

Woodlands Park Primary School

Heywood Avenue, Woodlands Park, Maidenhead, SL6 3JB

Inspection dates 21–22 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leaders and members of the governing body check the school's work and teaching thoroughly and have high expectations for all staff and pupils.
- Since the previous inspection, rigorous processes of self-evaluation and development planning have resulted in marked improvements in the quality of teaching, pupils' achievement and attendance.
- The vast majority of pupils make good and sometimes rapid progress as they move through the school.
- Attainment at the end of Year 6 has improved and is average. In 2012, an above average proportion of pupils reached the higher levels in reading, writing and mathematics in Years 2 and 6.
- Teaching is good overall. The good curriculum motivates pupils to learn with enthusiasm and enjoyment. It also ensures their good spiritual, moral, social and cultural development.
- A good system for checking pupils' progress and identifying whether additional support is needed helps ensure that all pupils stay on track to reach their targets.
- Effective support ensures that all pupils, including those who are eligible for the pupil premium, make good and sometimes rapid progress in their learning.
- Pupils feel safe, have good attitudes to learning, and behave well around the school. They are polite and welcoming to all.

It is not yet an outstanding school because

- Teaching is not yet outstanding in enough lessons. Some teachers talk for too long at the beginning of lessons and give pupils too many instructions. This delays the pupils from getting on with their work.
- Occasionally, pupils are confused because a
- Teachers give pupils frequent guidance on how to improve their work. However, they do not always create enough opportunities for pupils to then act on their comments quickly enough so that they do not repeat the same mistakes.

few teachers do not always make it clear what they are going to learn.

Information about this inspection

- The inspector, along with the headteacher, observed nine lessons taught by six teachers.
- Meetings were held with representatives from the governing body, parents and carers, staff, including senior and middle leaders, groups of pupils and a representative from the local authority.
- The inspector listened to pupils read and talked with them about their enjoyment of books.
- While observing the work of the school, the inspector took account of 13 responses to the online Parent View and 21 responses to the staff questionnaire. He looked at school documentation, including teachers' planning, the school's self-evaluation and development plans, assessment information, monitoring files, governing body minutes, safeguarding documentation and samples of pupils' work.

Inspection team

David Radomsky, Lead inspector

Additional inspector

Full report

Information about this school

- Woodlands Park is smaller than the average-sized primary school.
- Most pupils come from White British backgrounds with the remainder coming from a number of minority ethnic groups.
- Few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below average.
- The proportion of pupils supported at school action plus and with a statement of special educational needs is average.
- The school meets the current government floor standards which set the minimum expectations for attainment and progress.
- The school does not have or make use of any alternative provision.
- The headteacher and the governors manage a breakfast and after-school club.

What does the school need to do to improve further?

- Improve teaching from good to outstanding in order to quicken progress by:
 - ensuring that teachers enable pupils to get on with learning activities at a faster rate by speaking less and simplifying instructions
 - ensuring that teachers always check that pupils understand what they are learning about
 - ensuring that teachers give pupils more opportunities to respond to the comments they write when they mark pupils' work so that they do not repeat their mistakes.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills and knowledge at below the levels usually found, especially in their language development. They quickly settle and make good progress in all areas.
- The most recent results show that attainment in reading, writing and mathematics at the end of Year 2 and Year 6 is average. For the first time ever, an above average proportion of pupils reached the higher levels in reading, writing and mathematics in Years 2 and 6. Achievement is good across the school because all pupils make at least good progress in relation to their starting points. Evidence from pupils' work, lesson observations and the school's own data all show that this trend of good progress is embedded and set to continue.
- Standards are improving in reading because reading is taught well in all classes. In the Early Years Foundation Stage and Key Stage 1, pupils learn about letters and sounds, begin to recognise new words and improve their writing and spelling. Pupils become enthusiastic and confident readers at school and are encouraged to read at home with their parents and carers. Older pupils enjoy reading independently.
- Any achievement gaps are narrowing swiftly as pupils, for example those eligible for the pupil premium, now make similar progress in reading, writing and mathematics to their peers.
- The progress of disabled pupils and those who have special educational needs is similar to that of their peers because they receive well-targeted good support.
- Pupils who speak English as an additional language are sensitively supported in a language-rich environment and so make similar progress to the other pupils.

