

Woodside Primary School and Children's Centre

Fenwick Drive, Bradford, West Yorkshire, BD6 2PG

Inspection dates 25–26 September 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- Behaviour is excellent. Pupils are polite, friendly and considerate towards others, reflecting the high levels of care provided by the school. Consequently, they enjoy school, feel very safe and secure and say bullying is not an issue.
- Pupils achieve well and make good progress from their starting points. By the time they leave the school, pupils attain national averages in English and mathematics and exceed expectations in reading.
- Disabled pupils and those who have special educational needs, and those supported by the pupil premium make rapid and often outstanding progress because their needs are very well met.
- Teaching is good and some is outstanding. Good relationships with staff and well planned lessons capture pupils' interest and ensure they are keen to learn. Reading is taught particularly well and pupils enjoy a variety of books and stories.
- Strong, dedicated and visionary leadership from the most senior leaders has had a positive impact on achievement throughout the school, and accelerated progress in Key Stage 1. Rigorous monitoring and evaluation systems have successfully increased the proportion of good and better teaching.
- The governing body know their school well. They foster the school's strong, positive links with the local community and provide knowledgeable support and rigorous challenge to school leaders.

It is not yet an outstanding school because

- There is not enough outstanding teaching and learning across the school.
- Attainment in writing is weaker than in reading and mathematics because limited communication skills hinder pupils' ability to express their ideas fluently.

Information about this inspection

- Inspectors observed teaching and learning in 20 lessons, including three joint observations with senior staff, visited small group activities and heard a number of pupils read.
- Meetings were held with staff, pupils and members of the governing body. In addition, inspectors spoke with the representative of the local authority and an external consultant.
- Inspectors looked at documents, including the school's own monitoring of teaching, self-evaluation, records of pupils' progress and arrangements for safeguarding.
- The inspectors took account of the 17 responses to the on-line questionnaire (Parent View). Inspectors also spoke to parents as they brought their children to school and scrutinised staff questionnaires.

Inspection team

Kathleen McArthur, Lead inspector

Additional Inspector

Stephen Fisher

Additional Inspector

Cathy Morgan

Additional Inspector

Full report

Information about this school

- The school is larger than most primary schools.
- The proportion of pupils supported through school action is above average and the proportion supported at school action plus or with a statement of special educational needs is below average.
- A well above average proportion of pupils is known to be eligible for the pupil premium.
- The school meets the government's current floor standards, which is the minimum expectation for pupils' attainment and progress
- Most pupils are from White British backgrounds and speak English as their first language.
- The school works closely with the Children's Centre which shares the school building. On 1 December 2012, the school will become a converter academy with a new governing body.
- The headteacher is a local leader of education and the skills of other leaders are used outside the school and in the local schools' partnership.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and learning by:
 - ensuring work is always matched closely to pupils' abilities
 - giving pupils greater opportunities to use, apply and practise their skills independently
 - ensuring all lessons proceed at a good pace so pupils remain engaged and actively learning
 - consistent application of the school's marking policy, including feedback to pupils on how to improve their work.
- Extend pupils' communication skills to enable them to express their ideas clearly and correctly and develop a wider, richer vocabulary to use in their writing by:
 - planning regular opportunities for pupils to talk in small and large groups and make oral presentations to the class about their learning
 - participating in activities such as drama and role play to promote more imaginative language
 - ensuring pupils have frequent opportunities to explain their answers.

Inspection judgements

The achievement of pupils

is good

- When children enter the Nursery, their skills are well below those typical for their age. Communication and language skills are often very limited. The welcoming, caring environment, good teaching and the stimulating curriculum ensure they feel secure and ready to learn. They enjoy investigating the varied activities, especially outdoors, and progress well. While communication and language skills are still below average when children start Year 1, school records show that these are improving year-on-year.
- Pupils continue to progress well in Key Stage 1, but over time their attainment has been variable and below national expectations. Rigorous actions to resolve this by boosting the quality of teaching for younger pupils are making an impact and attainment rose in 2012. Pupils currently in Year 2 are on course to sustain this rise.
- Progress accelerates in Key Stage 2. Attainment at the end of Year 6 is at the national average in English and mathematics, although reading skills are stronger than writing. Results were particularly strong in 2012 when all pupils attained the expected Level 4 in English, and there were some examples of outstanding progress in both English and mathematics.
- Attainment in reading is above expectations. The teaching of reading is very well led and organised. Daily letters and sounds activities for younger pupils and, consistently applied approaches used by teachers ensure pupils quickly gain the reading skills they need to support learning in all subjects and equip them well for the future.
- Pupils spoken to during the inspection showed great enthusiasm for reading, naming books and stories they have enjoyed. They know how to access the library and older pupils were particularly enthusiastic about their shared class story. Some find reading more difficult but know how to tackle unknown words by 'sounding them out', and many said their families listen to them read at home.
- Writing skills lag behind reading and mathematics. Pupils often find it difficult to express or organise their ideas orally and in their written work, and do not have a varied, lively vocabulary to add interest and enrichment to their work.
- Disabled pupils and those who have special educational needs often make better progress than their classmates, due to well led and organised provision closely directed to their individual needs. They are fully included in all activities and play a full part in the life of the school.
- Those pupils who receive additional money (pupil premium) also make good and better progress because of well targeted activities and extra support. Consequently, there is no gap in attainment between these pupils and their classmates.
- Parents and carers say their children make good progress and inspectors agree.

