

Woodland Primary School

Woodland, Bishop Auckland, County Durham, DL13 5RF

Inspection dates 31 January 2013

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

Summary of key findings for parents and pupils

This is an outstanding school.

- The ambitious vision and inspirational leadership of the headteacher have transformed the school since the previous inspection. She is enthusiastically supported by highly skilled, dedicated staff and governors to continue to improve the school at a rapid rate.
- Children get off to a flying start in the Reception class because their learning is so well organised. They quickly become confident, independent learners who work hard to find out things for themselves.
- Pupils make excellent progress regardless of their starting points, because they are eager to learn and to please their teachers.
- Pupils' achievement is particularly high in reading and writing. Achievement in mathematics is quickly catching up because of the school's actions to improve pupils' mental skills to calculate rapidly and accurately. The school recognises that more opportunities to use written methods in mathematics are needed so that pupils are able to demonstrate their increasing ability to perform complex number tasks.
- Teaching is outstanding. All teachers and teaching assistants work at a very high level to meet the needs of every child. They manage the different learning needs of pupils in mixed-age classes exceptionally well. They constantly check how well each pupil is learning so that they can set the right level of difficulty for the next step to improve.
- The creative curriculum abounds in exciting, memorable opportunities for learning. Pupils' interests and enthusiasm for learning are at the heart of teachers' planning. Pupils are constantly reinforcing and improving their basic skills, acquiring excellent decision-making skills and developing a real passion for learning, as one child said, 'about everything'.
- Pupils' behaviour is exemplary. They show consideration and respect for each other from the earliest age. They work hard in lessons because learning is so much fun. Younger pupils are extremely well cared for at playtimes by older pupils, who eagerly take on these responsibilities. Pupils say they feel safe in school. Excellent pastoral care from all staff creates a warm, safe environment where strong relationships flourish.
- This small school offers an enormous range of opportunities for all pupils to develop personally, socially and academically.

Information about this inspection

- The inspector observed eight lessons or parts of lessons, one of which was a shared observation with the headteacher. She also listened to pupils read.
- Discussions were held with the headteacher, staff, a group of pupils, the Chair and vice-chair of the Governing Body and a representative of the local authority.
- The inspector looked at a range of evidence including: the school's evaluation of its own work, the school's data for tracking the progress of pupils and documentation relating to teachers' performance and safeguarding procedures.
- The inspector took account of 66 responses from parents to the on-line questionnaire (Parent View), as well as 10 responses from staff.

Inspection team

Moira Fitzpatrick, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional government funding for children in the care of the local authority, children from armed forces families, and children known to be eligible for free school meals, is below average.
- All pupils are from White British heritage, and none speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is average.
- The school meets the government floor standards which set out minimum expectations for attainment and progress.
- The school does not use any alternative provision involving off-site education for pupils.
- Since the previous inspection a new headteacher has been appointed.

What does the school need to do to improve further?

- Further improve pupils' attainment and achievement in mathematics by:
 - providing more opportunities for pupils to practise written methods so that they show their working out when solving problems.

Inspection judgements

The achievement of pupils

is outstanding

- Children's skills when they start school in the Reception class vary year-on-year between above what is expected for their age to below this level. Regardless of their starting points, all children settle quickly into the routines of school and make excellent progress in all areas of their learning. They benefit enormously from being in a class with Year 1 pupils, whose enthusiasm and confidence for learning they quickly adopt. Reception children relish being allowed to find out things for themselves and help each other with problems. A lovely example was seen when one boy decided to make a lamp for the Three Bears Cottage. Very soon, he was showing other interested children how to assemble a simple electric circuit so that the bulb would light inside the room!
- By the end of the Reception class, children are extremely well prepared for the next stage of learning because they have very good literacy skills, a good knowledge of number, good social skills and are excellent independent learners with enquiring minds.
- Excellent progress continues as pupils move through the school. At the end of Year 6, pupils' test results are above average in mathematics and English. While pupils develop very good skills overall, the school is aware that there is scope for more opportunities for pupils to develop their written methods in mathematics.
- High quality teaching in the Reception class ensures that children are well prepared with early reading skills. They quickly progress to become fluent readers. Regular, first-rate support is given to those pupils who need it so that they soon catch up with others of the same age. Pupils enjoy reading, they make very good progress so that by the end of Key Stage 1, usually all reach the expected level for their age, and each year a good proportion exceed this level.
- Teachers and teaching assistants give well-planned support that appropriately challenges pupils who have special educational needs to do their very best and succeed as well as other pupils. Careful planning and scrupulous attention to detail are the hallmarks of what the school provides to meet the needs of the individual.
- Pupil premium funds are very well used to ensure that the achievement of pupils who are eligible for free school meals matches that of all other pupils. The school ensures that these pupils are supported to take part in all extra-curricular activities such as visits and clubs; it provides additional staff and equipment to help them overcome any obstacles they may have to learning. The success of these measures is seen in the achievement and attendance of pupils in receipt of the pupil premium, which is the same as other pupils.
- Pupils make excellent progress in lessons; work in books and the school's tracking data illustrate and confirm their joy in learning.

