

Woodfield Primary School

Inspection report

Unique Reference Number	121469
Local Authority	North Yorkshire
Inspection number	359020
Inspection dates	20–21 October 2010
Reporting inspector	Derek Pattinson

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Miss Joyce Reeve
Headteacher	Mrs Caroline Chadwick
Date of previous school inspection	5 March 2008
School address	Woodfield Road Harrogate North Yorkshire HG1 4HZ
Telephone number	01423 566494
Fax number	01423 529840
Email address	headteacher@woodfield.n-yorks.sch.uk

Age group	3–11
Inspection dates	20–21 October 2010
Inspection number	359020

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, observed seven teachers, analysed 57 questionnaires returned by parents and carers and held meetings with members of the governing body, staff and groups of pupils. They looked at the school development plan, the latest report to governors from the School Improvement Partner, the most recent national and school data on attainment and progress, the latest attendance figures and pupils' work in all classes.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well pupils make progress, especially in Key Stage 2.
- The quality of teaching and assessment and its impact on pupils' learning.
- The effectiveness of leaders and managers in driving improvement and evaluating the school's work.
- Whether, and to what extent, children in the Early Years Foundation Stage make a very good start to their learning, as the school believes.

Information about the school

This is a smaller than average size school, with a Children's Centre, established in 2008, on the same site, which is yet to be inspected. The numbers of pupils in school have fallen since the previous inspection. A little over half of its pupils come from the immediate area. The percentage of pupils from minority ethnic heritages or who are in the early stages of learning English is well below what is typical. Fewer pupils enter and leave the school between the Early Years Foundation Stage class and Year 6 than in most other schools. The percentage of pupils known to be eligible for free school meals is above the national average. The percentage of pupils who have special educational needs and/or disabilities is close to national levels. The school has achieved the Inclusion Quality Mark and a revalidation of the Active Sports Mark since the previous inspection.

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 school. The outstanding Early Years Foundation Stage enables children to make an excellent start to their school life from skill levels which are often well below what is typical for their age. The school's motto Woodfield – where we celebrate success¹ provides evidence of the strong and successful emphasis on nurturing pupils' all-round development. Pupils make good progress as they move through Key Stages 1 and 2 in English, mathematics and science, to reach average standards by the time they leave Year 6. Nevertheless, some pupils, including a few of the more able pupils, do not make best possible progress, especially in writing and in some aspects of their mathematical development in Key Stage 2. Rigorous assessment arrangements enable the school's leaders to identify pupils needing help. As a result, gaps in performance, evident especially in 2009 in Key Stage 2 because of a decline in standards, are now narrowing and standards rose in 2010. The school maintains a broad and enriched curriculum and has started to link subjects together to add relevance and excitement. As a consequence, most pupils behave well. However, language and number skills are not represented well enough through other subjects to help boost performance. Pupils' spiritual, moral social and cultural development is satisfactory. However, links with the wider world to develop pupils' understanding of cultural diversity and to help promote community cohesion do not have a high enough profile in the school's work. Despite almost all children liking their school very much, attendance is only satisfactory and is not promoted well enough.

Good teaching ensures that pupils' learning thrives. Staff give lots of encouragement, and relationships between adults and pupils are good. Nevertheless, sometimes pupils do not have enough time to work on their own and this prevents them from developing independence and very occasionally work is not matched well to their needs, which slows their learning. Teachers increasingly use targets and marking to help pupils improve. The school is well led. Morale is high and teamwork is strong. Monitoring is increasingly sharply focused on pupils' learning to be of maximum benefit. However, the school has not established rigorous time scales to help accelerate the learning of pupils identified as starting to fall behind. The school has strong features, which help explain its good capacity to improve further. These include:

- good leadership by senior leaders and the headteacher, who has managed the school effectively during a period of change resulting from a fall in pupil numbers to ensure that the school has continued to move forward
- an embedded tracking system which helps teachers to check regularly on pupils' progress
- the consistently good teaching, which has improved since the previous inspection
- largely accurate self-evaluation which leads to the correct priorities for development

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

- good added value for pupils as they move through the school from their mostly well below average starting points.

What does the school need to do to improve further?

- Raise standards in writing and mathematics by the end of Key Stage 2, by :
 - increasing opportunities to develop and use language and number skills
- through other subjects
 - ensuring that pupils always have enough time to work independently and at their own rate
 - checking that work given to pupils always challenges them appropriately
 - introducing more opportunities for pupils to solve mathematical problems and engage in mental calculation to help them develop their thinking skills
 - providing effective support to achieve challenging targets within rigorous time frames to boost performance quickly for pupils who need additional help.
- Raise attendance by December 2011, by:
 - giving its promotion a higher profile
 - rewarding weekly individual and whole-class 100 per cent attendance
 - sharing with parents and carers the initiatives that have been introduced, to enlist their support.
- Extend links with the wider world to deepen pupils' understanding of cultural diversity and further promote community cohesion.

