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Mr Mark Maksymiw
Headteacher
Outwoods Edge Primary School
21 Redwood Road
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Dear Mr Maksymiw

Short inspection of Outwoods Edge Primary School

Following my visit to the school on 30 June 2016, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since your predecessor school was judged to be good in June 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You ensure that Outwoods Edge is an orderly working environment characterised by high standards and an inclusive culture. Pupils make good progress not only in English and mathematics, but also in other subjects across the curriculum. In addition, the caring approach of you and your staff means that pupils thrive and become motivated, thoughtful and creative young people.

Your active involvement with the Loughborough Primary Academy Partnership has given you the opportunity to improve the accuracy of your self-evaluation through a series of ongoing, collaborative monitoring, evaluation and review procedures. Scrutinies of pupils' work, complemented by discussions with pupils and lesson observations, have confirmed your assessment of the school as a good one. This collaborative approach has also provided opportunities for staff, such as those in the early years, to share ideas and spread best practice.

You and the governing body have reflected on a wide range of evidence to judge, correctly, that your school is continuing to improve. You are not content to see your staff attend solely to outcomes in reading, writing and mathematics. Because of this, your ambitious strategic plan for continuous development also prioritises other aspects, such as the teaching of computing.

You ensure that teachers refine their classroom performance through a robust yet supportive system of appraisal. Challenging targets are agreed with teachers, and you give staff good professional development opportunities to help them improve

their practice. Those new to teaching say that they are well supported through an effective mentoring system. As well as further training, you give these teachers the opportunity to visit schools in the partnership to see other examples of best teaching practice for themselves.

A very large majority of the staff who responded to Ofsted's online questionnaire gave very positive views about all aspects of the school and its leadership. They confirm that the school is aspirational for pupils and that they feel well supported in their roles. They also say that you are considerate of their well-being and treat them with respect.

Pupils I met during my visit explained to me that they enjoy their lessons because teachers make them interesting, challenging and fun. They explained to me that teachers give those pupils who need to catch up good support that helps them to improve. They also told me how the most able pupils were given particularly challenging work. As well as ensuring that pupils are well taught, your staff ignite pupils' interests in the wider curriculum. Pupils are excited to find out about a wide range of things. Older pupils told me how, for instance, they had learned about the injustice of apartheid in South Africa, while the members of the coding club were proud to show me how they had built their own computers, installing memory and upgrades, and had designed apps that they had then installed onto their mobile phones.

The pupils at Outwoods Edge are extremely well behaved. In lessons, they pay close attention to adults and are very keen to respond to their questions. Their admirable attitudes to learning mean that consistently they do their best. They are also highly industrious, producing a large amount of written, mathematical and artistic work. They concentrate equally well whether working independently, with a partner or in a group. I saw no disengagement in learning during my visit. Away from classrooms, pupils move around the school sensibly and safely, and play and cooperate with each other happily at lunchtime. The school's behaviour log records that there are very few instances of misbehaviour.

The overwhelming majority of the parents who responded to Parent View, Ofsted's online survey, are highly supportive of all aspects of Outwoods Edge, and 98% of these parents would recommend the school to others. The same proportion believes that the school is well led and managed and that their children are well taught and make good progress. Respondents unanimously said that their children are happy and safe at school, and well looked after. As one parent explained, 'This is a super school! Every child is treated as an individual and is encouraged to do their very best. Staff always make time to keep parents updated on matters. My child has progressed really well. He comes out smiling each day! He has a super relationship with his teachers and they always listen and give time to him. Amazing – there is no other word for it!'

Published outcomes from previous years show that, though rates of progress have not been consistently significantly above the national average, pupils have nevertheless made good progress over time. They also achieve well. For example, the proportion of pupils who have passed the phonics screening check over the past

three years has been above the national average. Last year, pupils in Year 6 left the school particularly well prepared for secondary school, with levels of attainment significantly above those found nationally. However, results at key stage 1 were in line with national averages. During my visit, I looked at an extensive range of pupils' work from all year groups in the school. This shows that pupils are continuing to make good progress in their work, and are attaining well. Staff are currently using a new system to record pupils' outcomes. However, you recognise that the conclusions it produces do not reflect their progress accurately. As a result, you and governors are not able to use these results to evaluate precisely any variations in pupils' performance.

Safeguarding is effective.

You ensure that your staff take great care to ensure the protection of pupils against harm. Staff are well trained in understanding the different types of abuse, including areas of current national concern, such as extremism. Those I met during my visit could tell me confidently of the many different warning signs that could indicate a pupil is being harmed. They also told me about the school's procedure for reporting any concerns. Staff are vigilant for any changes in a pupils' behaviour or appearance and they know that it is their duty to let you or your deputy know without delay if they see these changes. The safeguarding policy, which can be found on the school's website and in the staffroom, is fit for purpose. The school's single central register, which records the pre-recruitment checks made on all staff, meets requirements, and you keep good records of any support given to vulnerable pupils. My study of a selection of these shows that you are unafraid to make referrals to external agencies, including social care, when needed. You work well with these agencies to support pupils and to minimise the risk of further harm.

The pupils I met explained how they feel safe in your school. They say that both bullying and name-calling are very rare and, if they do occur, adults take prompt and effective action. They say that they can ask any member of staff to help them if they are worried about anything.

Staff help pupils to understand the range of risks they may face, such as those posed by strangers, roads, trains and the internet. Pupils explained to me why it is important never to give your personal details to someone online. Pupils in Year 6 are also taught about the dangers of smoking and drugs.

