

Accrington Woodnook Primary School

Inspection report

Unique Reference Number	119341
Local authority	Lancashire
Inspection number	379783
Inspection dates	7–8 December 2011
Reporting inspector	Stephen Rowland

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Malcolm Reading
Headteacher	Nicola Trayner
Date of previous school inspection	27 January 2009
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Introduction

This inspection was carried out by three additional inspectors. They visited 17 lessons and observed the work of 10 teachers. They evaluated the school's work, and looked at relevant policies, the school's development plan, minutes of meetings of the governing body, the school's monitoring records and analyses of pupils' progress and attainment. Meetings were held with staff, pupils, parents and carers and members of the governing body. The questionnaires returned by pupils, staff and 94 parents and carers were also analysed.

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

- The extent to which the school ensures that all pupils achieve their full potential, particularly that of boys in writing and mathematics.
- How well teaching ensures good learning, particularly in Key Stage 1.
- The extent to which leaders and managers at all levels, including members of the governing body, are actively involved in the self-evaluation and improvement planning.
- How well children's language skills are developed in the Early Years Foundation Stage.

Information about the school

This is an average sized primary school. The proportion of pupils known to be eligible for free school meals is well above average. About three-quarters of pupils are of Pakistani or Bangladeshi heritage and about a quarter have a White British background. Very few are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above that normally seen. Since the last inspection, a new deputy headteacher has been appointed. The school has Healthy School status and the Green Partnerships 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 is a good school. It has improved rapidly over recent years. A clear direction has been set for the school by the headteacher and she has the active support of staff, the governing body and pupils. All are committed to ensuring the best possible outcomes. The school's focus on language skills has resulted in a strong improvement in pupils' attainment in English. Standards in mathematics have improved steadily, so that pupils' attainment in this subject is now broadly average. The school has successfully improved attendance, which is now broadly in line with the national average for primary schools. These are significant successes. The school's self-evaluation is honest, accurate and thorough. The school knows itself well and has an understanding of what needs to be done next. There is a relentless and continuous drive to improve the quality of teaching and to ensure that teachers use assessment information effectively to plan pupils' work. This has led to an improving trend in progress and learning. The school has successfully tackled the issues raised at the time of the last inspection report. This, along with the steady improvement in outcomes, shows that the school has good capacity for sustained improvement.

The quality of teaching is good and ensures that a very large majority of pupils make good progress. Most teaching in all key stages is lively and engaging. However, in a small minority of lessons, learning is not as strong because the purpose of the lesson is not fully clear to all pupils and misconceptions are not tackled with sufficient rigour. The school cares well for its pupils and they respond with good behaviour and commitment. The school's curriculum is satisfactory. The core skills of language, mathematics and information and communication technology (ICT) are developed effectively, but coverage of these is not systematically built into planning for the other subjects of the curriculum. Pupils are very loyal to their school. They made many positive comments to inspectors during their visit, behaved well and displayed impeccably good manners. They commented favourably on the harmonious nature of the school community. As one pupil put it, 'We all get on well here. It does not matter who you are or what your background is.'

Parents and carers express positive views on the school. At a meeting with a group of parents and carers, a number commented on the way in which the school had improved and how they felt increasingly at ease coming into school. The shared activities with children in the Early Years Foundation Stage were particularly valued.

What does the school need to do to improve further?

- Eradicate the inconsistencies in teaching by:
 - making sure that all pupils fully understand the purpose of the lesson
 - ensuring that all teachers rigorously correct any misconceptions that pupils may have
 - ensuring that in all lessons the pace of learning is rapid.
- Sharpen the planning of the curriculum so that pupils' language, numeracy and information and communication technology skills are developed systematically in all subject areas.

Outcomes for individuals and groups of pupils

2

Pupils make good progress and enjoy learning. They respond well to the many engaging and challenging activities offered to them. In one very successful literacy lesson, for example, pupils were able to talk with understanding about the differences between a literary text and its television interpretation. This enabled them to explain their ideas thoroughly and in depth. Learning was brisk and enjoyable.

