

Woodslee Primary School

Croft Avenue, Bromborough, Wirral, Merseyside, CH62 2BP

Inspection dates

15–16 January 2013

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		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

- Teaching quality varies too much and is not typically good, particularly in Years 1, 5 and 6.
- Pupils do not make consistently good progress in writing, especially boys. Not enough interesting opportunities are given to encourage pupils to write at length or to expand their vocabulary.
- Not enough opportunities are being given to pupils to use mathematics in different subjects.
- Teachers' comments in pupils' books do not consistently give pupils guidance on how to improve and whether targets have been met.
- Some pupils do not attend regularly and, as a result, they are not doing as well as they should.
- A key weakness in leadership and management is on how well information on pupils' progress is put together and used to check on how well groups of pupils are achieving.
- The governing body does not have a strong enough understanding about data on pupils' progress so that they can check in more detail on how well the school is spending money, oversee the checking of teachers' performance and ensure the effectiveness of any outside support given to the school.
- The quality of teachers' planning for pupils' needs is variable. Sometimes teachers do not clearly identify how teaching assistants are to help pupils. Planning in Nursery and Reception classes does not consistently make use of clear information on children's progress to target areas for learning.

The school has the following strengths

- The headteacher and staff clearly know what needs to be done to improve the school.
- There is an improving picture of Year 6 pupils leaving the school who have made expected and some better than expected progress over the last two years.
- Teaching assistants use their initiative well to support the progress of pupils.
- Pupils make good use of information and communication technology in lessons.
- The social communication inclusion base in the school helps pupils with autism to make good progress.
- Teachers encourage pupils to use correct punctuation and grammar and reading progress is good.
- Pupils are happy and feel safe at school. Their cultural development has improved and is particularly good.

Information about this inspection

- Inspectors observed 16 lessons of which two were joint observations with the headteacher and made 16 short visits to lessons.
- Inspectors listened to pupils read from different year groups.
- Inspectors took account of 16 responses to the online questionnaire (Parent View). Meetings were held with two groups of pupils. Inspectors also held discussions with the headteacher, deputy headteacher, the head of the social communication inclusion base, special educational needs coordinator, Vice-Chair of the Governing Body, a representative of the local authority and school staff.
- The inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, documents relating to the school's plans for improvement and its procedures for checking the quality of teaching, records relating to behaviour, attendance and performance management of teachers and documents relating to safeguarding.
- Pupils' books were checked by inspectors with the headteacher.
- The school has the International Schools Award, Bronze level.

Inspection team

Clarice Nelson-Rowe, Lead inspector	Additional Inspector
Peter Martin	Additional Inspector
Doreen Davenport	Additional Inspector

Full report

Information about this school

- This is an above average sized school.
- Most pupils are of White British heritage.
- A below average proportion of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of forces families.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages a specially resourced provision for pupils with special educational needs, for nine pupils with autism. The school calls this provision 'the social communication inclusion base'. Pupils are educated both in the base and sometimes within the rest of the school.

What does the school need to do to improve further?

- Strengthen teaching so that it is consistently good or better in helping pupils make more rapid progress by:
 - raising teachers' expectations of what pupils can achieve through setting more challenging targets and involving pupils in regularly checking that they are being achieved
 - consistently making it clear in marking what specific steps pupils need to take to improve their quality of their work
 - ensuring teachers have clear information on pupil's progress and to use this information carefully to plan lessons that will further develop their skills, especially in the Nursery and Reception classes and in Years 1, 5 and 6
 - ensuring teachers clearly communicate to teaching assistants how they will be contributing to the progress of specific pupils
 - ensuring lesson aims are clear on what pupils should know and be able to do as a result of lessons.
- Raise achievement in mathematics by ensuring all pupils have plenty of opportunities to use their mathematics skills in different subjects across the school.
- Raise standards in English by ensuring all pupils make good progress in writing, especially boys, by:
 - ensuring pupils are given opportunities to write at length and encouraged to use language more creatively
 - ensuring that writing opportunities consistently match the needs and interests of boys.
- Improve leadership and management further by:
 - simplifying the information on pupil achievement so that school leaders can check quickly and accurately the difference that actions taken are making to the achievement of pupils and to ensure that equality of all children is actively promoted
 - increasing the checks on the quality of teaching, in order to remove inconsistencies in progress and to ensure that the daily performance of teachers matches their high levels of pay

- taking more effective steps to monitor and improve the attendance of pupils in order to ensure that they achieve well.

