

# Woodthorpe Primary School

Summerfield Road, York, North Yorkshire, YO24 2RU

**Inspection dates** 13–14 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
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

- Although the amount of good and outstanding teaching is increasing, it is not yet of a sufficiently high quality to bring about good achievement and increase the proportions of pupils, especially the more able, to reach the standards of which they are capable.
- In some classes, teachers do not make enough use of the information about pupils' standards and progress when planning lessons, to ensure that the work set is well matched to pupils' different abilities. This leads to underachievement for some pupils.
- There are insufficient opportunities for pupils to apply their mathematical skills to problem-solving activities in other subjects.
- Although pupils' behaviour is good in lessons, and they have good attitudes to learning, there are a small but significant minority who, when on the playground, show little regard for, or consideration of, the needs of others.
- Some senior and middle leaders are new to the school. As a consequence, their roles in checking on the quality of teaching and how it affects learning are not yet fully developed.

### The school has the following strengths

- This is an improving school. The strong leadership of the headteacher and the support she is receiving from all staff is starting to increase the rate at which the school is moving forward.
- The Early Years Foundation Stage provides an exciting learning environment. The friendly atmosphere and well-planned activities ensure children settle quickly and make good progress.
- Teaching in Year 5 and Year 6 is consistently good and sometimes outstanding.
- Pupil premium funding is used well to provide focused support for those pupils for whom it is intended, including those known to be eligible for free school meals.
- The strong and well-informed governing body has a clear view of the school's future. The governors challenge and support leaders effectively.

## Information about this inspection

- Inspectors observed 26 lessons, of which two were joint observations with the headteacher and one with the external consultant headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 1 to Year 6, the Chair of the Governing Body and the Chair of the Raising Attainment and Standards Committee, senior and middle leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime.
- The inspectors took account of 48 responses to the on-line questionnaire (Parent View) in planning the inspection and had discussions with parents at the beginning of the school day to ascertain their views of the school.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding were also considered.

## Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Michael Wintle

Additional Inspector

Fiona McNally

Additional Inspector

## Full report

### Information about this school

- Woodthorpe is larger than the average sized primary school.
- Since the last inspection, the school has experienced considerable difficulties and changes in staffing, especially within the senior leadership team. In view of these changes, the local authority, with the agreement of the school, took the decision to engage the support of an external consultant headteacher to support the substantive headteacher in continuing the school's improvement.
- The proportion of pupils eligible for 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 families in the armed forces, is average.
- The proportion of pupils supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of pupils who speak English as an additional language is well below average.
- The proportion of pupils who join or leave the school other than at the usual time is average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve the quality and consistency of teaching and raise pupils' attainment by:
  - raising teachers' expectations of what pupils are capable of achieving
  - checking the information collected about pupils' progress and attainment more effectively so that any potential underachievement is identified and remedied quickly
  - ensuring teachers use information from assessments carefully so that the work set meets the needs and abilities of all pupils, especially the more able
  - provide more well-planned opportunities for pupils to apply their mathematical skills to problem-solving activities in subjects other than mathematics.
- Improve leadership and management by ensuring that leaders, especially those newly in post, are provided with more opportunities to check on and improve the quality of teaching at a faster rate and thereby accelerate pupils' progress and raise their attainment.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The Early Years Foundation Stage provides children with rich, exciting and well-equipped indoor and outdoor learning environments. Most children start school with skills that are below those typically expected for their age. They very quickly develop their understanding in all areas of learning because they experience a wide range of well-planned activities, such as digging for fossils in an imaginatively structured archaeological site. These activities take good account of children's individual needs. By the time they enter Year 1 standards are average.
- From the time pupils enter Key Stage 1 their progress is uneven. This is because the quality of teaching varies from year to year. Throughout Key Stage 1, pupils make expected progress resulting in average standards by the end of Year 2. This rate of progress continues throughout Key Stage 2, resulting in standards which are average by the end of Year 6. The proportion of pupils who make good or outstanding progress is below average and as a result, the proportion of pupils who reach the higher levels at both key stages is also below average. Current data and pupils' work, however, show that progress is now starting to accelerate and as a consequence, standards are improving.
- Reading is a priority throughout the school. The systematic approach to the teaching of linking letters and sounds is enabling younger pupils to tackle new and unfamiliar words with greater confidence. As pupils move through the school, they develop a love of reading and show a keen and mature ability to discuss moral and ethical issues, such as the rights and wrongs of the detention of refugees fleeing from war-torn countries as portrayed in Michael Morpurgo's book, 'Shadow'.
- Disabled pupils and those who have special educational needs make progress similar to that of their classmates. Their progress is checked carefully, programmes of work are planned to help them improve and both teachers and teaching assistants provide good levels of support.
- The group of pupils supported by the pupil premium, including those known to be eligible for free school meals, make progress and attain standards similar to that of their classmates in English and mathematics. This is because they benefit from the careful and considered allocation of this funding to ensure their needs are met.

