

# Woodlands CofE Primary School

Mill Carr Hill Road, Oakenshaw, Bradford, West Yorkshire, BD12 7EZ

## Inspection dates

5–6 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Woodlands has improved well since its last inspection so that teaching is now good and pupils achieve well.
- Standards at the end of Year 6 have risen well over the last three years.
- Good teaching has some first-rate features. Pupils learn to read very well and results are outstanding by the time they leave.
- The curriculum, including the many interesting trips and clubs, has a positive effect on pupils' learning and their spiritual, moral, social and cultural development.
- Behaviour and pupils' ability to act safely are outstanding.
- Pupils' attitudes in lessons, their very friendly manner around the school and the way they take on responsibilities, are impressive.
- Pupils' good personal development is demonstrated by their pride in what they achieve in lessons.
- Good leadership, including that from the governing body, ensures that teaching has improved, standards are rising and the school continues to improve.

### It is not yet an outstanding school because

- Teaching is outstanding in some respects but it is not consistent enough to make it highly effective overall.
- Pupils do not always progress quickly enough in their writing, so standards are not as high as in reading and mathematics.

## Information about this inspection

- The inspector observed seven lessons or part lessons taught by four teachers.
- Nearly all lessons were jointly observed with the headteacher.
- Meetings were held with groups of pupils, three members of the governing body, the headteacher, the deputy headteacher, some staff and a representative from the local authority.
- The inspectors took account of 23 responses to the online questionnaire (Parent View).
- Fourteen questionnaires from staff were analysed during the inspection.
- The inspector 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

# Full report

## Information about this school

- This school is smaller than an average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium funding is lower than the national average. Currently, a very small number of pupils are looked after in public care.
- The percentage of pupils supported through school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is well below that found nationally. Currently, there are no pupils learning English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations of pupils' attainment and progress.
- There is a breakfast club on site, run by the school's governing body, which was observed as part of this inspection.
- There have been several changes in staff since the school's last inspection.

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

- Raise standards in writing by the end of Year 6 so that pupils reach similar levels to those attained in reading and mathematics by:
  - setting and reaching even more demanding targets for all pupils
  - improving the marking of pupils' written work so that advice for improvement states precisely what pupils need to do next and how to reach the next level in their work
  - increasing opportunities for pupils to use and develop their skills of writing across the curriculum.
- Increase the proportion of outstanding teaching to quicken the rate of progress for all pupils by:
  - making sure that the qualities of outstanding teaching within the school are discussed and adopted across the school
  - maintaining a quick pace in lessons in which teachers introduce learning well and get pupils actively engaged as soon as possible
  - making sure that more-able pupils have more time to investigate and find things out for themselves
  - increasing opportunities for pupils to use their mathematical skills across the curriculum.

## Inspection judgements

### The achievement of pupils

**is good**

- Children enter Reception with skills that are broadly typical for their age but often their development in speaking about their ideas, writing and in mathematics is lower than that expected nationally. Nevertheless, they make good progress in Reception and, as a result, children are well prepared to start Year 1 in all aspects of learning.
- Pupils make good progress in Years 1 and 2. They display an above-average level of understanding about letters and the sounds they make in Year 1 and standards in reading in Year 2 are above average overall.
- By the end of Year 6, standards are above the national average and have risen well over the last three years, particularly in reading where pupils' progress is outstanding and attainment is well above average.
- The school's outstanding results in reading are not quite matched by those in writing. The school recognises the reasons for this and has recently introduced ways designed to improve matters. However, these new ideas have not yet been applied consistently throughout the school. Currently, for example, not all pupils are getting enough opportunities to practise their writing in subjects like science, history and geography.
- Despite good progress generally, some more-able pupils could do even better. They are often given harder work to do but some could tackle even more difficult tasks or be expected to display higher standards, particularly in their written work. Even with the work still to do for more-able pupils, the school promotes equal opportunities well and pupils' achievement in general demonstrates success in these respects.
- Disabled pupils and those with special educational needs invariably do well. This is because teachers work in partnership with teaching assistants to make sure that learning for these pupils is good. Pupils with special educational needs speak very well of the extra help they receive.
- Pupils who are supported by the pupil premium fund progress at the same rate as other pupils owing to the skill of their teachers in setting appropriate work. If necessary, they also benefit from additional one-to-one tuition and extra help from teaching assistants. In some years, only a very few pupils are eligible for a free school meal. That said, at the end of Years 2 and 6, there are no identifiable gaps in attainment or progress, in English or mathematics, between these pupils and those who are not eligible.
- The few pupils from minority ethnic backgrounds achieve well.

