

Woodland Community Primary School

Heathgate, Birch Green, Skelmersdale, WN8 6QH

Inspection dates

23–24 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- This happy and welcoming school very successfully lives out the words of its school song, 'This is our time, our time to shine.'
- Children make outstanding progress in the Early Years Foundation Stage.
- All pupils achieve very well. From very low starting points they make excellent progress in reading, writing and mathematics.
- Teaching is outstanding. All staff have extremely high expectations of their pupils which enables them to be highly successful and achieve very well.
- Pupils enjoy their lessons. There is a strong emphasis on developing skills in English and mathematics while providing exceptionally well for pupils' creative and physical development.
- Pupils' behaviour and attitudes are exemplary. They are keen to do well and meet the school's high aims. Pupils say, and their parents fully agree, that they feel completely safe.
- The curriculum provides very well for the pupils spiritual, moral, social and cultural development. However, opportunities to learn more about the different cultures of pupils in the school are not fully developed.
- The leadership of the headteacher and deputy headteacher is outstanding. This is accompanied by excellent support from all senior leaders, staff and governors.
- There is a relentless drive from leaders and governors to continually improve pupils' achievement and the quality of teaching, not only for pupils in this school, but for pupils in the many other schools it supports.

Information about this inspection

- The inspectors observed 24 lessons or parts of lessons.
- Meetings were held with senior leaders, staff, members of the governing body, and groups of pupils.
- Telephone conversations were held with the Chair of the Governing Body and a representative of the local authority.
- Inspectors examined the school’s own documentation relating to pupils’ progress, school self-evaluation and policies relating to safeguarding.
- They visited the on-site before-school club to talk to staff and pupils.
- The inspectors listened to pupils from Years 1 and 2 read and spoke informally to pupils during playtimes and lunchtimes.
- The inspectors took account of 10 responses to the on-line Parent View questionnaire and also spoke informally to groups of parents at the end of the school day.
- Inspectors took account of the 48 responses to the staff questionnaire.

Inspection team

Clare Henderson, Lead inspector	Additional Inspector
Pamela Davenport	Additional Inspector
Lynne Read	Additional Inspector

Full report

Information about this school

- This is a larger-than-average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of disabled pupils and those with special educational needs supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well-above average.
- The proportion of pupils from minority ethnic groups, though increasing, is average.
- The proportion of pupils who join the school, other than at the usual times, is above average.
- An average, though increasing, proportion of pupils speak English as an additional language.
- The school runs a before-school club and 22 after-school clubs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is a National Support School and is a teaching school which supports teaching and learning in other schools.
- It is a partner in the Shares Consortium, developing collaborative learning activities with other schools.
- It is an accredited provider of initial teacher training.

What does the school need to do to improve further?

- Increase the opportunities for pupils to learn more about the different cultures of pupils in the school.

Inspection judgements

The achievement of pupils is outstanding

- Most children start school in the Nursery with skills that are well below those typical for their age, and particularly low in their speaking, listening and social skills. Because adults plan highly imaginative activities and excellent use of role play, children make rapid progress from their individual starting points in their learning in the Early Years Foundation Stage.
- All pupils in Years 1 to 6 achieve very well and make rapid progress from very low starting points because the school ensures pupils are provided with equal opportunities to achieve their best.
- Pupils get off to an excellent start with their reading. High quality teaching of letter sounds from an early age enables them to tackle unfamiliar words and develop a love of reading.
- Pupils develop excellent reading skills as they move up through school. Pupils who the inspectors observed reading in Year 6, for instance, were eager to say how much they love reading. One boy said, 'I would rather read books than play on my computer games.'
- A specific focus on extending pupils' mathematical skills through problem solving and activities which demand high levels of reasoning and thinking skills are fully evident in all classes.
- Test results at the end of Year 6 in 2012 were broadly average in English and mathematics overall. These results were similar to those achieved in 2011.
- Pupils who speak English as an additional language and those pupils who join the school during the school year do exceptionally well. Staff do not tolerate any form of discrimination. Where additional support is required, it is extremely well matched to pupils' needs.
- Disabled pupils and those who have special educational needs make outstanding progress from their starting points. This is because their needs are closely identified and they receive specific additional support from highly skilled teaching assistants and opportunities to access 'The Place to Be' nurture room.
- Pupils who benefit from the pupil premium make similar, and in some cases, better progress compared to other pupils in the school because money is spent wisely on meeting their individual needs. Support is given to help them in class and the effectiveness of this support is checked to make sure it works.
- The attainment of the pupils known to be eligible for free school meals in 2012 in English and mathematics was half-a-term behind the pupils who were not eligible for free school meals. There is evidence to show gaps in attainment between these and other pupils in each year group in the school are closing rapidly and, in some year groups, pupils eligible for free school meals do better than the other pupils.

The quality of teaching is outstanding

- Consistently outstanding teaching is the key to the success of the school. High quality teaching across all the different types of teaching, for example class lessons, additional booster sessions and individual and group support in the nurture room, ensures that pupils make outstanding progress during their time in the school.
- All staff have extremely high expectations of their pupils. Relationships are excellent. This creates a strong learning environment. It gives pupils the confidence to contribute ideas and participate effectively in lessons, helping them to make excellent progress.
- Teaching in the Early Years Foundation Stage is outstanding. Exciting topics which interest and challenge the children extend their reading, writing and mathematical skills very well.
- Reading is taught effectively. The specific focus on teaching letter sounds and spellings has raised pupils' confidence to tackle unfamiliar words. Older pupils have time to read regularly and this ensures they know a good range of authors.
- Lessons are carefully planned. Teachers in all classes use a variety of techniques effectively to fully engage all pupils. Role play, group work, investigations, practical tasks and opportunities to

ask and answer questions and share ideas all contribute to pupils' excellent learning and enjoyment.

