

# Woodcock's Well CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	111255
<b>Local Authority</b>	Cheshire East
<b>Inspection number</b>	356883
<b>Inspection dates</b>	8–9 November 2010
<b>Reporting inspector</b>	Judith Straw

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Doughty
<b>Headteacher</b>	Mrs Julie Massen
<b>Date of previous school inspection</b>	10 March 2008
<b>School address</b>	Church Street Mow Cop, Stoke-on-Trent Staffordshire ST7 3NQ
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons, observed three teachers and three teaching assistants and held meetings with members of the governing body, staff, pupils, parents and carers. They observed the school's work, and looked at pupils' books, assessment data and records, the school improvement plan, school policies and checked safeguarding documents and procedures. Thirty-six pupil, nine staff and 38 parents' and carers' questionnaires were scrutinised.

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

- How well teaching ensures that all pupils, including those with special educational needs and/or disabilities progress in mathematics.
- The effectiveness of the school's strategies in promoting attendance.
- The extent to which subject leaders contribute to school improvement.

## Information about the school

The school is smaller than the average sized primary school and draws pupils from a fairly wide area. All pupils are of White British heritage and they are taught in three mixed-age classes. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is well above the national average, but the proportion with a statement of special educational needs is average. More pupils than usual join or leave the school other than at the normal times. The school works closely with a private provider which runs a nursery and the before- and after-school clubs in the same building. The school has gained the Activemark and the ECO silver award.

**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?**

**2**

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

**2**

## Main findings

This good school provides outstanding care, guidance and support, ensuring that all pupils are safe, secure and keen to learn. Parents and carers are unanimous that their children are well looked after in school. This is summed up by one parent who described Woodcock's Well as 'a wonderful school at the heart of our community in which my child has thrived'. All aspects of pupils' personal development are good and the pupils make an excellent contribution to their school and local community.

Achievement is good and attainment is above average. Children make a good start in the Early Years Foundation Stage but opportunities for learning outdoors are very limited and sometimes work is too adult-led. Pupils make good progress as they move through the school because of good teaching, good behaviour and their good attitudes to learning. The school has reversed a decline in mathematics and, because of the individual attention given to each child, is able to ensure that pupils progress equally well, including those with special needs and/or disabilities. A very effective range of intervention strategies to support pupils with learning difficulties boosts their performance. Good teaching provides well-planned activities that challenge pupils of all abilities, and a wide range of experiences enrich and extend the curriculum. The school has interesting and extensive grounds, which include two World War Two Anderson Shelters, and staff and pupils regularly welcome other schools to enjoy living history days run in conjunction with the local museum.

The inspirational headteacher is well supported by staff and the governing body in her commitment to achieve ambitious targets for school improvement and numbers on roll are steadily increasing. Self-evaluation is honest, rigorous and accurate and development plans are focused on promoting achievement and enhancing provision. Leaders acknowledge that more needs to be done in providing an outdoor learning area for the Early Years Foundation Stage. Improvements since the last inspection, include higher attainment, better teaching and learning, a rigorous tracking system which allows for early identification of pupils in danger of falling behind, and much improved assessment systems. This gives the school good capacity for further improvement.

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

- Develop provision in the Early Years Foundation Stage by:
  - – providing more opportunities for children to choose their own learning activities
  - – planning more opportunities for children to learn outside and developing the outdoor learning area.

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## Outcomes for individuals and groups of pupils

2

Pupils respond well to the challenges they are set, demonstrating positive attitudes to learning. They concentrate and usually work hard. For example, in one class pupils responded well to the 'tongue twister Tuesday challenge' in which they created an alliterative word bank and then wrote their own tongue twisters which were full of humour and imagination. Behaviour is good in lessons and sometimes excellent. Throughout the school, pupils and adults cooperate well with each other.

All pupils achieve well in relation to their starting points, which are broadly typical for their age. Well organised support for pupils with special educational needs and/or disabilities enables them to make good progress and to exceed targets. The results of national tests vary because of the small size of cohorts, but overall attainment at the end of Key Stage 2 is above average. National test results in 2010 for Year 6 pupils, were broadly average but these pupils had a much lower starting point and achieved well beyond expectations. Mathematics standards had been falling but well thought through teaching strategies have reversed this and currently more pupils are working at above average levels. The drive to improve science has also been particularly successful. Tracking information and inspection findings show that all pupils make good progress.

