

# Woodford Primary School

## Inspection report

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<b>Unique reference number</b>	135349
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	381880
<b>Inspection dates</b>	30–31 May 2012
<b>Lead inspector</b>	Ian Hancock HMI

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>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	420
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Caroline Eddleston-Haynes
<b>Headteacher</b>	Carol Woodward
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Lichaton Way Plympton Plymouth PL7 4RR
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	30–31 May 2012
<b>Inspection number</b>	381880



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## Introduction

Inspection team

Ian Hancock

Her Majesty's Inspector

Simon Rowe

Additional inspector

Wendy Marriott

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 25 lessons or part-lessons taught by 16 teachers. The inspectors examined pupils' work in books and heard a sample of pupils read in Key Stage 1. Discussions were held with members of the governing body, staff, groups of pupils and a representative from the local authority. The inspectors also spoke informally with several parents and carers. The inspectors observed the school's work and looked at documentation, including that relating to safeguarding, assessment information and curriculum planning. There was no response to the on-line Parent View survey, but the inspectors took account of questionnaire responses submitted by 170 parents and carers, 41 staff and 99 pupils.

## Information about the school

Woodford Primary School is larger than most primary schools. The proportion of pupils known to be eligible for free school meals is below the average. Most pupils are White British and very few pupils come from minority ethnic backgrounds. The proportion of disabled pupils and those who have special educational needs (supported by school action plus or with a statement) is close to the average.

The school became a primary school in September 2010 following the federation, and subsequent amalgamation, of the infant and junior schools on the same site. The headteacher of the predecessor infant school took up post as the substantive headteacher in September 2010. Since the amalgamation, there have been several changes in staffing and in the leadership of English and mathematics. There is a children's centre, a privately run nursery and after-school childcare facility on the same site that were not visited as part of this inspection. The school has recently been awarded the Bristol Standard accreditation for provision in the Early Years Foundation Stage.

In 2011, the school's performance exceeded the government's floor standard, which sets the minimum expectations for attainment and progress.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. Leaders have successfully managed the substantial changes arising from the amalgamation of two schools. The historical high achievement of pupils in the Early Years Foundation Stage and Key Stage 1 has been sustained. Pupils' progress across Key Stage 2 has recovered following a dip last year. The school is not outstanding because teaching does not secure good learning in every lesson and systems for improving the school's work are not always rigorous.
- Children make a strong start in the Early Years Foundation Stage. Their writing and personal skills are developed particularly well. Across the school, attainment in reading, writing and mathematics are consistently high. Pupils' use of targets and success statements are not fully established in all lessons. This hinders some pupils' understanding of how to reach the next level.
- In most lessons teaching is good and at times outstanding. The quality of teaching has several strengths such as teachers' knowledge of subjects and their use of probing questions. Leaders have improved the quality of teaching through training and personalised support. In some lessons, pupils do not have enough opportunities to make choices about their learning.
- Pupils enjoy school and their attendance rate is higher than in most schools. In lessons, they demonstrate very positive attitudes towards their learning and collaborate well. Pupils feel very safe in school and most behave well. Occasionally, there are incidents of poor behaviour by older pupils and the school's systems for recording these are not always rigorous.
- Leaders have a clear understanding of the strengths of the school and have taken action to address any areas that need to be developed. They monitor performance carefully and regularly review the progress that pupils make. Some systems that support leaders in checking and improving the school's work are not always fully utilised and used consistently.

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

- By July 2013, ensure that pupils' good progress is sustained in all classes by:

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- giving pupils more opportunities to make choices about their learning
- extending pupils' use of success statements to check and assess their work
- making sure that pupils use their learning targets consistently and understand how to reach the next level.
- Share the good and outstanding practice in teaching so that all lessons have a greater impact on pupils' learning.
- Fully utilise the new systems that support leaders in monitoring and improving the school's work by:
  - setting targets and interim milestones for each year group
  - ensuring that incidents of poor behaviour are recorded consistently.

## Main report

### Achievement of pupils

The vast majority of parents and carers believe that their children achieve well. Pupils also report that that they learn a lot in lessons. These views are similar to those of the inspectors.

