

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566 937  
**Direct F** 01695 729320  
**Direct email:**  
jsimmons@cfbt.com



5 March 2013

Mrs D Dunne  
Executive Headteacher  
Woodfield Primary School  
Gurney Road  
Balby  
Doncaster  
South Yorkshire  
DN4 8LA

Dear Mrs Dunne

### **Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Woodfield Primary School**

Following my visit to your school on 4 March 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2012. It was carried out under section 8 of the Education Act 2005.

#### **Evidence**

During the visit, meetings were held with the Executive Headteacher, consultant headteacher, deputy headteacher from the partner school, other senior leaders, the governing body and a representative of the local authority. The school improvement plan was evaluated and records of the outcomes of monitoring activities were examined.

#### **Context**

The headteacher, who had been on long term absence, resigned in November 2012. The headteacher from a partner school, who had been supporting the school since June 2012, was appointed as Executive Headteacher. A consultant headteacher, who had also been supporting the school, has continued in her role. A new Early Years Foundation Stage leader took up post in January 2012, on a part-time basis, and will become full-time at Easter. A new business manager started in November 2012. The Chair of the Governing Body took up post at the time of the recent inspection. The governing body is in the process of recruiting a new headteacher.

## **Main findings**

The Executive Headteacher and consultant headteacher are working effectively to bring about improvements in teaching and assessment. The school's lesson observation records show that specific, individual weaknesses have been tackled and show that the proportion of good teaching is increasing. The school has adopted a more detailed approach to assessment which is leading to a more precise focus on what pupils need to do next. A new marking policy was introduced in January 2013. A review showed that marking is more closely linked to lesson objectives and targets for improvement are more precise. Pupils are developing an understanding of what their targets mean and what they need to do to improve. The management of behaviour in classrooms has improved as a result of better teaching and the use of more imaginative resources, including educational visits. Over the last term, the training of teaching assistants has increased their subject knowledge in English and mathematics. As a result, they are taking a more active role in leading the learning of groups of pupils. Teaching assistants are providing more support for learning in the classroom rather than dealing with individual pupils.

The school has begun to tackle areas for improvement in English and mathematics. More regular opportunities for pupils to do longer pieces of writing have been introduced. Plans for different types of writing in other subjects are developing. Plans are in place to develop the use of role-play in Key Stage 1. The planning of mathematics lessons has been reviewed and a more methodical approach introduced for all staff. New mental mathematics activities have injected more competition and energy into the start of lessons. In the Early Years Foundation Stage, the identification of smaller steps in learning English and mathematics is beginning to increase the precision of teaching, for example, of handwriting.

The school improvement plan provides a clear and detailed programme of actions to be carried out each term. Inconsistencies in methods of assessment were identified and a common whole school approach, including staff training and regular reviews of pupils' progress, has been adopted.

Leaders have developed a systematic approach to improving the quality of teaching. Lesson observations are more frequent and provide detailed feedback to staff about how they can improve. Performance management procedures have been updated and are more rigorous. The interim leaders are working effectively to develop the roles of middle and senior leaders. The deputy headteacher has benefited from the expert guidance of experienced headteachers. Middle leaders have specific responsibilities and staff are organised into teams to bring about improvements to assessment, inclusion and the curriculum. These teams are working enthusiastically to bring about improvement. An effective and varied programme of professional development coaches staff in developing their skills in line with their new responsibilities. Leaders have sharpened the work on attendance but it is too early to see any impact.

The governors have carried out a self-evaluation of their procedures and strengthened their approach to monitoring and evaluation. They have been trained in the use of data and have a better understanding. They have received effective coaching in the type of questions to ask. Governors review the progress of pupils and the quality of teaching more formally and more regularly. Governors have started to implement a more structured and focussed approach to school visits and they report formally on their findings.

Senior leaders and governors are taking appropriate action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

- further develop the role of middle and senior leaders in leading and managing improvements in teaching and learning and pupil progress.

Ofsted will continue to monitor the school until its next section 5 inspection.

### **External support**

The local authority has taken well-considered steps to bring in experienced headteachers to lead the school during a period of instability. The local authority review of attendance provided the school with helpful feedback. The Executive Headteacher from the partner school and the consultant headteacher complement each other well and provide expert leadership and guidance. The deputy headteacher from the partner school has also provided valuable support and direction. The interim leaders have ensured that staff have a wide range of professional development opportunities with visits to other schools. With the support of the National College of School Leadership, middle and senior leaders are embarking on accredited programmes of leadership development.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Doncaster.

Yours sincerely

Bernard Campbell

**Her Majesty's Inspector**