### The quality of teaching

**is good**

- Teaching is good which results in pupils learning well. In addition, relationships are extremely positive which causes pupils to become engaged in their activities very quickly.
- Good teaching begins in Reception where children soon learn to read, write and understand mathematics especially now that the outside play area offers more to do in extending and developing learning. After that, in Years 1 to 6, learning advances well with a few inconsistencies, which prevent more teaching from being outstanding.
- Differences between lessons occur when, on occasions, some teachers spend too long on introducing topics, leaving not enough time for pupils to try out their ideas. Furthermore, more-able pupils could sometimes tackle harder work and find more out for themselves.
- The teaching of reading is outstanding in its results because letters and the sounds they make are taught very effectively from Reception onwards. Reading in small groups with an adult produces some very good results and teaching makes great use of all the new books purchased to promote high standards.
- Similarly, the teaching of mathematics is having at least good results, especially now that pupils are learning their tables thoroughly. However, in some lessons, pupils lack opportunities to use

their newly acquired skills in mathematics in subjects such as science or geography.

- Pupils have targets to reach in writing but their knowledge of how to reach them or to get to the next level is somewhat vague. Teachers' written advice for improvement is often imprecise, for example when pupils are asked to 'use a wider range of connectives' without any more detailed suggestions.
- Teaching has a positive influence on pupils' spiritual, moral, social and cultural development. For example, pupils in Years 5 and 6 recently visited the National Media Museum in Bradford to see a 3D film about the Hubble space telescope. This fired their imaginations about the universe and inspired their research back in the classroom.

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

**are outstanding**

- Woodlands has a family-like atmosphere in which pupils cooperate very well and show the utmost respect for staff and visitors. They feel extremely safe and very well supported. As a result, pupils are massively proud of their school, showing excellent behaviour at all times.
- Parents are very positive about the behaviour in school. The opinions expressed on Parent View about children being happy in school, feeling safe and being looked after well are entirely favourable. The school's own surveys show the same high degree of satisfaction.
- The very positive opinions held by parents, staff and pupils alike about the behaviours in lessons and around school show that the first-class qualities evident during the inspection are present at other times as well.
- The first-rate behaviour and attitudes in lessons are shown by pupils who are eager, glued to what is being said and ready to become actively involved at a moment's notice. When working independently of an adult, pupils behave with great self-discipline and sensitivity for the needs of others.
- Outstanding behaviour in lessons was evident on a variety of occasions such as when pupils were researching in pairs on tablet computers, reading in groups with an adult, tackling a problem in mathematics independently or learning about letters and the sounds they make.
- Pupils show surprise when being asked about cases of bullying, racist language and disruption in lessons because these events are so rare. However, they understand about the different forms of bullying and how to deal with them should they occur. Furthermore, in keeping with the school's strong emphasis on all forms of new technology, pupils know a lot about e-safety.
- The above-average levels of attendance and punctuality show just how much pupils appreciate coming to school.

### **The leadership and management**

**are good**

- The headteacher, ably assisted by a capable deputy headteacher, is most knowledgeable about every aspect of the school. The drive to raise standards stems from the headteacher's vision of a relevant and stimulating curriculum with many engaging things for pupils to do but also his ability to manage the regular changes in staff.
- The vastly improved curriculum, since the last inspection, includes visits to France and termly visits to places of great interest nearer at hand. However, there is more work to do in using this improved curriculum in an outstanding way to improve the quality of teaching overall and for writing in particular.
- A comprehensive system of appraisal and performance management has been adopted, which is linked to the pay scales. Teachers are positive about how they are helped to improve their teaching, including the amount of professional development available to them.
- There is good leadership of teaching but it is not yet outstanding owing to the work still to be accomplished in spreading outstanding practice across the school and ensuring that targets are high enough for all pupils, particularly in writing.
- The schools' evaluation of its own performance is entirely accurate. Everyone is involved in

thinking about the school and its performance, which is why, from the moment the pupils arrive for the well organised breakfast club to the time they leave after a kickboxing club, for example, the school runs smoothly, on all levels, and with a tangible sense of purpose.

- Pupils' spiritual, moral, social and cultural development is good but not outstanding because pupils do not learn enough about other cultures and faiths as represented in their wider community. However, the school has this in hand: it is about to implement a plan designed to close this gap.
- The local authority supports the school well. It provides the right amount of help for a school that they rightly judge as being good and improving.
- **The governance of the school:**
  - Governors possess a good knowledge of the school and are actively involved in all that goes on. They have a precise understanding of how good the school is, particularly in respect of the quality of teaching and its effect on standards and the school's performance in general. They speak with insight about the benefits of the school's system for performance management: how teachers are rewarded and what is being done to improve teaching overall. Moreover, they know how well various groups of pupils are doing, for example, those who receive pupil premium funding and those with special educational needs. Governors fulfil their statutory duties and ensure safeguarding meets requirements.

# 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>	107317
<b>Local authority</b>	Bradford
<b>Inspection number</b>	400905

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>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Reay
<b>Headteacher</b>	Andrew Wilcock
<b>Date of previous school inspection</b>	8 December 2009
<b>Telephone number</b>	01274 678385
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