

Woodfield Primary School

Gurney Road, Balby, South Yorkshire, DN4 8LA

Inspection dates 23–24 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils’ progress in reading, writing and mathematics is not yet good especially between Years 1 and 5.
- The quality of teaching is inconsistent from class to class. Teachers do not assess and plan well enough to meet the needs of all pupils.
- Leadership does not ensure that pupils achieve well because methods of checking on teaching do not make it clear to teachers how to improve.
- The governing body does not know enough about pupils’ progress to enable it to challenge the school to do better.
- The majority of pupils feel safe and behave well although many find it hard to sustain this independently.
- Attendance is below average but has risen in recent years.

The school has the following strengths

- The Early Years Foundation Stage provides a good start for children’s education because teaching is good.
- Progress accelerates quickly in Year 6 and is also good in the speech and language unit.
- Teaching and pupils’ progress are improving this year and the staff work well as a team, providing strong support for the acting headteacher.
- The acting headteacher has led very well since September 2012, making effective use of the knowledgeable support from external advisers.

Information about this inspection

- Inspectors observed 15 lessons or part lessons taught by 11 teachers. These observations included a visit to the school’s speech and language unit (Additional Resource Centre - ARC).
- Meetings were held with groups of pupils, two members of the governing body, the acting headteacher, the consultant headteacher and partner headteacher, all staff and a representative from the local authority.
- Inspectors took account of seven responses to the on-line questionnaire (Parent View) and also any views of parents gathered in school during the inspection.
- Twenty questionnaires from staff were analysed by the inspection team.
- They observed the work of the school and examined a variety of documents including those relating to pupils’ progress, the school’s evaluation of its own performance, plans for development, attendance, behaviour and safeguarding.

Inspection team

Roger Gill, Lead inspector	Additional Inspector
Doreen Davenport	Additional Inspector
Pauline Pitman	Additional Inspector

Full report

Information about this school

- This school is larger than an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (extra funding) is about twice the national average.
- The percentage of pupils supported at school action is high at almost a quarter of the school's population. The proportion supported at school action plus or with a statement of special educational needs is below average.
- Nine pupils from other schools in the local authority attend the school's speech and language centre (ARC) on a full-time basis. They have statements of special educational needs but are not on the school's roll.
- The proportion of pupils from minority ethnic groups is average with fewer than is usually found learning to speak English as an additional language.
- More pupils than is typical join the school other than at the usual times.
- The school meets the current government floor standards, which set the minimum expectations of learning and progress.
- The school provides a breakfast club, which is run by the governing body.
- The headteacher has been absent from school, owing to ill health, since June 2012. There have been many changes in senior leadership and teaching staff in the last two years. The school is currently being led by the newly appointed deputy headteacher who is supported by a consultant headteacher and colleagues from a local primary school.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching in Key Stages 1 and 2 by:
 - reducing the amount of time teachers talk and giving pupils more challenge and time to investigate for themselves
 - setting pupils easily understood targets which they use effectively to guide their learning
 - improving the quality of marking so that pupils know how to make their work better
 - making better use of teaching assistants when they are supporting in lessons
 - ensure behaviour is managed effectively to promote self-discipline.
- Accelerate pupils' progress in reading, writing and mathematics from Year 1 to Year 6 by:
 - making sure information about pupils' learning is used well to plan new work that matches pupils' different needs
 - providing pupils with more time to read and write
 - explaining fully to pupils where that have made mistakes in mathematics so that they learn from their errors
 - using their literacy and numeracy skills across the curriculum.
- Strengthen the effect of leadership and management on pupils' achievement and teaching by:
 - implementing fully the new system of tracking pupils' progress so that it is easier to check that all pupils make as much progress as possible
 - ensuring that teaching is checked closely and teachers know how to improve
 - including members of the new senior leadership team in planning actions to raise pupils' progress across the school

- improving attendance to at least the national average by even more application of procedures including links with parents.
 - Ensure that the governing body is more informed about attainment and sets more rigorous targets for leaders about pupils' progress.
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Inspection judgements

The achievement of pupils

requires improvement

- Children enter the Early Years Foundation Stage with skills, which are well below the expectations for their age. They make good progress in Nursery and Reception, particularly now that the outside areas have been improved and are more exciting. Children are well prepared to start Year 1, particularly in their social skills and other personal qualities.
- By the end of Year 6, pupils often reach the national average and therefore appear to make good progress over time, but this is not the case. Acceleration begins in Year 6 and pupils' learning has not been good before that. The school's efforts to promote an equal chance for all pupils are having a limited, but not inadequate, effect owing to the frequent changes in staff and leadership over the last two years.
- Reading, writing and mathematics are in need of improvement to enable pupils to achieve well. Pupils lack guidance in their reading and opportunities to apply their writing skills in a range of styles. In mathematics, many have a basic understanding of calculation but are not always able to explain their methods or learn from their mistakes.
- Although progress is rising and is not inadequate, all groups of pupils, including those from minority ethnic backgrounds, have experienced periods of slow learning. Sometimes boys do well and girls lag behind and on other occasions the reverse is true. In many lessons progress is limited for the higher attainers because they wait too long for something more demanding to do.
- Disabled pupils and those with special educational needs are given a great deal of support by way of additional programmes of learning and adult support, but these have yet to create a good level of progress. In contrast, pupils in the ARC make good progress because they benefit from specialist teaching which delivers bespoke guidance for individuals.
- Those pupils who receive support funded by the pupil premium often progress at the same rate as other pupils, because the use of this extra resource lacks enough precision to enable them to make good progress.
- Pupils who enter the school partway through a key stage speak well of the welcome they receive, but their progress follows a similar pattern to that of other pupils.