Pupils know how to care for their health through diet and exercise. They say that bullying is not a problem and pupils know that help is available from every adult if required. They enjoy being given responsibilities, such as membership of the recycling team, class monitors, serving on the school council or assisting in assemblies. They say that they are consulted about aspects of school life and know that their voice is heard. Pupils are keen fund-raisers and have raised substantial amounts of money for different charities. They enjoy links with schools in Japan and an orphanage in Kuala Lumpur. Links with these institutions have increased awareness of world cultures. Strong links exist with the local parish and members of the local community frequently attend school or share in church services. Pupils are especially proud of the musical tradition in school and enjoy singing at many local events. Attendance is now consistently average and rapidly rising and there are no persistent absentees. Their above average basic skills and social skills mean that pupils are well prepared for their future economic well-being.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<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>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</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 use their good subject knowledge to plan varied activities that engage pupils and make them want to learn. Teaching assistants play a valuable role in helping smaller groups of pupils or individuals to progress well. Most lessons feature lively activities and well-directed questioning. Pupils enjoy working individually, in pairs or in groups and gain confidence in answering questions and asking for help if they need it. Teachers are skilled at providing work for different abilities and age groups. In literacy and numeracy, pupils are taught in groups according to their ability and as a result, they work at the right level of difficulty and make good progress. Teachers set high expectations for behaviour and challenge, and pupils respond with enthusiasm. Regular rigorous assessment and a detailed tracking system enable teachers to take action to support pupils who may fall behind. Pupils have short-term targets and marking helps them to understand how to improve their work. However, pupils are not always clear about how to achieve a higher standard.

The curriculum provides a rich range of learning experiences and pupils especially enjoy termly themed topics. Pupils develop good basic skills, including expertise in information and communication technology (ICT) as well as in their personal and social skills. The school exploits fully the extensive grounds, pool and woodlands so that pupils' environmental awareness is developed successfully. All pupils help in managing the garden, growing fruit and vegetables and in encouraging wildlife. A bird-hide camera

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provided great excitement last year when the entire school was able to watch a blue tit's nest and see the fledglings. Specialists in art, music and sports, visits and visitors and activities with other local schools enrich the curriculum significantly.

The strong climate of mutual respect between pupils and staff ensures that pupils feel very secure and safe in this bright learning environment. Pupils are known as individuals and there is a strong family atmosphere. Speaking for many, one parent wrote, 'They appear to treat every child as if they were their own – an amazing school!' Strong partnerships with health and support agencies are used to benefit pupils and families where needed. The school has fully addressed the issue of low attendance, which has now risen to securely average and occasionally a little above. There are no persistent absentees and the school has been commended by the local authority and invited to share its good practice in promoting attendance with other schools. Very good arrangements exist to help children settle into school, move through the classes and then on to high school after Year 6.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Senior leaders lead by example, setting high expectations for the school. Staff morale is high and there is a common sense of purpose. All staff are involved in monitoring the performance of pupils and there is shared responsibility for ensuring they achieve well. The effective governing body monitors the school's performance systematically, and holds the school to account over any weaknesses. The management of teaching and learning is rigorous, with points for improvement linked to professional development and performance. Governors and staff ensure that all pupils have the opportunity to be successful and there is no discrimination of any kind. Safeguarding has a high priority and arrangements are good. All staff receive training to the appropriate level. The governing body is aware of its statutory role and vulnerable children are particularly well cared for. The school provides good value for money.

Relationships with parents and carers are generally very positive. Regular communications between them and school include texting, newsletters, the school website, surveys and meetings to involve parents and carers in decision making. An excellent range of partnerships bring additional experiences the school alone could not provide and contributes to pupils' good outcomes. For example, strong links with a high school provides some specialist teaching and opportunities for gifted and talented pupils. The links with other primary schools and the local museum give pupils the opportunity to mix with pupils from other social and religious backgrounds and international links broaden

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their horizons further. As a result, the contribution to community cohesion made by the school is good. The school has an effective development plan and regularly evaluates the impact of its focus on community cohesion. It is a hub of the local community and highly valued by residents.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</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>1</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>2</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills typical for their age. Many come from the independently run pre-school nursery which is housed in the same building and settle quickly because the two schools work closely together. Over time, children make good progress and by the end of reception in 2010 many exceeded the early learning goals set for them.

