

# Woodlands Primary School

Ironbridge Road, Madeley, Telford, TF7 5HX

## Inspection dates

14–15 March 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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment is rising because pupils make good progress over time. They achieve well from typically below average starting points.
- Teaching and learning are good and some is outstanding.
- Improvements since the last inspection in Nursery and Reception have been rapid. Teaching here is outstanding and children make excellent progress.
- Behaviour is good. Pupils show respect for themselves, others and the school premises and resources.
- The headteacher's leadership is outstanding. Since the last inspection he has been relentless in his drive for improvement.
- The deputy, staff and governors are proud to be part of the school team. Everyone shares the vision for high achievement and they play key roles in realising this.

### It is not yet an outstanding school because

- Pupils are not consistently reminded to use their targets to support learning during lessons.
- Pupils are not always given time to use their numeracy skills across the subjects they study.
- In mathematics lessons, pupils and especially girls are not always given enough opportunity to choose for themselves which methods to use to solve problems.
- The newly appointed subject leaders are not yet fully effective in checking how well things are going because many are new to their role.

## Information about this inspection

- Inspectors observed 28 lessons taught by 17 teachers. In addition, they made a number of short visits to lessons. Several joint observations were made with the headteacher and deputy headteacher.
- The inspectors heard a small number of pupils read. They looked at past and current information about pupils' progress and pupils' work in books and on display.
- The inspectors also looked at documents relating to behaviour and safeguarding, the school's checks about what is going well, school self-evaluation and improvement planning.
- The inspectors met with small groups of pupils to talk about their learning and to find out their views about the school. Inspectors also met with staff, and with representatives of the governing body and the local authority.
- The inspectors talked to parents informally at the start of the day. They took into account 13 responses shown in the online questionnaire (Parent View) and also the school's own parent and pupil surveys.
- The inspectors took note of the responses in 40 staff questionnaires.

## Inspection team

Georgina Beasley, Lead inspector

Additional Inspector

Roisin Chambers

Additional Inspector

Andrew Bailey

Additional Inspector

## Full report

### Information about this school

- Woodlands Primary School is larger than the average-sized primary school.
- The large majority of pupils are from White British backgrounds. The remainder of pupils are from a number of different minority ethnic backgrounds.
- A very small number of pupils speak English as an additional language.
- A high proportion of pupils are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, children in local authority care, and those who have a parent in the armed services. None of the children in this school have a parent in the armed services.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion supported at school action plus and with a statement of special educational needs is also above average.
- A high proportion of pupils join the school in Years 5 and 6.
- The headteacher has been in post for a little over two years. Seven new teachers started the school in September 2012. The deputy headteacher is newly appointed.
- The school meets the government's current floor standards (the minimum expectations for pupils' attainment and progress).
- The school moved into a new building last year.
- The school does not make use of alternative provision off site.
- The on-site breakfast club is managed by the governing body and is included in this report.

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

- Raise the quality of teaching and learning and the proportion that is outstanding by:
  - ensuring all teachers use success criteria and targets to guide as well as check pupils' learning
  - enabling pupils, and especially girls, to choose for themselves which methods to use when they solve mathematical problems
  - extending the chances for pupils to practise and use their numeracy skills in different lessons and subjects.
- Develop subject leaders' roles in checking, with the same rigour and skill as the headteacher and deputy headteacher, that interventions and support are making the expected positive difference to all pupils' progress in the subject for which they are responsible.

## Inspection judgements

### The achievement of pupils is good

- Children make outstanding progress in Nursery and Reception (the Early Years) from below and sometimes well below average starting points. Nearly all reach the levels expected for their age in all areas of learning by the end of the Reception year. The current children are on track to achieve particularly well in reading and writing because of expert teaching and high quality learning experiences.
- Pupils make good progress in reading and writing and achieve well across the school. Pupils in Year 1 and 2 use their knowledge and understanding of letters and the sounds that they make (phonics) to help them read and spell words that they have not come across before. A higher proportion of pupils than seen nationally reached the expected level in the Year 1 phonics screening check last year.
- Pupils in Years 3 to 6 sustain and build on the average levels reached at the end of Year 2. They use their research skills to find information, enjoy dipping into books and reading for pleasure. The new library gives pupils a good choice of books and other reading material to use. Pupils' spellings and use of grammar are generally accurate and they enjoy writing in different styles and for a range of purposes.
- The progress in mathematics made by all groups of pupils in Years 1 and 2 has been consistently good for some time. In contrast, girls in Year 6 have tended to do less well than boys in mathematics. Girls' progress is improving due to the school's effective interventions, but some still have difficulty deciding which strategy to use to solve problems without the support of teachers.
- Pupils' speaking, reading and writing skills are more developed than their numeracy skills because there are more regular opportunities to use and practise them in different lessons and across the subjects they study.
- More-able pupils achieve well. A higher proportion of pupils are reaching higher than average levels in reading, writing and mathematics since the previous inspection.
- Pupils known to be eligible for the pupil premium make good and sometimes outstanding progress. By the end of Year 2 pupils reach the same and sometimes higher levels than similar pupils across the country. While not yet there, this group of pupils in Year 6 are close to reaching the same levels as other pupils and the gap is closing faster than the national rate.
- Disabled pupils and those who have special educational needs make good progress from their starting points and acquire the skills and knowledge that they need to prepare them well for learning in their next class and school.
- Some pupils who join the school in Years 5 and 6 make good progress but do not have time to reach the same levels as their classmates by the end of Year 6 despite highly effective teaching and the extra support provided.