Children generally enter the Early Years Foundation Stage with skills which are well below those expected for their age. This is particularly so for language skills. Attainment at the end of Key Stage 2 has improved strongly over recent years. In 2011, pupils achieved results in line with the national average. The improvement in attainment in English has been particularly notable. The school has focussed on developing a thorough process for tracking pupils' progress and this has enabled staff to identify groups which have not performed as well as expected and to put actions in place to deal with this. The performance of boys, particularly in mathematics and writing, is being tackled and the school's tracking data shows that the gap in performance between boys and girls has narrowed significantly. Support for pupils with special educational needs and/or disabilities is effective and consequently they make good progress in line with their peers.

The behaviour of pupils is good. They are considerate towards each other and treat adults and visitors to the school with respect. They live up to the high expectations the school has of them. Children say they feel safe in school and are sure that any problems will be dealt with promptly and effectively. This view is reflected by parents and carers. Pupils have a good understanding of healthy lifestyles and talk knowledgably about the importance of remaining fit and healthy and of having a balanced diet. There is an active school council which successfully puts forward pupils' views. Pupils' spiritual, moral, social and cultural development is good. They are very aware of the needs of others, particularly those less fortunate than themselves. Pupils have responded with generosity to a number of major international appeals. Attendance has improved strongly in recent years and is now broadly average. The number of long term absentees has been reduced dramatically.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is good throughout the school. Lessons are carefully planned to engage pupils so that learning is brisk. Tasks are planned which challenge pupils to think and to explain their thinking both to adults and to their peers. The quality of speaking and listening skills is high and this has been a major factor in the school's rapid improvement. Teachers and teaching assistants work closely together to support pupils and to ensure that they achieve their full potential. Teaching in Key Stage 1 is good and this ensures good learning. In a very engaging Key Stage 1 mathematics lesson, for example, pupils were asked to help Father Christmas to prepare for his buying of gifts for Christmas. Pupils were fully involved in this task, since they had a very clear practical purpose to help them learn. Progress was very strong in this lively and challenging lesson. In a small number of lessons, teachers do not spend enough time ensuring that all pupils fully understand the purpose of the activities they are asked to do and this can lead to misunderstandings. As a result, the pace of learning is not as rapid.

Assessment is used thoroughly to plan for progress. Marking is thorough and helps pupils to see what they have to do to improve. A particular strength is the regular opportunity to enable pupils to respond to written feedback.

The school's curriculum ensures that basic language and mathematical skills are developed well. ICT is a developing strength. Provision in these basic skills has been the school's major concern since the previous inspection. However, a systematic plan to develop these skills in all subject areas is at an early stage of development. There is a variety of extra-curricular activities on offer, such as a chess club, a drama club and the school choir.

Care, guidance and support are good. Transition into the Early Years Foundation Stage is highly effective. Parents and carers are encouraged to take an active role in their children's education. There are good procedures for the support of pupils whose

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

circumstances make them potentially vulnerable. The learning mentor provides good support for pupils and their parents and carers so that they can take full advantage of what the school has to offer. The school's strategies to improve attendance continue to be very effective.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a very clear understanding of what needs to be done and a relentless determination to secure improvement. Her focus on the development of language skills and the creation of an accessible system to track pupils' progress has been central to the school's increasing success. She is ably supported by the deputy headteacher and other key leaders whose expertise and drive strengthen the school's ability to move forward. There is a growing sense of confidence and a shared sense of purpose amongst staff. Teaching is monitored systematically and thoroughly and good practice is routinely shared. Leaders and managers at all levels contribute to evaluating the school's achievements and planning for improvement.

Members of the governing body are fully aware of the school's priorities and are highly visible in the school. There have been a number of recent additions to the membership of the governing body to help ensure a more broad representation of the local community. For example, the number of parent governors from the Asian community has increased. Members of the governing body have curriculum responsibilities and are able to ask challenging questions when required. They fulfil their statutory responsibilities effectively.

Partnerships with parents and carers are developing and the school is strengthening these through its internet links. An increasing number of parents and carers are taking part in the workshops and activities the school has established for them. These include joint reading sessions for younger pupils and cookery classes. Systems to care for and to safeguard pupils are clear and effective. These include an appropriate focus on the suitability of staff and the appointment of new staff. Equality of opportunity is promoted well. Discrimination has no place at Woodnook and the school ensures that any gaps in performance are recognised and tackled rigorously. The school has a close and active partnership with a school which has a different ethnic composition, and this is a strong element of the school's good work to promote community cohesion. Pupils from the other school are welcomed to Woodnook to take part in Eid parties.