Children enter the Reception classes with skills just above those expected for their age. They make good progress due to the well-thought-out play and learning opportunities available. Children's skills when children leave the Early Years Foundation Stage are securely above the expected levels across all areas of learning. Pupils make good progress across Key Stage 1 so that their attainment in reading, writing and mathematics at the end of Year 2 is significantly above the average. Progress across Key Stage 2 is more uneven because some teaching is satisfactory rather than good. Nevertheless, attainment remains high in all year groups and pupils in the current Year 6 are on track to attain significantly above the average in reading, writing and mathematics.

More capable pupils achieve well because they are suitably challenged in lessons and above-average proportions reach the higher levels. The school has made concerted efforts to improve the achievement of boys and less capable pupils. The effectiveness of this was evident in the good progress made in a Reception class. Boys excitedly practised their early literacy skills. Some keenly took notes while jumping between the squares of a large word game. Others made sentences using magnetic letters or chalked letter patterns on the floor outside. Adults' timely interactions reinforced their well-developed understanding of more complex sentences and enabled them to check for errors. While reading his work back to the teacher, one boy paused and said, 'There needs to be an "i" there.' Both boys and girls in this lesson produced writing of an exceptional standard.

Gaps between groups at risk of underachieving and the rest are closing so that remaining variations are localised within specific year groups. Disabled pupils and those with special educational needs were observed making good progress in

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lessons. This is because well-trained adults provide capable support and ensure that tasks are matched closely to their individual needs.

## Quality of teaching

Parents, carers and pupils are very pleased with the quality of teaching. The inspectors found that teaching is strong across the school, but there is more satisfactory teaching within Key Stage 2.

In the most effective lessons, pupils make good progress because teachers continually check pupils' understanding and adapt tasks in response. Teachers set high expectations. They question pupils sharply and move learning on at a brisk pace. In a mathematics lesson seen in Year 2, the teacher's range of questions challenged pupils of all abilities. As a result, the teacher was able to check pupils' understanding and provide more challenging tasks for most pupils, while supporting the less capable pupils herself. All pupils achieved exceptionally well because their learning was continually matched to their individual needs. On occasions when pupils made satisfactory progress in lessons these features were not established and the teaching was overly directive.

Reading is taught well and accounts for pupils' high levels of attainment across the school. Teachers demonstrate early literacy skills confidently so that younger pupils may practise their letters and sounds (phonics) with a partner. Important words and phrases are promoted particularly well. For example, in a phonics session observed in Key Stage 1, the teacher gave clear explanations and used the interactive whiteboard to illustrate how adding letters could change the meaning of words. In this lesson, pupils worked with sustained concentration and were able to explain how to insert a 'prefix' to create an 'antonym'. Older pupils were able to describe to inspectors how to 'scan read' to locate evidence within a text.

Pupils have regular opportunities to check and assess their work using success criteria established by their teacher. Sometimes, these lack detail and are not utilised in every lesson. Similarly, learning targets are not used consistently so pupils do not always know how to reach the next level.

Teaching and the curriculum make a positive contribution to pupils' wider personal development. Year 5 pupils were observed considering role models as part of their personal, social, health and citizenship education. During the lesson, pupils showed great maturity and exceptional attitudes when discussing what makes a good role model. The teacher skilfully developed pupils' vocabulary and understanding of the subject matter. This led one pupil to comment insightfully that a relative's management of their disability was a role model to others.

## Behaviour and safety of pupils

Pupils feel very safe in school and express confidence in raising concerns with adults. They understand how to keep themselves safe in a variety of situations, but are less

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clear about the risks associated with using the internet. The high quality relationships between adults and pupils make a positive difference to pupils' well-being and sense of safety. Pupils report that bullying incidents are rare and taken seriously. Pupils know the school's expectations, including the rewards and sanctions that are used to promote good behaviour. Achievement rewards are received with great pride in the weekly achievement assemblies. Most pupils behave well and respect the ideas and opinions of others. As one pupil commented, 'Everyone joins in and takes part in everything.' Pupils play an active role in managing the behaviour of others through responsible roles such as those of play leader or mentor.

Most parents and carers expressed positive views on pupils' safety and the quality of behaviour in the school. However, a small minority of parents and pupils raised concerns about incidents of poor behaviour, including bullying by a few older pupils. Recently, the school has taken robust action in response to incidents of bullying. Inspectors found that most pupils behave well, but the recording of incidents is not consistent.

