found this especially interesting as the characters in the 'story' were real people from their local area. Teachers actively promote reading through curriculum topics, and pupils read to adults and each other at regular intervals during the week.

Occasionally, the pace of learning slows when teachers take too long with their explanations about tasks, or do not offer enough challenge, particularly for more-able pupils. While pupils know their targets they are not always given opportunities to assess the quality of their own work or that of others.

Teachers' marking praises achievement and shows clearly how pupils may improve their work further. Verbal and written feedback, particularly about writing, has contributed well to raising standards. However, pupils do not always have enough opportunities to extend their spoken vocabulary, in order to strengthen their writing.

Teaching assistants are deployed effectively and play a vital role in supporting different groups. This ensures that most pupils make similar good progress over time. For example, disabled pupils and those who have special educational needs are well taught, and those whose circumstances make them potentially vulnerable receive well-thought-out support to help them gain confidence. Pupils are well managed and are highly responsive to staff, always striving to retain their positive attitudes to learning.

Behaviour and safety of pupils

Behaviour is outstanding because the vast majority of pupils appreciate and follow the school's strong, well-communicated values. Responses to questionnaires show that parents and carers hold exceptionally positive views of behaviour and safety in

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and around the school. Pupils thoroughly enjoy school and attendance has been consistently above average in recent years. The school is very vigilant in monitoring attendance and punctuality, and works extremely well with families and support agencies whenever a concern is raised.

Pupils show high levels of engagement in their learning. Their enthusiastic and highly positive attitudes have contributed to the rising standards across the school. Relationships among pupils are very positive and echo their relationships with teachers and support staff. Those who attend the breakfast club get off to a calm and healthy start each day that prepares them well for learning.

Pupils who are identified as having challenging behaviour, including those joining the school at times other than usual, show significant improvements in their behaviour. Pupils say that disruption to their learning is extremely rare. They have a good awareness of the different forms that bullying can take, such as name-calling and cyber-bullying. Pupils say that staff deal effectively with any rare incidents that do arise with firm sensitivity. As a result, pupils feel very safe and conduct themselves in an exemplary manner in lessons and around the school. Pupils' good spiritual, moral, social and cultural development manifests itself in mutual respect, well-developed social skills and positive regard for everyone in school.

Leadership and management

Parents and carers are highly supportive of the school. The headteacher and senior leaders are positive role models and are greatly respected by staff, parents and carers and pupils. School leaders work cohesively to communicate a common vision for the school and, as a result, the staff are highly committed to securing further improvement and raising pupils' achievement. The leadership team has strengthened since the last inspection and the range of responsibilities has been distributed among staff, further enhancing the strong sense of teamwork. The governing body supports and challenges the school well, fulfilling its duties and maintaining close contact with pupils and staff. Governors have a deep knowledge and understanding of the school's strengths and areas for development. Careful monitoring and accurate self-evaluation have assisted the school in identifying the right priorities for raising achievement further. A high profile has been given to professional development, performance management and the sharing of good practice. By strengthening links with other schools and working with a school advisor to verify internal lesson observations, school leaders have driven up the quality of teaching. The school's success so far shows that it has a good capacity to secure further improvement.

The curriculum is broad, interesting and vibrant and contributes to pupils' good achievement and their high levels of enjoyment. The stimulating curriculum meets pupils' needs well. It ensures that all key skills are developed effectively, with a strong focus on improving literacy. Equality is promoted and discrimination tackled effectively. Pupils are made to feel safe and the arrangements for safeguarding are robust. The school is a highly inclusive, cohesive community that promotes pupils' all-round development well. Their perspectives on the wider world are broadened

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and their, spiritual, moral, social and cultural development is strongly promoted. The school works closely with other local schools and with outside agencies to promote learning and secure the well-being of the pupils whose circumstances make them most vulnerable.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 June 2012

Dear Pupils

**Inspection of Outwoods Edge Community Primary School, Loughborough
LE11 2LD**

Thank you for being so welcoming when we recently visited your school. Thanks also for your contribution to the inspection, especially to the pupils who we heard read, those whose exercise books and work we examined, and those who met with inspectors completed questionnaires to share their views and experiences of school.

Your school is a good school and these are some of its main strengths.

- You are making good progress, and by the end of Year 6 your attainment in English and mathematics is now above average.
- Your behaviour is outstanding because the school has helped you to develop high levels of independence and to be responsible individuals.
- You enjoy school very much, feel cared for, and your attendance is above average. You feel very safe because everyone is included and gets on well with each other. Your views of school are very positive.
- Teaching is good and your teachers work hard to make your lessons interesting and challenging for you. They give you good advice when marking your work, so that you know what to do to improve.
- The headteacher and staff lead and manage your school well and ensure that it is improving.

I have asked the headteacher to ensure that you have more opportunities to extend your vocabulary so that your writing continues to improve, and for you to be more involved in assessing your work in class. Your teachers will make sure that your work is hard enough in every lesson, so that you can all reach the highest standards.

You can all help by continuing to work hard, and if your targets are more difficult, please do your best to achieve them. I wish you all the very best for the future.

Yours sincerely

Aune Turkson-Jones
Lead inspector

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