- Key skills are carefully and expertly taught, whether they be developing resilience and determination to solve problems in mathematics or making writing more atmospheric and thoughtful, in the case of older pupils.
- Marking is very thorough. At its very best, it is a written dialogue between the pupil and teacher about what the next steps might be to improve. Pupils said that they find both the on-going written and spoken comments from teachers very helpful.
- Teaching assistants work very effectively alongside class teachers. They provide seamless and valuable support both in class and working with small groups and individuals.
- Disabled pupils and those with special educational needs are given precisely tailored support by their teachers and teaching assistants, which helps them to make outstanding progress.
- The teaching of the pupils who are eligible for pupil premium funding is outstanding. Teachers and support staff ensure these pupils achieve extremely well.
- Staff foster pupils' spiritual, moral, social, and cultural understanding very well with frequent reminders about how to work together, value differences and to be patient with others. However, opportunities for pupils to learn more about the different cultures of pupils in the school are not fully developed.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour observed by inspectors in both lessons and around the school is outstanding. This has an extremely positive effect on pupils' outstanding achievement.
- School records show that behaviour is typically very good in classes, around the school and over time. Pupils say that poor behaviour never spoils lessons.
- Parents fully agree with this view. They are very supportive of the school and raised no concerns about their children's well-being or safety. The words of one pupil sums up these views very well, 'Our school is fabulous.'
- Pupils very much enjoy school and this is reflected in their average and rapidly improving attendance. Absence is followed up very rigorously by the outstanding pastoral team.
- Pupils are particularly welcoming to the pupils who join the school during the school year. They enjoy school and have excellent attitudes to learning and to each other. They want to succeed.
- They feel strongly that the school belongs to them and they enthusiastically welcome the numerous responsibilities given to them, such as being school councillors or playground leaders.
- Members of the school council, for instance, are highly committed to listening to and responding where they can, to the views of their classmates. They speak enthusiastically about the chances they have to present reports of their work to members of the governing body. Such roles enable them to learn to act responsibly and to support each other very well.
- Systems for recording and for following up any incidents of misbehaviour are consistent and secure. Strong links with social services, other educational partners and the work of the pastoral team ensure all pupils and their families are given appropriate support and guidance.
- Pupils say they feel very safe in school and understand how to keep safe. They say teachers and support staff have helped them to understand how to take care on the roads or when using the internet. They have an excellent understanding of the different types of bullying and say staff deal swiftly and effectively with any incidents that may arise.
- In the Early Years Foundation Stage, adults provide outstanding care for all the children, who quickly learn to share equipment, take turns and to talk about what they are learning.

The leadership and management are outstanding

- Senior leaders and dedicated staff have successfully created a culture where there is a belief that everyone can succeed. This is evident when talking with pupils and parents about the school.
 - Staff questionnaires showed that there is overwhelming support for the way the school is led and managed. The words of one teacher fully reflect this view, 'The reason I can be outstanding is because of what the headteacher and deputy headteacher do to support me. They have pushed the boundaries.'
 - There is a very rigorous and uncompromising approach to improving the school in all aspects of its work. There is no complacency. Even though strong improvements have been made since the last inspection, there is still a constant drive to do better still. Improving the quality of teaching and raising pupils' achievements are always the highest priorities for the senior leaders and all staff.
 - The school does all it can to ensure that pupils have an equal opportunity to succeed. Pupils' progress is regularly and very rigorously checked by all staff. Additional support for pupils who need it, including the use of pupil premium money, is expertly managed. This results in pupils making outstanding progress.
 - The curriculum is broad and varied. It is enriched with numerous opportunities for pupils to develop their creative and sporting skills and interests.
 - The strong emphasis on personal achievement and self-esteem, the consistently high expectations of pupils and broad learning experiences strongly support pupils' spiritual, moral, social and cultural development. However, pupils do not have enough opportunities to learn about the different cultures of their classmates.
 - The local authority and the Department for Education work closely with the school, drawing upon the school's outstanding leadership and excellent quality of teaching to support many other schools.
 - Excellent partnerships which exist with the local school consortium and as a centre for teacher training provide excellent opportunities for staff to share their expertise.
 - Arrangements for safeguarding pupils and child protection are thorough and fully meet statutory requirements.
 - **The governance of the school:**
 - Governors are well informed and have received training to ensure that they have the necessary skills to carry out their roles. They know the key strengths and weaknesses of the school. They are fully aware of how the pupils are achieving compared with other schools nationally. Governors are not complacent about their work. The headteacher is held to account with rigorous performance targets. Governors are fully aware of the performance of staff and their pay levels. In conjunction with the headteacher, the governors manage the school's finances efficiently, including the use of the pupil premium money.
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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	134599
Local authority	Lancashire
Inspection number	411770

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	364
Appropriate authority	The local authority
Chair	Anne Jeves
Headteacher	Mark Millar
Date of previous school inspection	16 January 2009
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