

# Woodley CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	109988
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	356664
<b>Inspection dates</b>	2–3 December 2010
<b>Reporting inspector</b>	John Earish

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>	269
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs A Babington
<b>Headteacher</b>	Mrs A Dee
<b>Date of previous school inspection</b>	18 September 2007
<b>School address</b>	Hurricane Way Woodley, Reading Reading RG5 4UX
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## Introduction

This inspection was carried out by three additional inspectors, who observed 19 lessons led by 10 different teachers. Meetings were held with the Chair of the Governing Body, staff and groups of pupils. The inspectors observed the school's work and looked at school documentation, including teachers' planning, assessment information, safeguarding policies and samples of pupils' work. Inspectors also analysed questionnaires received from 132 parents and carers, 99 pupils and 20 staff.

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

- The progress made by all groups of pupils in writing at Key Stage 1 and mathematics at Key Stage 2 across all classes.
- How well teachers use assessment information to ensure that all groups and individuals, especially the higher attainers, make consistently good or better progress.
- The effectiveness of leaders and managers in securing and sustaining improvements, particularly in relation to the quality of teaching and learning.

## Information about the school

This is an average-sized school. Most pupils are of White British heritage with a small number from different minority ethnic groups. A few are at the early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities is similar to that found nationally. These pupils' needs cover a wide range including autistic spectrum disorder, behavioural, emotional and social problems, and difficulties with speech, language and communication. The school has achieved Healthy School status. Children in the Early Years Foundation Stage are taught in a Reception class.

**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 is a good and improving school. It is held in high regard by pupils and their parents and carers, with whom it engages extremely well. One, representing the views of many, wrote: 'The atmosphere at Woodley creates a wonderful environment for learning and provides a lovely stage to start students' education.' Another added: 'The school has a real community feel about it and I recommend this school to all parents I meet.' As a result, pupils are eager to learn, enjoy attending and behave exceptionally well.

Significant improvement has been made to a number of areas of the school's provision since the last inspection, including the quality of teaching and learning, the curriculum, and leadership and management. The school is now dismantling the barriers to pupils' learning with determination and enabling all pupils to achieve well. The good leadership of the headteacher has resulted in a very positive ethos where all pupils and staff are valued highly. Teaching and learning are monitored regularly and the outcomes are used well to guide future developments to raise pupils' achievement. The governing body supports the school effectively and is playing an expanding role in the school's cycle of self-review. As a result of these positive features, the school has good capacity to continue improving.

Attainment is above average overall by the end of Year 6. A detailed analysis of performance data for different groups of pupils and a scrutiny of their work show that they all make good overall progress. The school is successfully ironing out inconsistencies in their progress from year to year, especially in writing at Key Stage 1 and mathematics at Key Stage 2. Pupils who have special educational needs and/or disabilities now make good progress against their targets. The good curriculum provides learning activities that are usually challenging and exciting. This motivates pupils to concentrate well in lessons and to produce a good amount of work. An exceptionally wide range of clubs, from water polo and lacrosse to gardening and singing, add much to pupils' enjoyment and enthusiasm for school.

Teaching is good overall. There is an increasing amount of outstanding practice, but some is still satisfactory. Teachers have successfully raised the levels of challenge and enjoyment during lessons by increasing the opportunities for pupils of all abilities to work independently or in small groups to solve problems and explore their own ideas. On a few occasions, teachers do not allow pupils, especially higher attainers, sufficient opportunities to work in this way or fail to ask sufficiently challenging questions to move learning onto the next stage, thus holding back their progress.

Pupils are extremely well cared for and feel exceptionally safe and secure. Their positive attitudes to each other, their learning and their determination to succeed are reflected in good attendance. The school's strong emphasis on promoting healthy lifestyles, recognised in its national award, ensures that pupils have a good understanding of how to

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stay fit and healthy. The seamless teamwork between teachers and teaching assistants ensures that all pupils are fully included in all aspects of the life of the school. Pupils show good concern for the needs of others by raising funds for charity, but they have limited knowledge or experience of multicultural diversity within the wider United Kingdom.