### The quality of teaching

### requires improvement

- The quality of teaching varies from year to year and requires improvement. Recently appointed teachers have brought new strengths that have added to the overall quality of teaching. As a result, teaching is improving rapidly with a higher proportion of good practice being evident in all parts of the school. This is especially so in the Early Years Foundation Stage and Years 5 and 6, where it is sometimes outstanding. There are, however, still too many lessons where the expectations of what different groups of pupils should achieve are not high enough.
- In the best lessons no time is wasted. Teachers' introductions are brief and focused and their explanations are clear and precise. Pupils are enthusiastic about activities which are well matched to their needs. They are supported by teachers and teaching assistants who use questioning effectively to identify and correct pupils' misconceptions. They check regularly on pupils' progress and adjust activities to ensure that no child's learning is put on hold.
- Teachers' understanding of data relating to pupils' progress is improving rapidly. However, this information is not always used well enough to plan suitable activities that are at the right level of difficulty for pupils of all abilities, especially the more able. This leads to underachievement. Consequently, the proportion of pupils who reach the higher levels at both key stages is below average.
- Rightly, emphasis is placed on the teaching of basic skills. However, pupils across all year groups are not provided with enough opportunities to apply their mathematical skills to real-life, problem-solving activities.

- Learning targets are agreed through discussions between pupils and their teachers. Hence, pupils are clear about and talk knowledgeably of what they have to do to improve. This was exemplified by one pupil who said, 'They're really helpful. My teacher tells me what I'm good at and breaks the targets into smaller steps to success. They help me to focus on what I have to do. Everybody uses them. They're perfect.'
- Teachers and teaching assistants work in excellent partnership. Teaching assistants provide good support to ensure the needs of disabled pupils and those who have special educational needs are met.

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

- The school provides a very caring and supportive environment. Pupils are proud of their school. They say they enjoy school and this is evident in their enthusiastic participation in the life of the school. Pupils say they feel safe and that behaviour has improved since the time of the last inspection. The very large majority of parents who responded to the online inspection questionnaire rightly share their children's views.
- Typically, pupils are welcoming to visitors. Their conduct in school is polite and courteous. They are keen to get on with their work in most lessons. Teachers manage pupils' behaviour well. They have nurtured good relationships with pupils who say that their teachers are friendly, care for them and are always there if they have a problem.
- Classrooms are calm and pupils' attitudes to learning are good. However, despite pupils' understanding their rights and responsibilities as learners, their behaviour on the playground is occasionally over-boisterous. For example, when older pupils take over much of the play area and show little regard for, or consideration of, the needs of others.
- Pupils have a well-developed understanding of what constitutes bullying. They and their parents say that bullying occurs infrequently. Inspection evidence and the school's records of behaviour confirm this view and show that incidents are addressed robustly and swiftly by leaders and managers.
- Attendance is average, but rising rapidly as a result of the encouragement from staff and the vastly improved communication between home and school.

### **The leadership and management** requires improvement

- Following a period of considerable difficulty and changes in staffing, the headteacher has successfully developed a whole-school team with a shared ambition and determination for pupils to gain maximum benefit from their time at school. These staffing changes and the support of the local authority have led to improvements in teaching.
- The school has an accurate view of its performance. However, the duties of newly appointed senior leaders and subject leaders in checking on the quality of teaching and how it affects pupils' learning are not yet fully established. Meetings take place regularly to review the progress of each pupil. These give teachers and leaders a clear picture of how well each pupil is doing but do not always identify those who are underachieving.
- The curriculum captures pupils' interests. It is enriched by a range of lunchtime and after-school activities, visits and visitors. It rightly stresses the importance of reading, writing and mathematics and provides a range of opportunities for pupils to develop their writing skills across a range of subjects other than English. In mathematics, however, the opportunities for pupils to apply their skills to problem-solving activities across the curriculum are too few.
- The curriculum, especially its focus on personal, social and health education, helps to develop pupils' spiritual, moral, social and cultural awareness.
- The partnership between the school and parents is good. Lines of communication with parents

are now well established and the number of parents attending the workshops designed to help them to support their children's learning at home is increasing.

- The local authority and external consultant headteacher work hand in hand with school leaders to improve the quality of what the school provides. This partnership has helped to improve teaching and leadership.
- The school promotes and checks that all pupils have equality of opportunity. For example, additional funding received by the school to support pupils eligible for the pupil premium is used well to provide additional support such as one-to-one or small-group work focusing on literacy and mathematics.
- **The governance of the school:**
  - Governors have a good understanding of data and through frequent formal and informal visits, they have become increasingly aware of the quality of teaching and how it relates to pupils' progress. As a result, governors have an accurate view of how well the school is doing and are able to challenge leaders rigorously. Governors attend relevant training and keep a close eye on the allocation and impact of any spending, including the pupil premium funding. They ensure that reviews of teachers' work are linked closely to the progress and attainment of all pupils, to the standards expected of teachers and the pay scales awarded to teachers. Safeguarding has a high priority and they ensure that statutory requirements are met.

## 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>	121290
<b>Local authority</b>	York
<b>Inspection number</b>	406015

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>	408
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christine Johnson
<b>Headteacher</b>	Joanna Rawling
<b>Date of previous school inspection</b>	2 March 2011
<b>Telephone number</b>	01904 705462
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