

# Woodfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	113299
<b>Local Authority</b>	Plymouth
<b>Inspection number</b>	357312
<b>Inspection dates</b>	19–20 October 2010
<b>Reporting inspector</b>	Rowena Onions

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	162
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Judith Lazaar
<b>Headteacher</b>	George Muirhead
<b>Date of previous school inspection</b>	13 November 2007
<b>School address</b>	Taunton Avenue Plymouth PL5 4HW
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## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons were observed and eight teachers were seen teaching. Meetings were held with pupils, governors and staff. The inspectors observed the school's work and looked at data on pupils' progress, the school improvement plan, reports from the School Improvement Partner and a range of other documentation. Forty responses to the parental questionnaire were received and analysed, together with 80 pupil and 18 staff responses to their respective questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether teaching promotes the good progress of potentially higher-attaining pupils.
- What impact teaching and the curriculum have on the progress made by boys.
- How effective the school is in supporting its more vulnerable pupils.
- The impact of school improvement work since the time of the last inspection.

## Information about the school

This primary school is smaller than average. It serves its local area in Whiteleigh, Plymouth. An above-average number of pupils are eligible for free school meals. Almost all pupils are of White British origin and speak English as their first language. An above-average proportion of pupils have a range of special educational needs and/or disabilities, including behavioural, moderate learning and speech and language difficulties. Since the last inspection, the school has been through a turbulent period when there has been a large number of staff changes. The school now has a settled staff but two teachers only started work in the school at the beginning of term in September 2010.

**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: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Woodfield provides a satisfactory quality of education. After a period of turbulence in which its effectiveness dropped, the hard work of the headteacher and staff has caused improvements to be made. Currently, the school has some good aspects and there are a number of others that are poised to be so. From below-average starting points, pupils make satisfactory but improving progress and are now attaining broadly average standards by Year 6. Progress in both English and mathematics is good in many lessons and across year groups over time, but there remains variability which the school is working to reduce. The staff have worked to improve the progress of all pupils. They have paid particular attention to accelerating the progress of boys. The curriculum has been developed to include a wide variety of stimulating, exciting activities that pupils help to design and create. These successfully increase pupils' motivation and interest. However, the curriculum is not yet as relevant as it should be because pupils, particularly boys, comment that activities are sometimes 'boring' and, on occasion, there is a reluctance on their part to work hard. Additionally, learning in some lessons is reduced when the teacher talks for too long. This particularly affects some boys, whose attention wanders so they are not gaining from what the teacher has said.

Teachers manage pupils well and relationships are constructive. Teachers use their good subject knowledge well in giving clear explanations of new concepts and use questioning well to probe pupils' understanding. The good skills of teaching assistants are used effectively, for example when being particularly supportive for lower-attaining pupils and those who are more vulnerable. Teachers use their assessments well to plan appropriate levels of tasks for different groups within the class. There are, however, occasions, particularly at the beginning of lessons, when higher-attaining pupils are expected to sit and listen to the teacher talking about things they already know, making poor use of their time. Tasks are generally suited to pupils' needs, and teachers are careful to explain the focus of the lesson. However, they do not always make it clear what they are expecting each group of pupils to produce by the end of the lesson. This makes it difficult for pupils, especially those who are potentially higher-attaining, to become confident in challenging themselves to higher achievement and in measuring their success in meeting this expectation.

Because of the good, personalised care, guidance and support they receive, pupils feel safe and relaxed in school. The school has worked hard to improve attendance and the majority of pupils attend regularly. There are, however, a number whose families do not play their part in helping their child to make progress by ensuring they attend regularly. Pupils make a good contribution to the smooth running of the school day through their good behaviour and the range of responsibilities that they readily take on. They are developing a greater awareness of how they can influence what happens in their local

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community and, through their links with schools across the globe, a respect for similarities and differences in the way others live.

School self-evaluation is robust, being based on a good range of ways to check the impact of provision on individual pupils' progress. Improvement work is helping the school recover from the dip in effectiveness and there is a determination on the part of headteacher, senior staff and the governing body to ensure this continues. Thus the school has satisfactory capacity for sustained improvement.