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

- Raise the quality of teaching so it is consistently good or better by:
  - capitalising on opportunities for pupils, especially the higher attainers, to work independently to explore their own ideas and use their initiative
  - ensuring that teachers use questions that are sufficiently challenging to move learning on to the next level.
- Strengthen the school's promotion of community cohesion by giving pupils more opportunities to learn about life and cultures in other parts of the United Kingdom.

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

**2**

Since the last inspection, the school has been successful at closing the gap in performance between boys and girls. A recent dip in performance in mathematics at Key Stage 2 has also been addressed well. Pupils are also making good progress in writing at Key Stage 1. Attainment at the start of the Early Years Foundation Stage is generally at the levels expected nationally, but in the lessons observed all groups of pupils were making good progress across the school and the attainment seen in Year 6 was above average. The very few pupils who are at the early stages of learning to speak English make good progress in acquiring the language. Pupils' good basic skills and positive attitudes to learning mean that pupils are well prepared for the next phase of their education.

Pupils show great pride in the accomplishment of tasks, and take full advantage of opportunities to work collaboratively and cooperatively. In a Year 3/4 science lesson, for example, pupils were designing their own freezing and thawing experiments. They carefully wrapped ice cubes in different materials to see if this would make a difference to the rate at which the ice melted, then discussed animatedly as they tried to work out if the material was keeping the heat out or stopping the cold from escaping. Pupils achieved this without the direct intervention of the teacher, and confidently shared ideas with each other. On another occasion, Year 2 pupils used laptop computers very well to develop their writing skills. They shared ideas enthusiastically and helped and supported each other. Pupils thoroughly enjoyed this activity because it was well matched to their abilities and they responded very well to the challenge. Occasionally, pupils' enthusiasm wanes a little when they are not sufficiently stimulated or challenged by the work they are asked to do, especially the higher attainers.

Behaviour is excellent in all aspects of school life. Pupils are polite and courteous towards each other and towards other adults. They willingly take responsibility for duties that support the smooth running of the school as eco warriors and peer mediators, as well as actively participating in the school council. They proudly represent the school at local events and have won the Woodley Carnival Youth Cup three years running.

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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>1</b>
<b>Pupils' behaviour</b>	<b>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<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?

In most lessons teachers use a variety of effective strategies, including the use of information and communication technology (ICT), to enthuse and motivate learners. They usually have high expectations of what individuals can achieve and plan work that matches their individual needs and capabilities. In the very best lessons teachers encourage pupils to work independently, use their initiative and discover for themselves. Pupils say they enjoy working this way because it is demanding, enjoyable and you remember more of what you have learned. They understand how well they are achieving and how to improve their work because the teachers involve them in assessing for themselves how well they are doing and provide them with good quality feedback. Teachers generally use their assessment of pupils' progress well to meet their different needs effectively, although occasionally the pace of learning is too slow because tasks are not sufficiently demanding of all pupils, particularly the most able.

The impressive range of additional activities that enrich the curriculum enhance pupils' experience of school and capture their enthusiasm for learning. There are good links between the different areas of learning so that skills learned in numeracy, literacy and ICT are developed well in other lessons. However, there are missed opportunities within planning to exploit opportunities for pupils to work independently and use their initiative to solve problems to ensure they are always fully challenged.

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The school provides an extremely safe, secure environment. It works exceptionally well with parents and carers to support pupils' learning and ensure their well-being, and draws on a range of outside specialists as required. Robust systems promote a high level of health and safety. As a result, pupils and their parents and carers have great confidence in the staff and the school. The school has a very successful system of support for pupils with behavioural difficulties that improves their behaviour by teaching them strategies to control their emotions.

*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?

The strong impact of leadership is seen in the way the headteacher and assistant headteacher are embedding ambition and driving improvement. Assessment leaders monitor closely the performance of groups and individuals within their phases and hold teachers to account for the progress made by children in their care. The school is increasing the opportunities for these middle managers to monitor the quality of teaching and learning in classrooms to supplement the monitoring carried out by the senior leaders.

The governing body ensures that safeguarding procedures are of the highest quality and that all statutory requirements, including child protection and risk assessment, are reviewed and approved regularly. The governing body is increasingly involved in the strategic management of the school and in holding it to account for its performance in order to sustain the drive for continuous improvement.