Outcomes for individuals and groups of pupils

2

Pupils have good attitudes to work and enjoy their learning, which has a positive impact on their achievement. For example, composing a simple French song based on colours, generated much excitement among younger pupils. Almost all pupils behave well in lessons, in the playground and around the school. These factors help to ensure that most pupils make good progress and achieve well as they move through Years 1 to 6. As a result, attainment is close to average in English, science and mathematics. In English, pupils have performed less well in the recent past, especially in writing, where very few pupils reached the higher level in 2009. However, the gap between subjects is narrowing, with improved results evident this year. The current Year 6 pupils are on track to reach their challenging targets, which will represent good progress from their below average starting points at the end of Key Stage 1. This is because senior leaders are skilled at analysing data to check on how pupils are performing to help them identify those who need extra help. Nevertheless, the support of these pupils is not as effective as it could be because timescales and targets are not yet rigorous enough to help teachers boost their performance quickly. Pupils with special educational needs and/or disabilities also make good progress because of the good leadership and good support they receive.

Pupils collaborate well and are given opportunities in all classes to use speaking and listening skills to improve their understanding, such as when older pupils discuss how to solve number problems. These developing personal and social skills add to their

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

achievement and to their development as 'well-rounded' individuals, preparing them well for their future lives. However, opportunities to promote independence and initiative in lessons are sometimes missed. Pupils say they feel safe and that bullying is very rare and is always dealt with quickly when it occurs. They are keen to adopt healthy lifestyles and know about the dangers of drugs, smoking and the Internet. There are weekly opportunities for physical exercise and many enjoy a variety of sports clubs. Pupils make a good contribution to their school community, such as the good work of peer mentors, buddies and play leaders. The school council take on their responsibilities with maturity and enthusiasm and are planning to have a 'Friendship stop' in the playground. Pupils' improving skills and confidence ensure that they contribute well to the local community, such as, when working with the allotment society. Pupils' attendance is satisfactory, as is their spiritual, moral, social and cultural development. However, opportunities to develop pupils' awareness of the many different cultures represented in Britain, are underdeveloped.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ 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?

Strengths in teaching outweigh areas for development. The good teaching is founded on secure relationships, which underpin all learning. Teachers' good subject knowledge engages pupils' interest and resources are used well to promote understanding. Lessons are often lively and their pace brisk, and, as a result, pupils are interested and involved.

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

Teaching assistants generally add a great deal to the quality of teaching and help to accelerate learning. Good questioning skills help to encourage discussion among pupils and develop understanding. Pupils have targets in literacy and numeracy to help them learn more quickly. Teachers' marking is increasingly helping pupils to improve as well as celebrate what they have achieved. However, some teachers talk for too long, which restricts the development of independent learning. Very occasionally, such as in mathematics, work is not matched carefully enough to pupils' precise needs and progress slows as a result.

The curriculum provides pupils with a wide range of interesting and engaging activities, which promote enjoyment and sometimes excitement. Good quality displays around the school stimulate pupils' imagination, contribute to their learning and celebrate pupils' efforts and achievements. Art, French and music are strong features. Popular clubs, such as in dance and gardening enrich pupils' experiences.

Visits, to Eden Camp and to the Valley Gardens, visitors, including theatre groups, and a celebration of special days and events, National Poetry Day, for example, bring learning alive. Links between subjects, for example, when Year 3 pupils use information and communication technology to complete work in science work on plants, extend their learning. However, opportunities for pupils to write in other subjects and to engage in mental calculation and solve problems in mathematics are too few.

Staff know pupils and their families very well and give much time to their care and support. 'Staff are kind and caring and children and parents are valued' is a typical parents' comment. Pupils thrive as a result of this positive climate. The school creates very strong partnerships with outside agencies which helps to ensure that the small number of vulnerable pupils have the support they need to make good progress, both personally and academically. The nurturing of groups, such as the 'Sunshine Squad' and 'Caring Crew,' provide further evidence of the excellent pastoral care for these pupils. Links with the children's centre and the local high school are good to help ensure a smooth transition. However, attendance is not promoted well enough to help raise levels from satisfactory to good.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, supported effectively by all staff, leads and manages the school well. The school remains a good school, providing good value for money despite the impact of falling roles and budget constraints on the drive to secure further improvement. There is a shared vision of how the school is to develop and the 'seven steps to success' are the right

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

priorities to help the school move forward. Regular checks are made on all aspects of pupils' learning and development. As a result, subject and other leaders know what works well and what needs amending. The monitoring of teaching increasingly focuses on pupils' learning, which has helped to ensure that teaching is now overwhelmingly good. However, senior leaders do not fully use the wealth of information obtained from data as effectively as they could in order to help pupils identified for support, to make the best possible progress. External partnerships, for example, with the local schools, a sports college, the recently opened children's centre and with social services, are good. The school is successful in promoting positive links with parents and carers, almost all of whom comment favourably on the school's work. Equal opportunities are embedded in the school's way of life. Discrimination is not tolerated and pupils are helped very well to understand how to treat others.