**What does the school need to do to improve further?**

- Improve the progress of groups of boys by ensuring that:
  - there is a good balance of teacher talk and pupil activity in each lesson
  - activities are successful in motivating pupils to work hard.
- Accelerate the progress of potentially higher-attaining pupils by:
  - ensuring they are enabled to make good use of all the time in lessons
  - clearly identifying what different groups of pupils are expected to achieve by the end of each lesson
  - helping pupils gain the confidence to challenge themselves.
- Improve attendance by working with the families of pupils with high levels of absence.

**Outcomes for individuals and groups of pupils****3**

In many lessons, pupils work hard and achieve good results. In writing about a hero engaged in a struggle, for instance, all pupils were interested and engaged and displayed understanding of how writing techniques can make a text powerful. Work to expand pupils' aspirations of what they might achieve in later life is having a positive impact and pupils talk sensibly about the need to work hard now in order to attain success in later life. This is not yet, however, consistently translated into working hard in all lessons. Pupils say that the first-hand experiences they have, for example having a mock television studio in their classroom when studying the weather, really help them to learn. However, pupils' interest is not as great when they are engaged in what they perceive as more 'everyday' lessons or some less imaginative follow-up tasks. Boys are more affected by this than girls, so their progress is more variable. The system of giving each class a budget to spend on going on visits or buying resources to help them to create activities linked to their topic, helps pupils both to feel empowered and to gain understanding of the value of money. The future economic well-being of a small number of pupils is, however, affected by their poor attendance. Pupils who have special educational needs and/or disabilities receive well-planned extra help and many make expected or better progress. Like the rest of the pupils, however, there is variability within this and their overall achievement is satisfactory. Pupils who are more vulnerable personally or socially are well supported and make good progress. The school is successful in helping pupils to gain knowledge of how to keep themselves happy and healthy. Pupils are active and keen to participate in voluntary clubs and sporting activities. Their sensible behaviour around school shows they

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have good awareness and understanding of their own safety and of the well-being of others.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers demonstrate a range of good teaching skills. These include: good pupil management so lessons are conducted in a positive atmosphere; effective use of a range of technologies to exemplify expected learning and to enliven lesson delivery; and the skilful use of questioning. Although these good teaching skills are usually evident, the impact of teaching is sometimes reduced by overlong introductions to lessons, especially when these involve higher-attaining pupils revisiting what they already know. Good feedback is given to pupils about their work, both orally and through marking and this is helpful in letting them know how to improve. Pupils are asked to measure their own success at the end of each lesson. However, because they are not always told precisely what constitutes success, the impact of this is not maximised. Teachers try hard to make learning relevant to the pupils. Planning is done via topics, which successfully aim to broaden knowledge and understanding through first-hand experiences. Year 6 pupils, for instance, spoke enthusiastically about a topic which centres round a novel about a boy who becomes shipwrecked. As part of their work, pupils were 'shipwrecked' on the Cornish coast for a day as well as going sailing. Increased progress testifies to the developing effectiveness of this approach. Because curriculum development is not yet complete, links

