

Woodland Community Primary School

Inspection report

Unique Reference Number	135017
Local Authority	Rochdale
Inspection number	360677
Inspection dates	30–31 March 2011
Reporting inspector	Stephen Wall

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	406
Appropriate authority	The governing body
Chair	Mr Nick Maher
Headteacher	Mr Charles Sutcliffe
Date of previous school inspection	3 December 2007
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Introduction

This inspection was carried out by four additional inspectors. Fourteen lessons were observed in Key Stages 1 and 2 taught by 12 teachers. Five observations were also carried out in the Early Years Foundation Stage. Meetings were held with staff, groups of pupils, members of the governing body and representatives from the local authority. Inspectors observed the school's work and looked at pupils' books, assessment information, policies and procedures, school development planning and information on pupils' progress. Questionnaires returned by 80 parents and carers were considered, as well as those returned by pupils.

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

- Whether attainment is showing signs of improving securely and how well pupils make progress.
- How well pupils behave and attend school and how this affects their learning and progress.
- How effectively teaching enables pupils to learn and make progress.
- How effectively the school uses assessment to help pupils achieve.
- How well leaders and managers at all levels, including members of the governing body, embed ambition and drive improvement, especially in raising achievement.
- How accurately leaders and managers evaluate the school's effectiveness and use the outcomes to drive improvement.

Information about the school

This school is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is well above average. Nearly all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is higher than average. The proportion of pupils joining or leaving the school during the school year is also higher than average. The school has extended school status and shares the site with a Sure Start centre. The headteacher returned to the school in September 2010 after an absence of two terms. During his absence the school was led and managed by the deputy headteacher. The school has a number of awards including: Healthy School status; the Extended School award; Silver Eco-School award; and Sports Mark 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?**4****The school's capacity for sustained improvement****4**

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Attainment is consistently low. Although the progress made by some pupils is beginning to improve. For example, the progress of pupils with special educational needs and/or disabilities is improving, albeit from a very low base. However, progress and learning are not accelerating rapidly or securely enough because the quality of teaching is inconsistent, with too much that is satisfactory or inadequate. Despite acknowledging the inconsistencies, leaders are not tackling the shortcomings rigorously enough to remedy the situation. Consequently, the school is demonstrating inadequate capacity to bring about sustained and rapid improvement.

Too much teaching does not match tasks closely enough to pupils' differing needs. Consequently, the challenge in lessons is frequently too high or too low. This frustrates pupils and leads to inadequate behaviour in lessons. Where teaching is satisfactory or inadequate it does not concentrate sharply enough on the impact on pupils' learning and progress. The recent introduction of more topic-based work into the satisfactory curriculum is starting to provide pupils with a wider range of stimulating activities but is at too early a stage to report impact.

Pupils feel very safe in school. A wide range of very well-attended sporting activities support pupils' good adoption of healthy lifestyles. Persistent absence has been tackled effectively and attendance overall has risen; it is now average. Pupils' preparation for their future economic well-being and success is inadequate because pupils' attainment in literacy, numeracy and information and communication technology (ICT) is too low.

Leaders and managers evaluate the school's effectiveness too highly. As a result, weaknesses, especially in teaching, are not highlighted clearly enough in forward planning. Governors are very supportive of the school but do not provide enough challenge to hold the school rigorously to account for its persistently low attainment and slow progress.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' progress securely and rapidly by:
 - eradicating inadequate teaching and ensuring the quality of teaching is at least consistently good
 - making sure that teaching challenges pupils of all abilities appropriately

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- making sure that teaching has a sharp focus on its impact on pupils' learning and progress.
- Improve behaviour so that it is at least satisfactory by making sure that teaching is consistent in stimulating pupils' interest and application.
- Improve pupils' prospects for their future success and economic well-being so that they are at least satisfactory by:
 - maintaining and embedding the recent improvements in attendance
 - improving pupils' basic skills in literacy, numeracy and ICT.
- Improve the effectiveness with which leaders and managers embed ambition and drive the school forward so that pupils' achievement is at least satisfactory by:
 - making sure that evaluation of the school's effectiveness is accurate and leads to more rigorous tackling of shortcomings
 - monitoring and evaluating the quality of teaching and learning with more rigour
 - making sure that forward planning provides the school with clear direction and a sharp concentration on priorities to bring about the rapid improvement that is necessary
 - making governance more effective in holding the school rigorously to account.

