

# Woodhouses Voluntary Primary School

Ashton Road, Woodhouses, Failsworth, Manchester, M35 9WL

**Inspection dates** 8–9 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires Improvement</b>	<b>3</b>
Achievement of pupils		Requires Improvement	3
Quality of teaching		Requires Improvement	3
Behaviour and safety of pupils		Good	2
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

- Although recent improvements introduced by the leadership team have increased the rate of pupils' progress, this is not consistently good across all year groups or for all groups of pupils, particularly the more able.
- Progress in mathematics, particularly at Key Stage 2, is not as strong as in reading and writing because leaders do not focus closely enough on identifying and closing gaps in pupils' mathematical learning.
- While teaching has improved across the school, not all teachers set work that helps pupils to learn well whatever their abilities.
- Leaders are not looking closely enough at the progress of different groups of pupils to be sure that support is given to those in danger of falling behind in their learning.

### The school has the following strengths

- The headteacher has an accurate view of the school's performance. Senior leaders have been successful in making some improvements to achievement and the quality of teaching since the previous inspection.
- Standards in English at the end of Key Stage 2 are improving.
- Good teaching in the Early Years Foundation Stage ensures that the children get off to a good start.
- Highly positive relationships between adults and pupils help pupils to feel safe, well cared for and behave well.
- Pupils enjoy school and attendance is high.



## Information about this inspection

- The inspector visited 10 lessons and observed six teachers. In addition, he observed the teaching of small groups receiving particular support for English and mathematics.
- The inspector spoke to groups of pupils about their learning in lessons and their safety in school.
- The inspector heard groups of pupils read and checked the school's assessments of pupils' progress in reading. He also looked at the school's system for checking pupils' progress in mathematics and English.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, inspectors looked at the school's own assessment of its performance and its development plan, safeguarding information, school policies and minutes of the meetings of the governing body.
- The inspector analysed 14 responses to Parent View (the online parent questionnaire) and spoke to some parents at the start of the school day.

## Inspection team

Andrew Morley, Lead inspector

Additional Inspector



# Full report

## Information about this school

- Woodhouses is much smaller than the average primary school and takes pupils from the village in which it is situated and also from a wider range of districts.
- The proportion of pupils known to be eligible for the pupil premium (extra funding to support pupils eligible for free school meals and those looked after by the local authority) is much lower than the national average.
- The proportion of pupils from minority ethnic backgrounds is below average.
- A small number of pupils are learning to speak English as an additional language.
- The proportion of pupils supported through school action is below average as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government floor standards, which set the minimum standards for attainment and progress.
- The school has Healthy School status, has the International School (Foundation) award and has gained the Active Mark. The school is affiliated to the Heartstart Young Lifesavers Programme, has the Tooth Friendly Platinum Award and the Financial Management in Schools Standard

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

- Raise the quality of teaching, particularly in mathematics, so that all groups of pupils, particularly the more able, make at least good progress in all year groups by ensuring that:
  - information about what pupils have learnt in lessons is used to plan work set at the right level for all to achieve their best
  - teachers plan suitably challenging and exciting activities which encourage pupils to think, come up with ideas and become confident, independent learners
  - teachers enable pupils to start working on their own sooner in lessons by spending less time explaining what the lesson is about
  - teachers check pupils' progress and understanding during lessons and adjust activities as necessary to make sure they fit pupils' learning needs
  - there are consistently high expectations of pupils' presentation of their work, especially in mathematics
  - more opportunities are created for pupils to practise their mathematical skills in a variety of subjects.
- Further improve leadership and management by:
  - analysing more closely what pupils have learned in mathematics, recognising where there are gaps in their learning and ensuring suitable tasks are provided to help the more-able pupils reach higher levels in Key Stage 2
  - checking the progress of different groups of pupils more closely so that the right amount of support is given to those in danger of falling behind in their learning, particularly in mathematics
  - providing all governors, including new governors, with clear information on how well pupils are doing so that they can question leaders and hold them more closely to account.