■ Strengthen the role of the governing body:

- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved. Governors urgently need training to extend their understanding of data on pupils' progress in order to help them to further improve challenge and support for the school. In particular, deeper understanding is needed to help them to check the quality of teaching and external support given to the school, to monitor the performance of staff, and to measure the value of what the school is spending money on.

Inspection judgements

The achievement of pupils

requires improvement

- Children start school with skills that are variable over time, but broadly in line with levels typically expected for their age. They make expected progress throughout the Nursery and Reception classes, though sometimes weaker progress in aspects of literacy and mathematics. Progress is not better because information on how well children are doing is not yet clear enough and used well enough by teachers to plan on how to further improve pupils' skills.
- By the end of Year 2, pupils reach standards that are broadly average in reading, writing and mathematics. Pupils finish Year 6 with standards that are also broadly average overall. Over the past two years, there is an improving picture of pupils leaving Year 6 making the expected progress and some better, particularly so in English.
- Currently, rates of progress are slower than expected, and varies in writing and mathematics for pupils in Years 1, 5 and 6. Also, boys do not consistently make good progress across most year groups in writing. This is mainly due to the inconsistent quality of teaching across the school.
- The pupil premium is primarily spent on one to one support work for pupils in mainly English but also mathematics. Pupils supported by the pupil premium make similar variable progress as the rest of the school. The school demonstrates an adequate rather than proactive commitment to equal opportunities.
- Disabled pupils and those with special educational needs in the school and in the social communication inclusion base, reach standards that are lower than the rest of the school and nationally. Pupils in the social communication inclusion base make good progress according to their starting points and needs, due to effective teaching and leadership that ensures that their individual needs are met in the classroom and in the base. Disabled pupils and those with special educational needs in the wider school, generally make variable progress as do most pupils across the school, due to variability in teaching.

The quality of teaching

requires improvement

- The quality of teaching across the school is variable and overall requiring improvement. Progress in mathematics and writing is variable because teachers' expectations are too low on what pupils can achieve. This is reflected in targets given to pupils and in teachers' planning, which are often solely based on what pupils should be expected to demonstrate for their ages rather than aiming higher.
- Marking requires improvement. Teachers' comment about pupils' work are often not linked to the targets teachers have set, do not consistently relate to the key skills pupils have shown, or give clear next steps on the skills pupils need to further develop. Whilst there has been good improvements in pupils reflecting on their work and what to do further, pupils too often just comment on how they feel about their work rather than what has actually been achieved.
- Most teaching assistants use their initiative well when supporting pupils, through reinforcing points made by the teacher or adapting explanations in a way that pupils can understand better. This occurs despite the lack of clarity in teachers' plans about what specific support assistants are to provide, including the key skills that specific pupils need to develop.
- Most teachers engage pupils well through different activities in lessons that cater for the different way pupils may learn. This was particularly evident in the teaching in the social communication inclusion base. Information and communication technology are used well across different subjects to practise skills, for research and for designing presentations. However, on some occasions, lessons lack clear learning aims, and this results in activities that just pass time rather than helping pupils to learn.
- Pupils are sometimes given good opportunities to reflect on the best ways to solve mathematical

problems. This was seen in mixed Year 3 and 4 set where children had to work in pairs and to think hard on what methods to choose that would best solve money problems. However, work in books show that pupils are not consistently given enough opportunities to apply their mathematical skills across different subjects and therefore help them to develop confidence in using and understanding mathematics in different settings.