### The quality of teaching is good

- Teaching is good with outstanding teaching observed across the school. Highly positive relationships in classrooms encourage pupils to try new learning even though they may not be

successful first time. As a result, pupils rise to the challenges given to them and make good and sometimes outstanding progress.

- All teachers check pupils' learning thoroughly during and at the end of lessons and use the information to plan lessons that meets the needs, different abilities and aspirations of everyone. Every piece of work is checked thoroughly and additional tasks and questions completed by pupils the next day either consolidates or extends their learning as appropriate.
- Pupils check their own learning at the end of lessons so that they know whether they have been successful in making the gains expected of them. However, not all teachers use pupils' personal targets and the 'success criteria' during lessons to check that all learners are being successful.
- Teachers ask questions that find out what pupils are thinking so that they can move learning forward from that point. This often results in additional support that helps pupils to complete tasks and activities successfully. In some mathematics lessons, teachers too readily tell pupils how to solve problems rather than asking them to work out solutions for themselves. Consequently, some pupils, especially girls, lack the confidence to tackle problems on their own.
- Teachers use a range of methods to keep pupils attentive during lessons. Video clips, resources, practical group activities and regular opportunities to talk about their learning and what to do next help pupils to concentrate fully. The recent 'Red Nose Day' activities are just one example of pupils being taught how to consider the needs and feelings of others and appreciate difference.
- Adults in Nursery and Reception respond highly effectively to the children's learning, interacting at just the right moment with ideas, questions or resources to extend children's thinking and move learning forward quickly.
- Adults who work alongside teachers in the classrooms give good support to pupils' learning. They are particularly effective when supporting disabled pupils and those who have special educational needs to ensure that they are fully involved in lessons and enabled to take small steps to success.

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

- Pupils have positive attitudes to learning and are increasingly involved in planning and checking that their work is the best it can be. For example, they diligently respond to teachers' marking by completing 'gap tasks' first thing every morning.
- Pupils have good opportunities to express their views and to contribute to decisions about their learning. Conversations with schools in this country and abroad via the Internet help pupils to value and respect different lifestyles, cultures and communities.
- The personal, emotional and social development of children in the Early Years is outstanding. They are extremely independent in making choices about their learning and looking after their own needs. Adults sit with children in small groups during lunchtime which encourages the children to talk about their personal experiences and learning. The school has plans to extend this practice across the school next term.
- Behaviour is good. The nurture group gives good support to particularly vulnerable pupils. The number of pupils being excluded from school has fallen dramatically since the last inspection and is now extremely low.

- Pupils are very clear about the different types of bullying. The recent e-safety and anti-bullying events have helped pupils recognise that cyber-bullying is often 'the worst kind of bullying'. In discussions with inspectors pupils said that behaviour is good and that they feel safe in school.
- Attendance is good. The 'walking buses' ensure 120 pupils get to school every day and on time. Pupils look forward to the cake awarded to the class with the best attendance each week.

### **The leadership and management are good**

- The school's leadership has instigated actions that have systematically improved all aspects of the school's work. Action planning is accurate and is reviewed at regular and frequent intervals to ensure it continues to respond closely to the needs of the school and to meeting the high expectations for pupils' progress and achievement.
- The very strong commitment and high expectations of all staff alongside well-focused training has resulted in significant improvement to the quality of teaching across the school. The 'no excuses' approach to discussions about pupils' progress has led to all staff holding themselves to account for the work that they do in school.
- The headteacher's outstanding leadership is based on an uncompromising drive and determination to ensure that every pupil reaches his or her potential. Teaching requiring improvement has been eradicated and increasingly more is outstanding.
- The newly appointed deputy headteacher has been highly effective in supporting improvements to the quality of teaching and learning in the Early Years and in Years 1 and 2 when she was assistant headteacher. Some subject leaders are new and so have not yet had time to carry out the quality checks that form part of their role.
- The curriculum is enriched well with additional activities and clubs that pupils enjoy because they are often involved in planning them. Trips to place of interest including to a 'Forest School' and France make a strong contribution to pupils' spiritual, moral, social and cultural development. Pupils who attend breakfast club play together amicably and take part in numerous group activities.
- Pupil premium money is spent wisely on extra staff to make classes and teaching groups small. This enables the school to plan and deliver learning that is personal to each pupil. Pupils' equal opportunities are met well. The funding of the two 'walking buses' has been highly successful in improving attendance and punctuality.
- The local authority gives good support to the school. Training and support for teachers and governors has resulted in good improvement to teaching and pupils' progress.
- Parents are given good opportunity to be involved in their children's learning through 'Stay and Play' activities and acting as volunteers in school. Parents are largely positive about the school and especially that their child is happy, feels safe and that teaching is good.
- **The governance of the school:**
  - The governing body is well organised and ensures that all aspects of the school's work is checked regularly. Governors have attended relevant training and use the information to keep close check on pupils' progress and the quality of teaching. They are effective in holding the school to account and in supporting and challenging decisions about school improvement. Procedures for managing staff performance are robust. Staff receive a pay increase only if

they meet the challenging targets set for pupils' progress. All statutory requirements including those relating to safeguarding are met. The breakfast club is well managed and gives pupils a positive and healthy start to the day.

## 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>	135031
<b>Local authority</b>	Telford and Wrekin
<b>Inspection number</b>	406582

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	416
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Belinda Offland
<b>Headteacher</b>	John Demmerling
<b>Date of previous school inspection</b>	9 March 2011
<b>Telephone number</b>	01952 386070
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