## Inspection judgements

### The achievement of pupils

### requires improvement

- Since the last inspection and in recent times there has been a slight rise in pupils' attainment and pupils are making better progress, particularly in English. However, overall achievement, but particularly achievement in mathematics, continues to require improvement because pupils' progress from their starting points is not consistently good across all year groups or for all groups of pupils, particularly Key Stage 2.
- Children enter the Early Years Foundation Stage with skills, knowledge and understanding typical of those expected for their age and they make good progress to reach standards that are in line and sometimes better than those of most children by the end of Reception. They make good progress as a result of good teaching and a welcoming, supportive environment. They settle quickly and well planned, practical activities enable children to develop social skills and good attitudes from the outset.
- Progress overall is improving in Key Stage 2, particularly in reading and writing. However, the progress pupils make in their learning is variable across year groups because of differences in the quality of teaching and pupils do not always build continuously on their skills as they move up from class to class.
- Progress in mathematics remains slower than in reading and writing. Specific support to improve pupils' mathematical skills and opportunities for using and applying these skills in different subjects is inconsistent. This holds back progress.
- A review of pupils' work revealed that there are increasing opportunities for pupils to read and apply their writing skills across the curriculum. However, similar opportunities are not planned for mathematics so pupils do not have the chance to apply their learning in different contexts.
- Most pupils have a good knowledge of the sounds that letters make (phonics) and know how to 'break words down' when they are unsure about new vocabulary. The pupils have a wide range of books in school and enjoy the opportunity to read widely. Teachers work well in partnership with parents to improve further the quality of pupils' reading. The best readers are fluent and read with expression.
- The pupils who receive additional funding through pupil premium make good progress from their starting points both through additional support and opportunities to enhance their experiences.
- Pupils who have special educational needs and the small number of pupils who speak English as an additional language make good progress, particularly in English, because of the well-targeted support they receive.

### The quality of teaching

### requires improvement

- The Early Years Foundation Stage staff work effectively as a team to ensure the individual needs of children are met. This is because the teacher plans a wide range of activities to help children to learn and to enjoy school. These are well supported and supervised by all adults who act as good role models. Resources and equipment are used well so that children are happy, busy and actively learning. Both the indoor and outdoor areas give children lots of chances to learn and improve their early speaking, writing, reading and number skills. As a result the children are confident learners.
- Teaching is variable in quality across the rest of the school. Where it is good, teachers use well-planned, practical and interesting activities matched to pupils' different ability levels. This was evident in an English lesson for Year 1 and 2 pupils; using the story of the Gruffalo, pupils tackled different writing tasks that helped them all to learn well. They worked well with a partner to improve the quality of their work.
- Other features within good lessons are when teachers allow pupils to work in collaborative groups and use technology, including netbooks to find things out for themselves.
- Where teaching requires improvement, teachers set the same work for the whole class and do



not pitch work at the right level for individual pupils. Planned activities are sometimes uninspiring. Pupils have too few chances to think for themselves, come up with their own ideas or learn to work things out for themselves.

- Too long is spent on the introduction to lessons and pupils lose valuable working time. This limits the progress pupils make and hinders their ability to practise and improve their work. Expectations of how pupils get on with their work and how much care they take in their written work are sometimes not high enough, especially in mathematics.
- Pupils across the school know their targets. However, teachers do not always take the opportunity to check out progress towards these targets during lessons and adjust pupils' activities if necessary.
- Marking, particularly in writing, gives pupils clear guidance in how to improve their work. While there were some good examples of pupils evaluating the quality of their work for themselves, pupils do not always have the chance to respond to teachers' marking and to improve their work.
- Assessment information is not always used effectively to ensure suitable tasks are planned that challenge and engage pupils to achieve consistently at the higher levels in mathematics.
- Teaching assistants are generally deployed well and teachers involve them in planning the curriculum, so they are well informed about the needs of particular pupils, especially those with special educational needs. Consequently, when working with such pupils they intervene well to support learning.
- Pupils are taught the sounds that letters make in groups according to their current stage of development and this is helping them improve their basic reading skills.