The contribution the school makes to community cohesion is satisfactory. While links with the immediate community are well developed, pupils' knowledge and understanding of other communities in the United Kingdom are less well developed. Adults at all levels are good at promoting equal opportunities and eliminating discrimination through raising the pupils' expectations of what the pupils can achieve and providing interesting and challenging activities for them.

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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>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>1</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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

Good teaching means that children achieve well from starting points in the Early Years Foundation Stage that are broadly at the levels expected for their age group, but lower in language and communication than in other areas of learning. Children settle quickly and benefit from well-structured routines and organisation that help them to feel very safe, secure and excited to come to school. This is because adults are good at promoting their personal development and well-being. Adults have a good knowledge of the needs of the age range and plan exciting activities matched to children's stages of development and interests. There is an appropriate balance between child-initiated and adult-led activities across the areas of learning, and children benefit from good opportunities to promote independence, investigation and communication skills.

A strong focus on developing basic skills is helping to raise attainment in all aspects of learning. For example, children with special educational needs and/or disabilities and those at the early stages of learning to speak English are identified from the earliest stage possible and supported effectively. Leaders are aware that progress in early writing, especially for boys, is not quite as strong. Plans have already been made to increase the opportunities for children to develop their early writing skills through active learning. Leaders also have suitable plans to improve the way assessment information is evaluated so that progress between groups of pupils and between areas of learning can be compared more easily at the start of the school year.



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*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

The proportion of parents and carers who responded to the questionnaire was above the national average for a primary school. The respondents were overwhelmingly positive. Where they added comments they tended to commend the staff and the level of care, and more generally reported their overall level of happiness with the school. The very small number of individual criticisms were followed up with the headteacher during the visit, but followed no particular pattern. The views of the parents and carers who spoke informally to inspectors at the beginning of the school day confirm the very positive responses in the questionnaires.

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

Ofsted invited all the registered parents and carers of pupils registered at Woodley CofE 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 269 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	91	69	36	27	4	3	0	0
The school keeps my child safe	90	68	42	32	0	0	0	0
My school informs me about my child's progress	62	47	64	48	4	3	0	0
My child is making enough progress at this school	62	47	61	46	8	6	0	0
The teaching is good at this school	79	60	52	39	0	0	0	0
The school helps me to support my child's learning	64	48	63	48	2	2	2	2
The school helps my child to have a healthy lifestyle	71	54	61	46	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)	58	44	63	48	3	2	2	2
The school meets my child's particular needs	64	48	64	48	4	3	0	0
The school deals effectively with unacceptable behaviour	60	45	66	50	1	1	0	0
The school takes account of my suggestions and concerns	54	41	69	52	8	6	0	0
The school is led and managed effectively	76	58	55	42	0	0	1	1
Overall, I am happy with my child's experience at this school	80	61	50	38	0	0	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.**



6 December 2010

Dear Pupils

**Inspection of Woodley CofE Primary School, Reading, RG5 4UX**

Thank you very much for making us so welcome when we visited your school recently. We were very impressed with your friendliness and your sensible and helpful attitudes towards each other. We believe, like you, that you go to a good school. We also feel that some aspects of your school are outstanding, especially the care, guidance and support you receive.

You behave exceptionally well, which means that your teachers can get on with teaching you new and interesting things without the distraction of any misbehaviour. We particularly enjoyed talking to you about your work and were impressed with your enthusiasm for school. The teaching in your school is good and often better, and it means that, together with your positive attitudes to work, you make good progress and attain standards that are above the national average overall.

You also told us that you find your lessons interesting and usually challenging. To make the school even better, we have asked your teachers to give you even more opportunities to use your own initiative during lessons and to work independently. They are also going to ask you questions about your work, to check that you fully understand what you have been doing, before moving you on to the next stage of learning. This will help you make even faster progress. They are also going to give you more opportunities to learn about cultures other than your own.

We know that you will continue to work hard and we are sure that you will help your teachers to make your school even better.

We hope that you have great success in the future.

Yours sincerely

John Earish

Lead inspector

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