The quality of teaching

requires improvement

- Teaching requires improvement because although it is getting better in Key Stages 1 and 2 it does not yet match the good provision in the Early Years Foundation Stage and has not as yet had any substantial effect on improving pupils' achievement.
- Good teaching in the Early Years Foundation Stage helps children learn independently through engaging play activities and direct teaching in small groups where no time is wasted.
- Elsewhere, the pace of lessons is not always fast enough with too many times when pupils sit on the carpet for too long, which slows the learning for all pupils, particularly the more able. In this part of the lesson, teaching assistants do not have a definite part to play. After which, there is often not enough time left for pupils to learn in any depth when completing activities on their own.
- The school has implemented a system of targets for pupils to reach in writing and, to some extent, in mathematics, but not yet in reading. In some lessons, pupils frequently check their targets to see if they are reaching them. In others they are not used to any effect because pupils are not clear what they mean or do not see their relevance as tools for improvement.
- Where good teaching exists, teachers know precisely where pupils are up to in their learning and plan activities that are designed to speed up their progress. Teaching assistants are actively involved from the start of the lesson teaching groups or giving individual help to pupils who need to catch up quickly.
- Attempts to improve the marking of pupils' work have also been made. Pupils are told in which

ways they have done well and what they could do to improve. However, there are cases where work is not marked at all or advice is too bland such as, 'try to use more connectives in your writing'.

- Teaching in the ARC is good because pupils complete activities that are well chosen for their specific needs.
- Some teaching is undertaken in the school's interventions rooms. Pupils claim that this is useful because staff, 'help you if you have not understood something'. Evidence of pupils' progress, in these withdrawal sessions, shows that some good strides are made but overall this form of support does not yield consistently good progress.

The behaviour and safety of pupils

requires improvement

- Pupils are generally proud of their school and feel safe within it. They feel well cared for in the breakfast club and value the learning mentors who are always on hand, throughout the day, to help them if they are unhappy.
- There have been temporary exclusions since 2010, but none this year. Pupils report that lessons are no longer disrupted by poor behaviour. Inspectors noted, however, that when teaching fails to capture pupils' attention fully, some pupils lose concentration and their pace of learning slows.
- Parents feel positive about their children's behaviour, well-being and personal development in general. The opinions expressed on Parent View about children being happy in school, feeling safe and being looked after well are supported by the school's own findings and pupils' comments.
- Behaviour in lessons is not good overall because many pupils lack the self-discipline to work on their own for very long without guidance from an adult.
- Pupils have a reasonable knowledge of the different types of bullying and how to deal with them. Systems to keep these issues at the forefront of pupils' minds have lapsed a little of late as shown by pupils' uncertain knowledge about whether the 'Bullying Opinion Box' is being used any more. Some pupils report that there is low-level bullying in the playground, which upsets them, but they feel confident that adults tackle it well if reported.
- Behaviour is improving as a result of the new systems introduced this year. For example, the family style service in the dining hall was introduced in response to some unwanted behaviour. Pupils are now very well supervised and organised, which has created a calm atmosphere albeit at the expense temporarily of better self-discipline and individual responsibility.

The leadership and management

requires improvement

- Resolute and resourceful leadership from the acting headteacher has created a positive mood among staff that welcomes opportunities to improve their skills of teaching. For example, teachers are very keen on the new, simple to use, system of tracking pupils' progress. This is making it quicker to spot underachievement and target support where it is most needed.
- Other members of the new senior leadership team are now clear about their role but as yet have not been involved enough in improving pupils' achievement across the school.
- Lessons are observed to check on teaching but steps to improve lack precision and do not always make it clear how teachers can improve pupils' progress. Furthermore, pupils' workbooks are looked at in lessons but little in-depth analysis of these books takes place at other times. As a result, there remain variations in the quality of teaching although there are signs of improvement.
- A comprehensive system of appraisal and performance management has been adopted, which is linked to the pay scales. Teachers feel positive about the way this has been accomplished. Training is starting to be more effective as it links to identified need.

- The disturbances in leadership have prevented some developments taking place. For example, the promotion of pupils' spiritual, moral and social development is good but their cultural development has only improved slightly. Overall, the curriculum is balanced well although literacy and numeracy skills are not fully extended across subjects.
 - Some parents are concerned about teaching, the amount of homework and the kind of information they receive about their child's learning. Inspectors found that current leadership knows about these issues and is in the process of tackling them.
 - The local authority supports the school well. It has provided a consultant headteacher and links with a local primary school, both of which have been beneficial in assisting leadership.
 - The ARC is well managed as is evident from the progress made by the pupils that use this facility.
 - **The governance of the school:**
 - Governors have provided useful support, for example in budget and staffing matters, during the fast changing context of the last two years. They know that achievement and teaching, for example, require improvement. Governors are also aware that attendance has risen in the last two years but needs to be higher still. Governors meet their statutory duties and ensure safeguarding meets requirements. Owing to the lack, until very recently, of a simple analysis of pupils' annual progress, the governing body has not been good at challenging the school to do better. Therefore, they lack a full understanding of the progress made by groups of pupils such as those eligible for pupil premium.
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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	106733
Local authority	Doncaster
Inspection number	400856

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	311
Appropriate authority	The governing body
Chair	Chris Watson
Headteacher	Richard Roberts
Date of previous school inspection	9 February 2010
Telephone number	01302 853289
Fax number	01302 310659
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