The quality of teaching

is good

- Teaching is mainly good, some is outstanding with a few examples where it requires improvement. When teaching is good or better, pupils achieve well and make rapid gains in their learning and skills. Parents and carers say their children are taught well.
- The very positive relationships between pupils and staff and between pupils contribute strongly to pupils' positive, enthusiastic attitudes to their learning. Behaviour is always good or better in lessons, helping to create a calm atmosphere for good learning.
- In the better lessons, teachers provide well planned, stimulating tasks for all pupils and make full use of high-quality resources, including information and communication technology. In a Year 3 reading lesson, carefully designed resources to support the needs of pupils of all abilities enabled them to make excellent progress.
- Most teachers use difficult questions to keep pupils on their toes, and frequently check pupils' understanding through the lesson. They give pupils opportunities to check their understanding and step in with extra guidance where needed, seen in an outstanding Year 6 lesson where pupils were using their knowledge of decimal places to solve complicated money problems in 'real life' situations.
- Pupils' books and class work show that work is regularly marked but marking does not provide

feedback consistently in all classes. Pupils do not always know how to improve their work or what they must do to reach the next level.

- Where teaching is less successful, the pace of lessons is often slower and teachers do not give pupils enough time to work independently or practise and apply new skills so their progress is slower.
- Pupils who are disabled or with special educational needs are fully included in lessons and often make better progress than their classmates. Teaching assistants provide skilled support and are deployed effectively in all classes, for example, helping Reception children develop language skills while building dens outside.

The behaviour and safety of pupils

is outstanding

- Excellent behaviour means the school is a happy, harmonious community. Wherever pupils are working pupils' attitudes to learning are always good or better and they cooperate willingly, allowing all to learn at a good rate.
- Pupils and staff show mutual respect, care and consideration for each other and pupils are unfailingly friendly, courteous and keen to help. They hold doors open for others, move round inside and out with consideration for their own and others' safety, and are especially caring towards those with disabilities.
- Pupils are proud of their school and carry out responsibilities eagerly and sensibly. They put their literacy skills to good use, presenting applications for jobs, such as Playground Buddies looking after younger pupils.
- The clear behaviour management system is applied consistently. Pupils know and understand the need for school rules and say, 'We are always treated fairly.' The school has examples where skilled intervention has resulted in excellent improvement in behaviour so exclusion is extremely rare and only used as the very last resort.
- Pupils feel very safe in school and know how to keep themselves safe, for example in relation to e-safety. Parents and carers, pupils and staff agree that bullying is not a problem. Pupils trust the staff and are confident that any rare incidents of bullying or inappropriate behaviour are dealt with effectively and sensitively. Pupils understand that bullying may take different forms, such as name-calling or cyber-bullying, and know how to deal with them.
- Attendance is average. Clear policies and procedures to support attendance have reduced the number who are persistently absent and few pupils arrive late each day.

The leadership and management

is good

- The headteacher's inspiring vision and ambition to provide the best opportunities for all pupils to reach their full potential has the full support of all leaders and staff. School self-evaluation is thorough and accurate, demonstrating that senior leaders know exactly what needs to be done to secure further improvement.
- The quality of teaching is closely monitored and support directed where needed. Rigorous staff development and performance management strategies were implemented in response to findings at the previous inspection. These have improved the quality of teaching and raised achievement, for example in reading, but some pockets of teaching require improvement.
- Leadership potential is recognised and the best practice found in the school is used to extend professional skills and improve pupils' learning experience and achievement. The local authority provides light touch support for this good school.
- The well planned curriculum provides an interesting range of activities that promote pupil's academic and personal development. Visits and residential experiences enhance classroom learning. The wide range of additional activities, including expert tuition in music and kick-boxing and after-school clubs, are very popular. Spiritual, moral, social and cultural development is promoted well and extends pupils' knowledge and respect for different communities beyond their locality.
- Great care is taken to ensure pupils of all backgrounds and abilities have equal access to everything the school provides.

- The school is held in high regard by parents and carers who are fully supportive. School leaders have established strong, effective links with the local community, often through the Children's Centre, which support families and benefit pupils.
- Arrangements for safeguarding meet all statutory requirements. The school is safe, secure and well maintained.

■ **The governance of the school:**

- Is strongly committed to the vision for on-going improvement and giving every pupil the best opportunities.
- Is well informed and holds leaders to account on attainment, progress, safeguarding procedures and pupils' well-being.
- Ensures financial management is efficient and resources are used effectively, including for those pupils who are eligible for pupil premium who achieve as well as their peers.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107236
Local authority	Bradford
Inspection number	403033

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	359
Appropriate authority	The governing body
Chair	Andy Walsh
Headteacher	Jane Browne
Date of previous school inspection	4 February 2008
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