The promotion of community cohesion is satisfactory. The headteacher is aware of the need to improve pupils' understanding of other cultures, both in Britain and abroad. The governing body has worked well with the school to provide effective support during a period of challenge and change. It knows the school's strengths and areas for development. As a result, it is involved in setting the school's direction and is increasingly holding it to account. Safeguarding fully meets requirements and the school acts promptly on any issues brought to its attention. Health and safety systems and child protection arrangements are rigorously followed and ensure pupils are safe from harm.

These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage is highly successful in laying down secure foundations for future learning. 'A fantastic Nursery' and 'staff deserve recognition and praise' are typical comments from very appreciative and supportive parents and carers. Children's

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

skills and understanding are well below those typical for their age when they enter the class, especially in their language development. Very good induction arrangements ensure that they settle quickly. Relationships between adults and children are warm and friendly and teamwork is very strong. As a result, children are happy, feel safe and are keen to learn. Children achieve very well, although many are still below nationally expected levels by the time they enter Year 1. They make very good progress from their starting points because of often outstanding teaching, high levels of care and the exciting range of activities that adults plan for them. Innovative approaches, supported by a wide range of carefully chosen resources, ensure that children are thoroughly motivated and often excited by the varied tasks they undertake. For example, children lay bricks, dig for worms, dress up, make vegetable soup, sing using a 'pretend' microphone and measure spoonfuls of jam when baking. Thorough assessment arrangements inform planning and ensure that tasks, both inside and outside, are matched very well to children's needs. Exciting and sometimes inspiring displays stimulate imagination, help enthuse children with a love of learning and encourage them to talk about their surroundings. Leadership is outstanding. The Early Years Foundation Stage leader works tirelessly and successfully to establish high quality provision and outcomes.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers are overwhelmingly positive about the way their children are educated and nurtured in school. Only a very small number of negative responses were received. A small number of parents and carers believe that the school does not take account of suggestions and concerns. However, inspectors found no evidence to endorse this minority view. Almost all parents and carers feel that their children are kept safe and that a healthy lifestyle is promoted. Almost all say that their children enjoy school. Inspectors agree with all the positive comments expressed by parents and carers, including the view held by many that this is a good school.

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 57 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	79	12	21	0	0	0	0
The school keeps my child safe	39	68	17	30	0	0	0	0
My school informs me about my child's progress	38	67	18	32	0	0	0	0
My child is making enough progress at this school	37	65	19	33	0	0	0	0
The teaching is good at this school	42	74	15	26	0	0	0	0
The school helps me to support my child's learning	38	67	15	26	2	4	0	0
The school helps my child to have a healthy lifestyle	37	65	19	33	1	2	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)	35	61	18	32	1	2	0	0
The school meets my child's particular needs	36	63	18	32	1	2	0	0
The school deals effectively with unacceptable behaviour	32	56	22	39	0	0	2	4
The school takes account of my suggestions and concerns	27	47	23	40	5	9	0	0
The school is led and managed effectively	29	51	26	46	0	0	1	2
Overall, I am happy with my child's experience at this school	41	72	15	26	1	2	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



22 October 2010

Dear Pupils,

Inspection of Woodfield Primary School, Harrogate, HG1 4HZ

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told us that you like your school very much and believe that you go to a good school. We are pleased to say that we agree with you! These are some of the good things:

- we especially like the way in which your teachers and other adults take good care of you so that you feel safe and happy
- we saw that most of you work hard and behave well
- you know about the importance of staying healthy and keeping safe
- your teachers make lessons interesting and teaching is good
- many of you make good progress as you move through the school and your teachers have different ways to check on the progress you make
- children in the Early Years Foundation Stage get off to a really good start
- the headteacher knows what to do to make your school even better.

We have found a few things your headteacher and teachers could do to improve your school further:

- give you more opportunities to write in different subjects and get your brain working more by giving you interesting problems to solve in mathematics
- make sure you have time in lessons to work on your own without interruption and that work is always at the right level
- help those of you who are falling a little behind to catch up more quickly
- introduce more rewards for those of you who come to school every day, to help to improve attendance and to let your parents and carers know about them
- improve your knowledge and understanding of different cultures.

Best wishes for the future.

Yours sincerely,

Derek Pattinson
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email enquiries@ofsted.gov.uk.