The quality of teaching is good

- The improvement in teaching, since the previous inspection, now means that almost all is good with a little that is outstanding.
- Teaching in the Early Years Foundation Stage is good. There are effective links between home and school and so individual needs are well catered for. The children settle in well and develop good relationships with the adults who help them.
- All ages are well involved in their own learning. They have good opportunities to work with their teachers and other adults to focus on their interests. Much enjoyment is evident in all classes.
- Teachers are highly dedicated to their pupils. During lessons they model enthusiasm for learning and the different needs and abilities of pupils are well addressed. Teaching assistants are effectively deployed to support pupils' learning.
- Planned activities generally provide appropriate challenge to ensure that pupils achieve well.
- The quality of pupils' writing has improved because teachers plan exciting writing activities in subject areas other than literacy, which enthuse pupils and make them want to write. Pupils in Key Stage 1 were very excited to receive an email from a wizard at the start of the lesson. This resulted in them writing sentences about spells and potions.
- Teachers generally ensure that pupils understand what they are going to learn about and the steps they need to take to ensure success.
- Occasionally, teachers do not give clear and short explanations of what is expected in lessons. Pupils get confused and a little fed up when they have to sit for too long because they want to get on with their activities. These prolonged introductions slow pupils' learning and progress.
- Teachers frequently mark pupils' work and give them written and oral feedback on what they have done well and what needs to be improved. They do not, however, always create enough opportunities for pupils to act on their comments quickly enough so that they do not repeat the same mistakes.

The behaviour and safety of pupils are good

- Children in the Early Years Foundation Stage behave well. Through learning in the classrooms and in the outdoor areas they quickly learn to socialise, share and learn as they play.
- Pupils enjoy coming to school. They work well in pairs and groups, offering each other mutual support to ensure their successful learning.
- Attendance is average and rising quickly and has improved since the previous inspection. The proportion of persistent absentees has reduced significantly.
- Pupils generally behave well in lessons and around the school. Occasionally, they get a little restless in lessons when they have to be passive listeners when teachers talk for too long.
- Pupils are well aware of the school's systems of rewards and punishments, which they say are applied consistently and effectively.
- Pupils have a good understanding of the different kinds of bullying, such as cyber, name calling and physical bullying. They say that occasional incidents of bullying are dealt with quickly by staff. The school's records reflect a picture of good behaviour over time and show very few reported incidents of racism, and no exclusions in the past few years.
- Pupils say they feel safe in school. They have a good awareness of how to keep themselves safe, for example on the roads, from substance abuse and when using the internet.
- The school works effectively with external agencies to support pupils and their families experiencing difficulties with learning, behaviour or regular attendance.

The leadership and management are good

- The headteacher has successfully created a unity of purpose, so that all staff and the governing body have high expectations for the quality of their own performance and what they want pupils to achieve.
- Good self-evaluation processes ensure that leaders know the school well. Development planning is thorough and progress towards reaching challenging targets for improvement is frequently reviewed.
- Lesson observations are undertaken regularly and teachers are given areas for further development. Teachers are supported to improve through training, mentoring and by learning from best practice from some local outstanding schools.
- Leaders frequently analyse pupils' performance in detail and these strategies have been instrumental in improving the quality of teaching across the school. This information is used effectively to ensure teachers are accountable for addressing any pupil underperformance and for identifying any additional support pupils may require.
- There are emerging strengths in middle leadership, some of whom are new to their roles. With effective support from the headteacher there is a good focus on further improving pupils' achievement and the quality of teaching.
- The headteacher has considerably strengthened staff appraisal and performance management procedures and does not reward staff unless their pupils make consistently good progress.
- The local authority provides effective support for developing the skills of school leaders and the governing body.
- The good curriculum is enriched, for example, through themed topics and related visits. Last year the whole school worked on art projects and visited the National Gallery, and recently pupils have been learning about the monarchy and visited Windsor Castle. With these and other

opportunities, such as the visit of an Olympian, singing in the local community, and the range of activities available in the after-school and breakfast clubs, the school ensures that pupils' spiritual, moral, social and cultural development is well promoted.

- School leaders ensure that all pupils have equality of opportunity and as a result there are no significant gaps in achievement between groups of pupils. Through assemblies and the curriculum, pupils are taught to be tolerant of all people and discrimination is not tolerated.

■ **The governance of the school:**

- Governors are aware of the quality of teaching and understand how pupils in the school are achieving in relation to similar small schools. They visit the school regularly to monitor all aspects of its work and recently received training on how to improve the effectiveness of these visits. Training in other aspects of their work has been arranged. Governors are aware of the outcomes of the school's annual appraisal procedures and know that only the most successful teachers are rewarded. They ensure good value for money, including with how the pupil premium funding is spent. The additional funding for pupils who are eligible for the pupil premium is spent well to support personal development and for additional academic tuition. Governors support and challenge leaders well in order to ensure continued improvements. All statutory duties are met, and arrangements for safeguarding are robust and effective.
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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	109841
Local authority	Windsor and Maidenhead
Inspection number	401083

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	122
Appropriate authority	The governing body
Chair	Georgie Higgs
Headteacher	Alison Penny
Date of previous school inspection	2–3 March 2010
Telephone number	01628 822350
Fax number	01638 829284
Email address	woodlandspark@rbwm.org

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