Outcomes for individuals and groups of pupils**4**

Pupils' progress is most rapid in Years 5 and 6 where teaching is predominantly good. Here, pupils enjoy learning and work hard, their behaviour and attitudes to learning are positive. However, the inconsistent quality of teaching lower down the school means that many pupils reach Year 5 with very low levels of basic skills and, frequently, less than positive attitudes to learning. Their foundations for effective learning are fragile. Consequently, there is too much ground to catch up and this acts as a brake on accelerating progress and raising attainment from pupils' starting points in Year 1. By the end of Key Stage 2, attainment for all groups of pupils, including those with special educational needs and/or disabilities, remains consistently well below the national average with few signs of improvement over time.

Pupils' behaviour in lessons reflects the teaching they receive. Overall, it is inadequate because too much teaching does not stimulate their interest. Outside the classroom, behaviour is better. Pupils move sensibly and considerately along corridors. High levels of supervision and a variety of engaging activities at playtimes ensure that pupils feel safe and are constructively occupied. Pupils enjoy taking on responsibilities in school such as becoming representatives on the school council and producing the school newspaper. They raise money for charities such as Red Nose Day. Pupils' satisfactory levels of spiritual, moral, social and cultural development are seen in their respect for each other around school and their courtesy towards visitors. Fair-trade activities in the curriculum help pupils reflect on world issues and broaden their cultural awareness. Pupils' low attainment and inadequate achievement in basic skills in the key areas of literacy, numeracy and ICT mean that their preparation for future success is inadequate.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	2
Pupils' behaviour	4
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
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?

Inconsistencies in the quality of teaching are the root cause of low attainment and slow progress. Too much teaching lacks the necessary dynamism to engage pupils fully in their learning. The school employs a wealth of teaching assistants. Their input and effectiveness is beginning to improve, especially in supporting the learning of pupils with special educational needs and/or disabilities. While the school has made great strides in putting into place procedures to track pupils' progress effectively and in a more 'user-friendly' way, this has not been translated fully into effective classroom practice, where the level of challenge is too frequently mismatched to the needs and abilities of different groups of learners. Teachers mark pupils' written work regularly but comments are too frequently unhelpful in showing pupils what they need to do to improve their work. Too many pupils present their work untidily and without evident pride; this is too often accepted without comment or correction.

The satisfactory curriculum is being developed with the aim of providing more themed work to stimulate pupils' interest and learning. An assembly given by a class of Year 4 pupils to the rest of Key Stage 2 and about 20 parents and carers on the theme of Vikings showed how effective this approach can be. The pupils took obvious pride in what they had learned and delivered the assembly with confidence and fluency. Initiatives such as 'Wizard Writing' and 'passports in numeracy' have been introduced. There is some evidence that these are impacting positively on pupils' learning. However, they are at too

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early a stage for any significant influence to be felt. In addition to participating in the wide range of sporting activities, many pupils are active in the school community through tending the school garden to produce vegetables that are used in school meals. This encourages their sense of pride in their school.

Satisfactory care, guidance and support ensure that provision for pupils whose circumstances have made them vulnerable, is effective and well-embedded. Transition arrangements into the Early Years Foundation Stage, between key stages and to secondary education are firmly in place and effective. Although pastoral support for pupils' personal welfare and well-being is strong, care, guidance and support overall are satisfactory because of inconsistencies in supporting and promoting pupils' academic progress.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Currently, the school is not improving fast enough because there is a lack of clear direction and expectations. Weaknesses are not being tackled with sufficient rigour because inaccurate self-evaluation gives a false sense of security. This has meant that strategic planning is not robust enough to ensure the necessary improvements. Some middle managers are uncertain of their roles and the scope of their responsibilities. A new management structure has been introduced to improve this, but it is too early for the impact to be felt. The governing body is very supportive of the school but does not hold it rigorously enough to account for improving pupils' persistently low attainment and slow progress. Teaching is monitored regularly but inconsistencies and weak teaching are not being tackled effectively. Relations with parents and carers are satisfactory. They receive regular updates of their children's progress and regular newsletters ensure they are informed about school activities. The school makes effective use of partnerships that result from its extended school's status. For example, the Dadstastic encourages the participation of fathers in the life of the school and in their children's learning. Effective relationships with other schools have been formed, as have partnerships with outside agencies, to provide care and support for pupils' welfare.