Pupils enjoy school and this is reflected in their above-average attendance rates. The number of pupils that are persistently absent has declined as a result of effective action by the school.

## **Leadership and management**

The headteacher and other leaders demonstrate good capacity to improve further. They have successfully met several challenges arising from the amalgamation of two schools, such as implementing a reduction in staffing in response to inherited financial pressures. Leaders have also responded very effectively to a dip in Year 6 pupils' rates of progress in mathematics in Key Stage 2. Teachers now teach both English and mathematics to their class which provides greater opportunities for pupils to practise key skills in other subjects. An assistant headteacher oversees classes in Year 2 and Year 3 to ensure that pupils' high attainment continues in Key Stage 2. Work books are retained at the end of each year so that learning in the subsequent class builds closely on pupils' earlier achievement.

Many aspects of monitoring and accountability procedures are effective. Regular meetings are held to discuss the progress that individual pupils have made. Leaders analyse assessment information carefully to identify strengths and weaknesses. Expectations have been raised and the quality of teaching has improved as a result of individual coaching. Nevertheless, the recent data tracking system is not utilised fully to set targets and interim objectives for each year group. Consequently, it is not always easy for leaders to evaluate the difference that actions are making in each year group.

The governing body knows the school well and responsibilities are distributed well with members having clear oversight of specific year groups and subject areas. These are informed by regular monitoring visits, such as a recent visit to evaluate provision for disabled pupils and those with special educational needs. Self-

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evaluation is accurate and the governing body understands the strengths and areas for development clearly. Consequently, members are confident in asking questions and challenging leaders. Equal opportunities are promoted well with leaders and managers ensuring that any areas of underachievement are tackled. Recent actions have raised the achievement of boys and ensured that pupils known to be in receipt of free school meals make similar progress to the others. At the time of the inspection, the school's procedures for checking staff and other adults that have contact with children met government requirements. Well-trained adults work closely with partner agencies to ensure that pupils are kept safe.

The curriculum is well served by a broad range of enrichment opportunities. Theme days, such as one on the Egyptians, occur each term and are supplemented by visits to local beaches and historical buildings. In the Early Years Foundation Stage, well-judged and exciting learning opportunities are tailored to different groups and account for children's good achievement. A recent 'plumbing' theme catered particularly well for boys' interests. Sporting opportunities are popular and some 160 pupils have taken up the opportunity to participate in a marathon.

Pupils are respectful of those that may be different from them and willingly participate in actions to include everyone such as using sign language in assemblies. They reflect sensitively on serious issues. For example, older pupils earnestly described their involvement in establishing a memorial garden for a former pupil. The curriculum provides a range of opportunities to learn about different faiths and cultures through themes such as the Gambia, Diwali and Chinese New Year festivals. Nevertheless, the school is aware of the need to increase pupils' interactions with those of other faiths and cultures to fully develop pupils' wider understanding.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



1 June 2012

Dear Pupils

### **Inspection of Woodford Primary School, Plymouth PL7 4RR**

Thank you for helping us during our recent inspection. We really enjoyed talking with you and seeing your work. Along with the views of your parents and carers, your opinions were very helpful. We can see why so many of you enjoy school and think you learn a lot in lessons. Your school is a good school and here are some of the best things about it.

- You attain well in reading, writing and mathematics because the teaching is good in most lessons.
- Your positive attitudes towards learning and the way you work together make a strong contribution to lessons.
- You feel very safe in school and most of you behave well.
- Those that lead the school have worked hard to bring two schools together as one primary school.

We have asked adults that lead your school to make some changes so that your school improves further. We have suggested that teachers help even more of you make good progress by asking you to make choices and check your work in all lessons. We have asked that teachers discuss your learning targets and explain how you can get to the next level. To help teaching improve further, we have suggested teachers learn from each other so that all your lessons are as good as the best ones. We have asked those that lead the school to make some changes to help them check and improve the school.

Everyone has a part to play in improving your school. You can help by maintaining your good behaviour at all times, checking your work carefully and learning the steps you need to take to reach the next level.

Yours sincerely

Ian Hancock  
Her Majesty's Inspector

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