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between this type of experience and other lessons are not as developed as the staff and the pupils would like them to be. The aspects of the curriculum that support pupils' personal development are effective and combine with good care, guidance and support to ensure the well-being of all, but especially of more vulnerable pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Well-targeted energy has been put into picking the school up from its low point and bringing it close to restoring it to its former effectiveness. Systems for monitoring pupils' progress are used well to pick up any potential individual underachievement as well as to identify whole-school areas for improvement. Equality of opportunity is being effectively promoted through close attention to the individual and there is clear evidence that, although inconsistencies in progress still exist, gaps between groups are being narrowed. Overall, action to improve is being successful but more time is needed before the school can demonstrate that current improvements are sustained and that pupils' progress is securely and consistently good. Governors are interested and active and have supported the headteacher and staff well in their efforts to develop the quality of education. The governing body has been vigilant in ensuring pupils are properly safeguarded and that other statutory duties are met. They hold the school to account for the progress pupils make, but have not yet asked the school to account for the relative numbers of pupils making only satisfactory rather than good progress. In many ways, the school's approach to community cohesion is strong and seen by the headteacher and staff as a key function of the school. Work that exploits good links with local organisations and schools, and schools worldwide, is having a very positive impact on pupils' understanding of citizenship. It is also beginning to have effects in the locality, for example developing positive links between the police and the local community. The school's view of the extent of its locality is, however, a little limited and some opportunities to extend this to Plymouth as a whole are missed. Nevertheless, community cohesion is good.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Although both the class teacher and full-time assistant were absent at the time of the inspection, well-kept assessments, examples of children's work and observations of children in the classroom showed that outcomes, provision and leadership in the Early Years Foundation Stage are good. Data and tracking show different year groups enter with different levels of attainment, but overall this is below the expectations for their age. Good progress is made because some year groups attain levels that are at or close to the national expectation, but others, because of lower starting points, are a little below this. The confidence the children show in going about their work and play, despite the changed staffing, illustrates how well they have settled into school and how their independence is developing strongly. Examples of this confidence show in their role play as builders and in sorting out minor problems they encounter in their work on the computer. Planning shows a good balance of teacher-directed activities and opportunities for pupils to initiate their own. Children have opportunities to work outside, but the range of activities available to them outdoors is not as broad as that available inside.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2



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Stage

## Views of parents and carers

Although only a relatively small percentage of parents responded to the inspection questionnaire, those who did were very positive. Parents and carers particularly like: the way their child is helped to be healthy; the way they as parents and carers are helped to support their child's learning; the way their child's needs are met; and the way the school is led. Inspectors agree with these positive opinions. A tiny minority feel that the school could manage poor behaviour better. Inspectors found that the school has robust procedures for managing behaviour which are consistently and constructively applied.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodfield Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 162 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	60	15	38	0	0	1	3
The school keeps my child safe	25	63	14	35	1	3	0	0
My school informs me about my child's progress	18	45	19	48	1	3	0	0
My child is making enough progress at this school	16	40	22	55	1	3	0	0
The teaching is good at this school	20	50	19	48	1	3	0	0
The school helps me to support my child's learning	19	48	21	53	0	0	0	0
The school helps my child to have a healthy lifestyle	20	50	20	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	40	18	45	0	0	0	0
The school meets my child's particular needs	18	45	21	53	0	0	0	0
The school deals effectively with unacceptable behaviour	13	33	22	55	3	8	0	0
The school takes account of my suggestions and concerns	13	33	22	55	3	8	0	0
The school is led and managed effectively	21	53	18	45	0	0	0	0
Overall, I am happy with my child's experience at this school	22	55	16	40	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



21 October 2010

Dear Pupils

**Inspection of Woodfield Primary School, Plymouth, PL5 4HW**

We really enjoyed our two days at your school and would like to thank you for your help and friendly conversations. You will be pleased to know that we judge yours to be a satisfactory school that is improving.

Here are some of the highlights:

- the increasingly good progress you are making in reading, writing and mathematics
- the interesting and exciting topic work activities that you help to plan
- the way you behave and respect each other and adults
- the way each of you is treated as an important individual and the care that is taken of each one of you
- the contribution you make to helping your school run smoothly
- the way that everyone in your school is working together to make it an even better place.

To make things better, this is what we have asked your school to do now:

- Help you all, but particularly the boys, to make good progress in every lesson by:
  - making sure teachers don't talk for too long at the start of lessons
  - trying to make sure all activities are interesting. We think you could work with your teachers to help to plan ways of doing this.
- Help those of you who attain higher standards to make even more progress by:
  - giving you challenging work during every part of each lesson
  - helping you know what you are aiming for in a lesson
  - helping you to get confident enough to set your own challenges.
- Work with the families of some pupils to ensure they come to school regularly.

Thank you again for helping us find out about your school.

Yours sincerely

Rowena Onions

Lead inspector

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