The school's promotion of equality of opportunity is satisfactory. Improvements to the school's procedures for assessment mean that the school has pertinent information about how well different groups of pupils are performing. There are early signs that the information is starting to be used more effectively. For example, progress for pupils with special educational needs and/or disabilities is improving and high levels of persistent

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absence have been reduced significantly, enabling pupils with poor attendance records to make better progress.

The school meets safeguarding requirements and duties. Checks on adults working with children are carried out appropriately. Staff have been suitably trained in safeguarding and child protection. Relevant policies and procedures are in place but sometimes lack the necessary detail to ensure their full and consistent implementation.

The school's promotion of community cohesion is satisfactory. The school is generally a harmonious community. Pupils are active in the local community. However, there is little evidence that the school has been successful in promoting pupils' understanding of national and global issues of diversity.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills that are generally well below age-related expectations especially in communication, language and literacy, and personal, social and emotional development. Children make satisfactory progress overall. They make most progress in their language and communication skills because activities are especially stimulating and teaching is effective in concentrating on these aspects. Children work and play in a safe and welcoming environment. The outdoor provision is especially stimulating. It provides a rich environment for children to develop their knowledge and understanding of the world around them and to develop physically. Teaching is purposeful. It provides children with a satisfactory balance of teacher-led activities in small groups and activities that children choose for themselves to promote their independence. Children's progress is tracked routinely. The outcomes are used to match tasks to their needs effectively. For example, the construction area was planned to provide extra stimulus for boys' development. Learning journeys support the tracking of progress. Plans are in place to

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involve parents and carers in assessments and keep them better informed about the progress their children are making. Care, guidance and support are firmly embedded. Children with special educational needs and/or disabilities are identified early. Where necessary, prompt, extra support is provided, including support from outside agencies. There have been significant changes to leadership and management of the Early Years Foundation Stage. These are bringing about a clearer focus to its work and more effective teamwork. Much appreciated support from the local authority has helped significantly in improving the focus and effectiveness of the Early Years Foundation Stage.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a below average return of questionnaires from parents and carers. Questionnaires indicate that most parents and carers are happy with the school and the education it provides. This is in contrast to inspection evidence which led to the judgement that several key aspects of the school's work are inadequate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodland Community 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 80 completed questionnaires by the end of the on-site inspection. In total, there are 406 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	48	39	49	2	3	1	1
The school keeps my child safe	53	66	27	34	0	0	0	0
My school informs me about my child's progress	45	56	31	39	3	4	1	1
My child is making enough progress at this school	37	46	39	49	2	3	2	3
The teaching is good at this school	39	49	39	49	2	3	0	0
The school helps me to support my child's learning	30	38	43	54	5	6	1	1
The school helps my child to have a healthy lifestyle	35	44	41	51	2	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)	27	34	43	54	3	4	0	0
The school meets my child's particular needs	33	41	36	45	2	3	2	3
The school deals effectively with unacceptable behaviour	30	38	43	54	4	5	0	0
The school takes account of my suggestions and concerns	29	36	44	55	1	1	1	1
The school is led and managed effectively	42	53	36	45	0	0	1	1
Overall, I am happy with my child's experience at this school	46	58	32	40	1	1	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 April 2011

Dear Pupils

Inspection of Woodland Community Primary School, Heywood, OL10 3BX

Thank you for your warm welcome and courtesy shown to me and my colleagues during the recent inspection of your school. Although we found some things in your school that are positive, we have judged that your school needs 'special measures' to help it improve because it is not providing you with an overall satisfactory standard of education. Other inspectors will now visit your school regularly to check on whether things are improving securely and rapidly enough. We are asking your school to do several things to help you make better progress and improve your prospects for future success. These are:

- to help you make much faster progress to reach higher levels in your work
- to improve the behaviour in lessons by providing lessons that are more interesting and challenging
- to help you have a better future by maintaining improvements in your attendance and improving your basic literacy, numeracy and information and communication technology skills
- for leaders to have a better understanding of how much the school needs to improve and then keep a careful eye on the progress you make and the quality of teaching to make sure things are getting better all the time.

This is a long list of important things to do. However, I am confident that you will all play your part in helping your school improve.

I wish you the very best for the future.

Yours sincerely

Stephen Wall

Lead inspector

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