Inspection findings

- You and the governors are ambitious for the school to continue its trajectory of improvement, and have a clear and accurate view of its strengths. The minutes of meetings of the governing body show that governors hold you to account effectively. The governors I met during my visit explained to me how they assure themselves that pupils are making good progress by examining pupils' work with you at meetings of the full governing body. They ensure that the school site is safe for pupils by conducting regular health and safety reviews. They also see that risk assessments are quality assured to ensure that they are effective.

- The subject leaders for English and mathematics plan and implement improvements in teaching in their subjects. They then work effectively with your phase leaders, whose role it is to measure the impact of these improvements. As a result, your staff work as a united team, and both you and the governors are kept well informed about the pace and the effectiveness of the work staff are doing.
- Children enter the Reception Year with different levels of development. Many of these, though not all, are below those typically found in children of the same age. However, children make good progress during their time in the early years. The proportion reaching a good level of development in previous years has been broadly in line with the national average. This year, teachers expect around 70% to achieve this, which is slightly above the current national average.
- Last year the proportion of boys who reached a good level of development by the end of Reception was much lower than the national average. Many of these children entered school at lower levels of development than other children. However, staff ensured that these pupils received a wide range of regular, effective support. Work from these pupils, which I saw during my visit, showed that, as a result, they have made strong gains in their learning and are catching up quickly with other pupils.
- The proportion passing the phonics screening check at the end of Year 1 this year is 75%, in line with the current national average.
- Children quickly settle into the Reception class and staff ensure that children become enthusiastic learners. During my visit, I saw children counting in 2s and writing numbers to 20. Adults were encouraging other children to think by asking them which shape would come next in a sequence and, for example, to 'pick a shape that's not a yellow triangle'. Children's work records show that they have made good progress from their arrival, from simple mark-making early in the autumn term to sentences written recently, with simple words spelt mainly correctly and plausible attempts at more difficult words, for example, 'obscl cors' for 'obstacle course'.
- Pupils' good progress continues in key stage 1. Pupils' work shows that they are learning to write with increasing accuracy, and using a wider range of punctuation. For example, one boy in Year 2 had written, 'Did you know that Billy practised football for twenty years? Surprisingly, Billy is a famous, rich and popular person!' Pupils' skills in mathematics also deepen. During my visit, I saw pupils in Year 2 cooperating well to test whether each one in a series of mathematical statements was true or false.
- By Year 5, pupils can solve a wide range of complex problems, for instance, dividing 163 by 32 accurately on paper and rounding up decimal numbers to five places. Pupils' writing also shows that they can use, for instance, prepositional phrases to great effect, and their creative work shows great imagination and flair. One pupil had written, 'As the last rays of sunlight disappeared into the distance, Aliana sunk her head into the warmth of her sweating palm, tears flooding her eyes.'
- Pupils' progress in science is also good. They understand a wide range of scientific ideas, regularly devising investigations to see if, for example, sugar

will dissolve at different temperatures. Pupils I met said that they greatly enjoy science. On the day of my visit, pupils in Year 3 had returned from a visit to an outdoor centre and had learned to classify minibeasts in ponds and woods, to build shelters together and to read maps.

- Disadvantaged pupils make progress across the school that is at least as rapid, and often faster, than other pupils. Because of this, the gaps in attainment between disadvantaged and other pupils in the school and nationally are closing convincingly.
- You ensure that staff nurture pupils' skills, interests and abilities very well. For example, a group of the most able children runs the school's magazine club. They decide together on the specific theme for each issue, such as 'our world and the environment', and then plan its contents. They then compose both creative and non-fictional articles, book reviews and recipes, all of them of exceptional quality. Their work includes visiting the printers to see its actual production. 'Smarty Pants' magazine strongly reflects the school's high standards and the creative talents of its pupils.
- Pupils enjoy the many responsibilities that you and your staff give them. For example, the elected members of the school council have improved the range of menus available for everyone at school lunchtimes. Many of the oldest pupils are 'Little Leaders', helping children in the Reception Year to play together, and assisting the sporting clubs to work smoothly by helping to pack away the equipment used.
- You ensure that pupils have a good understanding of fundamental British values. Pupils are highly respectful to others and explained to me how diversity is a 'thoroughly good thing'. They think it is important to follow the school rules, and for adults to uphold the law. They also understand that they are fortunate to live in a free country where people can express their own opinions democratically.
- Pupils enjoy coming to school to learn, and attendance remains above the national average. You work well with the very small number of families whose children are not attending regularly enough.
- The school website meets the requirements for the publication of information, which are specified in its funding agreement.

Next steps for the school

Leaders and governors should ensure that:

- they review the school's current system for tracking pupils' outcomes to ensure that the information it provides is accurate and reflects the progress and attainment seen in pupils' books.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Leicestershire. This letter will be published on the Ofsted website.

Yours sincerely

Roary Pownall
Her Majesty's Inspector

Information about the inspection

During the inspection, I met with you, the deputy headteacher and assessment coordinator and representatives of the governing body. We visited classes in all key stages in the school to observe teaching and learning. I looked at pupils' work from pupils in all year groups. I observed pupils' behaviour in lessons and met with groups of pupils at breaktime. I received a small number of letters from parents and considered the views of 60 parents posted on Ofsted's online survey, Parent View. I read a range of documents, including the school's self-evaluation, your school development plan and information on outcomes for pupils currently in the school. I visited the breakfast club, which is maintained by the governing body, to check that pupils were safe. I studied information related to attendance, examples of teachers' appraisal and examined safeguarding records and policies. I examined the school's website to check that it meets requirements for the publication of specified information, which are set out in your funding agreement. I looked at the range of views expressed by staff and pupils, through Ofsted's questionnaires, about the school.