These are the grades for the 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	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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children generally enter the Early Years Foundation Stage with skills which are well below those expected for their age. They make good progress in all areas of learning. Particular attention is paid to developing language and social skills. Children make particularly strong progress in social skills and, as a consequence, they learn how to work and play well with other children. They know how to share and how to be independent. Children feel safe, happy and secure. They are able to make choices about which activity they wish to do and are confident to talk about what they are doing.

The indoor and outdoor areas have been greatly improved to ensure that there is a good balance of activities led by adults and those initiated by children themselves. Reception class children work with those from Year 1. This allows the school to respond well to the different needs of individuals as they settle to school life. The setting has a varied and stimulating range of activities. Staff are deployed well and their observations are used effectively to plan for the next steps of learning.

The Early Years Foundation Stage/Year 1 team work closely together and share a common sense of purpose to ensure that every child can feel secure and can achieve well. Relationships between adults and children are supportive and this makes it easier for children to explore a range of activities confidently. Self-evaluation is clear and thorough so that priorities for improvement can be identified. Writing skills are a current focus for development. The unit has developed good links with parents and carers and an increasing number are becoming actively involved in meeting with staff and sharing their children's achievements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	2
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 in the Early Years Foundation Stage	

Views of parents and carers

About 40% of parents and carers responded to the questionnaire. This is above the average response rate for primary schools. A large majority of responses were

entirely positive. A large majority of parents and carers are happy overall with their children's experience in school. Also, all feel that their children are safe in school. A small minority of parents and carers feel that the school does not take account of their suggestions and concerns. Inspectors considered this concern closely and talked to senior staff and to a group of parents and carers. It also looked at school records. It did not find evidence to suggest that the school was unaware of concerns raised by parents and carers or that it failed to respond to them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Accrington Woodnook 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	43	46	42	45	4	4	3	3
The school keeps my child safe	42	45	46	49	3	3	1	1
The school informs me about my child's progress	36	38	44	47	11	12	2	2
My child is making enough progress at this school	32	34	51	54	8	9	1	1
The teaching is good at this school	34	36	49	52	7	7	2	2
The school helps me to support my child's learning	33	35	48	51	8	9	2	2
The school helps my child to have a healthy lifestyle	35	37	46	49	6	6	3	3
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)	20	21	59	63	7	7	2	2
The school meets my child's particular needs	28	30	52	55	10	11	1	1
The school deals effectively with unacceptable behaviour	27	29	50	53	6	6	7	7
The school takes account of my suggestions and concerns	23	24	53	56	10	11	4	4
The school is led and managed effectively	22	23	59	63	5	5	5	5
Overall, I am happy with my child's experience at this school	34	36	48	51	6	6	2	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 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 2010/11 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.



9 December 2011

Dear Pupils

Inspection of Accrington Woodnook Primary School, Accrington, BB5 2HS

Thank you for making us so welcome during our recent inspection of Woodnook. We were particularly grateful to those of you who agreed to meet us during your lunch break. Thank you also to those of you who completed the questionnaire. All your responses were very useful.

Woodnook is a good school. It has improved a lot in recent years. We were impressed with your good manners and how well you acted towards each other and to visitors. Your progress and learning have improved strongly in the last few years. This is particularly so in your English lessons. The work the school does with the very youngest children is good. It ensures that these children feel really secure and happy in school and helps them settle into school life.

Your teachers work very hard to make sure you have enjoyable and worthwhile lessons. This is why you make good progress. To make your lessons even better we want teachers to make sure that the learning objectives are always clear for you and that there are chances to check that everyone understands what they are learning. We want all lessons to be as lively as the best. We also want the school to make sure that you can practise your language, mathematics and ICT skills in all the subjects you have in school.

You are proud of your school. Please try to help your teachers by always behaving as well as you can, by attending school every day and by trying your best. Once again thank you for your kindness and help.

Yours sincerely

Stephen Rowland
Lead inspector