### **The behaviour and safety of pupils** are good

- Pupils behave with respect and courtesy to adults and other pupils. They have a well developed sense of right and wrong. Pupils understand and can talk about the rewards and sanctions which are used consistently across school and pupils find this has improved behaviour. They behave and show good attitudes to learning. They play together happily at break times and in lessons they cooperate well and help each other.
- Pupils show a high level of respect and care for other pupils and staff. They get on very well with each other and adults. Pupils enjoy school and say that they feel safe in school due to the good care and attention they are given by their teachers and other adults in school.
- The younger children enjoy the support and friendship they are given by the older children. Older pupils understand their responsibility to provide a good example to younger ones of safe practice and how to behave well. The 'Sports Leaders' show great maturity in their role to ensure that younger children are looked after on the playground and around school. Pupils enjoy playtimes which are very happy and secure for all.
- At all times pupils are calm, orderly and considerate. When in class they understand that they are there to learn. This ensures that all lessons flow smoothly and there were no examples of pupils being distracted from tasks.
- Pupils are unanimous in their rejection of bullying in any form. They say that the school teaches them about what forms bullying can take and the dangers of each. Pupils appreciate the emphasis the school places on their safety and happiness and make particular mention of the support they receive from adults when they have worries or are unhappy.
- The great majority of parents who completed the online questionnaire expressed the view that their children believe they are safe and well cared for in school. The school keeps thorough and systematic records of behaviour incidents which include follow-up actions. Scrutiny of behavioural records shows that this is the case over time too.
- Pupils are happy, confident and secure and this is reflected in their high attendance.



**The leadership and management****requires improvement**

- The headteacher has set a clear sense of purpose and direction. She works closely with the deputy headteacher and governing body to promote improvement in pupils' learning and performance. The leadership team have brought about improvements to some areas and demonstrate the skills and determination to bring about the further improvement required. The school's own view of its performance is accurate overall because leaders know their strengths and are resolute in their determination to raise achievement.
- It is very much a team approach and, as a result, all staff feel valued and included in bringing about change.
- The leadership team now have better systems in place to check on the quality of teaching and learning. As a result, training for staff is linked to the school's most important areas to improve and teaching has improved overall. The school is aware that further improvements to teaching are needed in order to eradicate inconsistencies between subjects and year groups.
- The school's system for checking pupils' progress provides leaders with a whole-school overview of the progress of different groups but the information gained is not always used well enough to ensure suitable tasks are provided to allow pupils to achieve their best or to target specific groups of learners that require attention, particularly for the more-able pupils in mathematics.
- While regular and systematic monitoring of the quality of teaching takes place, there is inconsistency in the quality of teaching and not enough lessons enable pupils to make good progress.
- School leaders are committed to developing the curriculum further. Pupils are very appreciative of the wide range of extracurricular activities and appreciate the many enrichment activities, including the school's Olympic event and the residential for the older pupils at Robinwood. Pupils have the opportunity to apply writing skills in a range of subjects and leaders are aware of the need to provide similar opportunities in mathematics.
- The school listens to and responds well to parental' concerns. Good relationships exist with parents and these are formed from the outset in the Early Years Foundation Stage. The school works well with external agencies so that those pupils with special educational needs receive additional support and are fully included in the life of the school.
- The local authority has worked well in partnership with the school to improve achievement and is determined that this will continue.
- All statutory safeguarding regulations and duties are met and regularly reviewed. Leaders promote equality of opportunity and tackle discrimination. They are determined that achievement for all pupils in all subjects will be good.
- **The governance of the school:**
  - The governing body knows the strengths and areas for development in school; they are totally committed and actively support the school, which was demonstrated in the number of governors who met with the lead inspector. They challenge the headteacher on a range of issues, including financial matters, but do not always hold leaders to account for the lack of good progress made by pupils over time because they are not given the precise information needed for them to do so. The governing body meets all statutory duties, ensuring that safeguarding requirements are met and pupil-premium funding is used well to support the achievement of this small group. Governors are keen to involve parents and take account of their views.



## 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

<b>Unique reference number</b>	105688
<b>Local authority</b>	Oldham
<b>Inspection number</b>	400792

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Bentley
<b>Headteacher</b>	Michelle Vickers
<b>Date of previous school inspection</b>	17 May 2010
<b>Telephone number</b>	0161 6816793
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