- The presentation of written work across most year groups is usually of an acceptable standard because most teachers generally persist in encouraging pupils to use correct grammar, spellings and punctuation. However, some writing activities do not always sufficiently engage some boys enough or make demands of pupils to use a variety of language and to write at length.
- Progress in reading is good because there is a good system of developing reading across the school. Pupils say they enjoy being read to and enjoy the good range of books to read individually and in groups with adults. They show good ability and persistence in using techniques to read words unfamiliar to them due to regular encouragement and targeted support given by teachers and other adults in the school.

The behaviour and safety of pupils are good

- Pupils describe their school as, '...a happy school because everyone is kind and we are well supported'. They feel safe and enjoy good relationships with each other and with staff. Pupils integrate well with pupils from the social communication inclusion base. The small number of parents that responded to Parent View overwhelmingly agree that their child feels safe at school.
- Pupils have good understanding of different types of bullying. They feel strongly that it rarely occurs, but point out that there is occasional falling out in the playground, especially when it comes to football! They feel strongly that if bullying should occur, there are clear systems in place to deal with it with it quickly.
- Pupils consistently behave well in lessons and around the school. They show keenness to learn and apply themselves well, even when lessons are not engaging. They behave well with teachers who do not normally teach them and are proud of it.
- Good awareness of safety issues such as how to use the internet safely and about drugs is evident through discussions with pupils. Special lessons and assemblies help to promote their safety knowledge well.
- Pupils' awareness of the world around them is developing well. They are proud of their fundraising efforts to help others in the UK and abroad. Pupils highly appreciate the opportunities to make links with children from different countries across the world and learning about different faiths. As a result, they display good social, moral, cultural and spiritual development.
- Attendance is broadly average. However, the school's actions are not improving quickly enough the attendance of a small number of pupils. Most of these pupils are not achieving as well as they should be because they are not regularly in school.

The leadership and management requires improvement

- The headteacher and senior leaders have a clear vision on what needs to be achieved to improve the school. There have been some improvements since the last inspection. For example, pupils' cultural development is now much stronger and the school has received the International School Award for its work in this area. The expected and better than expected levels of progress for Year 6 pupils is improving well. However, although improving, lesson planning and targets for pupils do not push pupils beyond what is expected of them and the collection and analysis of data on pupils' progress requires further improvement.
- The school's evaluation of its work is fairly accurate but lacks rigour and sharpness. This is because information on the progress of all pupils is not clearly collated and therefore not easy to

interpret or analyse. As a result, the school does not always quickly and accurately know what is working well and what needs to be improved further. This also has a knock on effect on the clarity in reporting progress to parents. For example, of the small number of parents that responded to Parent View, the highest numbers of disagrees was around the school providing valuable information to parents about pupils' progress.

- The headteacher's records of judgements on the quality of teaching are largely accurate. Alongside the range of monitoring carried out with other leaders in the school, the school is improving some aspects of its teaching and, through appropriate training, is helping teachers to focus more on the impact of their teaching. This is particularly the case in successfully developing reading and involving pupils more in reflecting on their work.
- New arrangements for managing the performance of staff are helping teachers to feel more accountable for the progress of their pupils and helping them to feel that they are directly contributing to the overall performance of the school. However, most teachers are on the upper pay scales and there is an absence of looking at whether they have maintained the standards that resulted in them gaining them.
- The local authority has provided some wide ranging support for the Early Years Foundation stage, and for the teaching of mathematics and English. Some good improvements have been seen in English overall; however, the impact has yet to be seen in other areas.
- **The governance of the school:**
 - The governance of the school requires improvement. This is because governors lack understanding about the impact teaching is having on achievement, particularly with relation to pupils supported by the pupil premium. Due to the lack of training on data to do with pupils' progress, governors are not skilled enough to analyse information for themselves and to provide enough challenge to the headteacher. There is also a lack of checking on what difference the actions taken by the headteacher or local authority support, are making to tackle underperformance of individual staff or subject areas.

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	105007
Local authority	Wirral
Inspection number	400748

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	334
Appropriate authority	The governing body
Chair	Stacey Evans
Headteacher	Alison Evans
Date of previous school inspection	9 June 2010
Telephone number	0151 334 1406
Fax number	0151 334 1406
Email address	schooloffice@woodslee.wirral.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