The quality of teaching

is outstanding

- Teaching is outstanding in each class, because staff have the same high aspirations for all children. They fully understand what constitutes high quality teaching and promotes excellent learning, and are keen to share successful ideas and methods with each other.
- High quality learning begins with teachers' accurate knowledge of the needs of each pupil in the class, and the skilful way in which this is used to challenge each individual to make the best progress they can during the lesson.
- Time is used extremely well. For example, pupils in Class 2 made excellent progress in their mathematics lesson because the teacher had planned activities that had one group working very hard on computer programs, while others worked closely in teams to extend their number knowledge in a rapid-fire question and answer session. All pupils made good progress because not a moment was lost whether they worked at a rapid rate on their own or directed by the teacher.
- Teachers make lessons exciting in many ways by linking all learning through a central theme.

Learning follows pupils' interests as well as maintaining a focus on developing key literacy and numeracy skills. For example, Class 3 enjoyed a very lively writing lesson selling and buying Tudor houses. They entered fully into the fun of pointing out the good features of 500-year-old houses, while explaining how the bad features could be very useful. The writing they produced at the end of this busy session was highly individual, well-structured, and persuasive enough to interest anyone in the old wrecks they were selling! All pupils were rightly delighted with their results.

- Small group teaching is highly effective in boosting pupils' learning so that they catch up with their classmates. Teaching assistants are well trained and have exceptionally good teaching skills so that progress for these pupils is often outstanding.
- All teachers, including teaching assistants, have very good questioning skills. They give time for pupils to consider their answers so that they are able to think deeply and frame their answer carefully before responding.

The behaviour and safety of pupils are outstanding

- Pupils feel safe, are happy and care for each other very well because of the excellent example they are set by all staff.
- Pupils have excellent attitudes to learning, because they find so much that is exciting and fun to do. They have been taught to keep going and support each other, so that overcoming difficulties in learning presents no problems. They know they will succeed if they are determined enough.
- Pupils are confident that adults will look after them well and take their concerns seriously. They say that bullying is rare and they can talk about the different forms that bullying can take. For example, older pupils explain that someone losing their temper and being unkind is different from someone 'who is nasty on purpose'. They have been taught to keep themselves safe and know about the risks connected with the internet.
- Pupils enjoy the many roles they have in helping the school to run smoothly and to improve. Playground friends ensure that games are available and that no one is left out. Members of the school council play an important role in taking suggestions for improvements to senior staff. These responsibilities foster pupils' sense of community very well and give them insights into how they can help others beyond the school.

The leadership and management are outstanding

- Outstanding leadership by the headteacher has taken the school from strength to strength since the last inspection. She is very well supported by a strong team of dedicated staff. All are committed to continually improving the school and gather an accurate picture of where the school needs to improve. Since the previous inspection pupils' achievement, teaching, the curriculum and behaviour have all improved significantly, demonstrating the school's excellent capacity for further improvement.
- Highly effective checks on pupils' learning allow teachers and senior leaders to spot any pupil at risk of underachievement quickly. The effectiveness of these systems is seen in the very high proportion of pupils who reach the expected level by the end of Year 6 regardless of their starting points.
- Teachers' performance is well managed through straightforward measureable targets that are linked to pupils' progress, other school priorities and salary progression. The provision of good training opportunities together with a strong team approach to sharing good practice has produced consistently high quality teaching across the school. As staff questionnaires confirm, morale is very high.
- All pupils have equal opportunities to succeed because of teachers' vigilance and the high quality support they receive. Those who are supported by the pupil premium do well because funding is used effectively to help them succeed as well as others.
- The outstanding curriculum has an excellent focus on the development of literacy, numeracy and

information and communication technology skills, while linking these creatively across all subjects. Extra-curricular clubs are plentiful and very well supported and enjoyed by pupils.

- The local authority provides regular light touch support for the school.
- The vast majority of parents are highly supportive of the school, and would recommend it to other parents.
- **The governance of the school:**
 - Governors are well informed about the school, so they are able to hold it to account for pupils' progress and teachers' performance. They know where the school has strengths and where further improvements are planned. They give very good support to the school, through regular visits and at the many community events the school organises. Governors ensure that all safeguarding requirements are met. Finances are well managed and governors hold the school to account for the way in which extra funding (pupil premium) is used.

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	114108
Local authority	Durham
Inspection number	403226

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Angela Thompson
Headteacher	Judy Unsworth
Date of previous school inspection	25 September 2007
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