

Inspection of a good school: Elizabeth Woodville Primary School

Glebe Road, Groby, Leicester, Leicestershire LE6 0GT

Inspection dates: 25 and 26 April 2023

Outcome

Elizabeth Woodville Primary School continues to be a good school.

What is it like to attend this school?

There is a real sense of togetherness at Elizabeth Woodville. Leaders, staff and governors work as one in their pursuit of excellence. They share an ambitious vision for what they want pupils to accomplish and experience. Leaders have ensured that all aspects of school life build towards the achievement of these aims.

Leaders have created an atmosphere where pupils can thrive. Pupils feel happy and secure. They feel valued. They can be themselves in this caring environment. One pupil, typical of many, said, 'All the children and teachers here are really nice. If you have a problem, everyone will make you feel better.'

The behaviour of pupils at Elizabeth Woodville is exemplary. They are enthusiastic about learning and eager to contribute to lessons. Classrooms are calm places where pupils can be successful and reap the benefits of working in pairs and groups.

Pupils treat each other with respect and kindness. They enjoy spending time together. Pupils play nicely on the playground. They do not say that bullying is a problem at their school.

Parents and carers are incredibly positive about the school. They recognise the hard work of the staff, and the high level of care and support provided for their children.

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

Elizabeth Woodville Primary School benefits from the inspirational and dynamic leadership of the headteacher and the deputy headteacher. They provide the support and encouragement that staff and pupils need to reach their high expectations.

Every leader has thought carefully about how their subject contributes towards the achievement of the school's four core aims. All curriculum plans set out what pupils will learn and when. Leaders carry out regular checks to make sure that their subject is being

taught as they intend. They provide training so that all staff have the expertise they need to teach the curriculum well. Leaders make the most of the rich history of Leicestershire. They ensure that the curriculum teaches pupils about local heritage. As a result, pupils know lots about Queen Elizabeth Woodville and her association with the village of Groby.

However, in some of the foundation subjects, pupils do not gain a deep understanding of some of the key themes and ideas in the national curriculum. This because the sequence of learning for some of these important concepts has not been planned in a clear sequence that builds pupils' knowledge step by step, over time.

Reading is at the heart of the school. Pupils love reading. They enjoy the texts that they read together as a class. Phonics is taught effectively. All staff use the same approach and terminology when teaching phonics. For instance, pupils use their 'robot arms' to separate the different sounds that letters make. They then push them together using their 'blending hands' to read whole words. Staff make sure that the books pupils take home are matched to the letter sounds they know. The texts that pupils will read in each year group have been planned out in a progressive order. By the time they reach the end of key stage 2, pupils are able to comprehend the meaning of challenging texts.

Leaders are very ambitious for pupils with special educational needs and/or disabilities (SEND). Teachers make adaptations to their lessons so that pupils with SEND learn the full curriculum. The leader with responsibility for SEND makes sure that pupils receive support that is precisely matched to their individual needs. Parents of pupils with SEND appreciate the level of care provided for their children.

Teachers demonstrate how to do things clearly. This helps pupils be successful. Teachers provide resources to help support pupils' thinking. In mathematics, for instance, children in Reception use number fans when adding two numbers to help them count on. In Year 2, pupils find thirds of numbers by sharing out counters.

Personal development is very strong at Elizabeth Woodville. Leaders have planned this in a methodical way. All elements of pupils' personal development are linked to the school's four core aims. Pupils appreciate difference and diversity. They recognise the importance of equality. They know how to keep themselves safe and how to lead healthy lives.

Governors provide a high level of support for leaders and staff. They make regular visits to check on the quality of education across the curriculum.

Staff really enjoy working at Elizabeth Woodville. They get the help and direction they need from senior leaders to develop their expertise and manage their workload. One member of staff summed it up perfectly when she said, 'We are one big family here!'

Safeguarding

The arrangements for safeguarding are effective.

Staff are knowledgeable about safeguarding. They know the signs that might indicate a pupil needs help. They report issues promptly. Leaders with responsibility for safeguarding

ensure that all records are detailed. They involve other agencies when they need to so that families get the support they need. Governors ensure that the safeguarding policy is carried out effectively. They make regular checks on safeguarding procedures. Pupils feel safe. They share any concerns with staff or put them in the class 'worry monster'. Leaders provide a high level of pastoral care for any pupil who needs it.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some of the foundation subjects, it is not clear how pupils will develop their knowledge of important concepts. This means that pupils do not systematically add to their understanding of some of the key themes and ideas that run through subjects. Leaders must refine their curriculum thinking so that teachers deliberately build pupils' knowledge of key concepts, deepening their understanding over time.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 first ungraded inspection since we judged the school to be good in December 2017.

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](#)' 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	119959
Local authority	Leicestershire
Inspection number	10254937
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair of governing body	Mike Randle
Headteacher	Andrew Pridmore
Website	www.elizabethwoodvilleprimaryschool.co.uk
Date of previous inspection	28 November and 5 December 2017 under section 5 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- There is a before- and after-school club managed by the school.

Information about this inspection

- This was the first routine inspection of the school since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in reading, mathematics and history. For the deep dives, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers and pupils, and looked at samples of pupils' work.
- The inspector also looked at subject plans for geography and spoke to pupils about their learning in this subject.
- The inspector met with the headteacher, deputy headteacher, curriculum leaders and a sample of teaching and support staff. The inspector met with the leaders responsible for pupils with SEND, behaviour and personal development.

- The inspector met with the designated leaders for safeguarding to discuss the actions taken to keep pupils safe. The inspector reviewed a range of documents, including the school's single central record.
- The inspector examined a range of school documentation, including leaders' self-evaluation, improvement plans, records of governance, and documentation relating to attendance and pupils' behaviour.
- The inspector listened to a sample of pupils in Year 1, Year 2 and Year 3 read to a familiar adult. The inspector met with groups of pupils from across the school.
- The inspector met with governors, including the chair of the governing body. He also spoke with a representative of the local authority.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and considered the results of the Ofsted staff survey and pupil survey.

Inspection team

Shaun Carter, lead inspector

His Majesty's Inspector

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