Currently, with a new staff team, lessons are sometimes too teacher-led and not enough opportunities are planned for children to choose their own learning activities and work at their own pace. A good focus on speaking and listening helps children to improve their communication skills. However, the planning is not sufficiently fine-tuned to ensure that all children learn quickly. Warm working relationships between adults and children, together with careful attention to meeting welfare requirements mean that children are relaxed and comfortable. Children behave well and play well together and enjoy working with the Year 1 pupils. The outside area is not sufficiently developed and access is difficult. Plans are in place to address this. Children each have a learning journey record book, as well as a home book, and these contain information about what children are doing and how well they are progressing. Parents and carers are encouraged to examine them and note their children's progress and activities at home. A good dialogue, therefore, exists between home and school. The Early Years Foundation Stage coordinator is new to the role and the headteacher takes the lead in ensuring that provision is steadily improving and that the



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good outcomes are maintained. Staff place a high priority on children's safety to ensure that the learning environment is secure and work effectively with parents and carers and outside agencies to guarantee children's safety.

*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 Stage	2

## Views of parents and carers

All parents and carers who returned the questionnaire felt that their children were kept safe and were especially positive in their praise for the headteacher and staff. They wrote about the commitment of all the adults in school and the special attention given to every child. The great majority said they knew how well their children were doing and felt involved in their children's education. A very small minority expressed concern about mixed-age classes and the extent to which teaching assistants are used in lessons. The inspection team found that pupils make good progress whatever their age and the teaching assistants are skilled in helping smaller groups to achieve well.

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

Ofsted invited all the registered parents and carers of pupils registered at Woodcock's Well CE 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	68	11	29	1	3	0	0
The school keeps my child safe	22	58	16	42	0	0	0	0
My school informs me about my child's progress	18	47	20	53	0	0	0	0
My child is making enough progress at this school	19	50	15	39	1	3	3	8
The teaching is good at this school	22	58	13	34	2	5	1	3
The school helps me to support my child's learning	22	58	13	34	2	5	0	0
The school helps my child to have a healthy lifestyle	21	55	15	39	1	3	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)	17	45	14	37	3	8	2	5
The school meets my child's particular needs	16	42	18	47	3	8	0	0
The school deals effectively with unacceptable behaviour	17	45	17	45	3	8	0	0
The school takes account of my suggestions and concerns	15	39	17	45	0	0	4	11
The school is led and managed effectively	21	55	12	32	0	0	4	11
Overall, I am happy with my child's experience at this school	23	61	12	32	2	5	1	3

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.**



10 November 2010

Dear Pupils

**Inspection of Woodcock's Well CE Primary School, Stoke-on-Trent, ST7 3NQ**

Thank you for being so polite, friendly and helpful and making the inspectors very welcome. We enjoyed visiting lessons and talking with you. You told us that you enjoy school, think the staff do a good job and that you feel really safe there. Your parents and carers are very happy with the school, too. I will remember your beautiful singing in assembly and the actions to the song we learned. This letter is to tell you what we found.

You attend a good school with some things that are outstanding. Your school gives you all a good start in life. It keeps you safe and takes care of you exceptionally well. You develop good social skills, learn to work and play together and become kind and caring people. You have raised an impressive amount of money for different charities. You understand why it is important to have healthy diet and take exercise. You contribute extremely well to your school and the wider community. It was good to see you behave well and work hard in lessons.

Your headteacher and all the staff do a good job. They work very well with partners to make things better for you. They plan lessons and activities that challenge you so that you all make good progress. However, we noticed that progress is not quite as good for the youngest children, so to make things even better we have asked the school to do several things.

- Give children in Reception more opportunities to choose their own activities.
- Extend the outdoor learning area so that children in Reception and Year 1 can do more learning outside.

You can help by attending every day and always doing your best. Continue to be kind and helpful to each other.

Yours sincerely

Mrs Judith Straw

Lead inspector

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