

Woodland Community Primary School

Regent Street, Heywood, Lancashire, OL10 3BX

Inspection dates

24–25 April 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not all teaching is consistently good. There remains too much teaching in Key Stage 2 that requires improvement.
- The teaching of mathematics, especially of calculation skills and vocabulary, is not as strong as it should be. This is particularly the case in Key Stage 2 where teachers are trying to fill in gaps in pupils' knowledge.
- The teaching of foundation subjects lacks subject content and rigour. Teachers' own subject knowledge of the foundation subjects is weak. Consequently, pupils acquire minimal skills and knowledge in these subjects.
- Results in national tests at age 11 are still too low, although they are improving.
- Across Key Stage 2 pupils make uneven progress.

The school has the following strengths

- This is an improving school.
- Leadership and management are good. All leaders, including governors, focus relentlessly on improving the quality of teaching and raising standards.
- The headteacher and governors manage the performance of staff well. Inadequate teaching has been eradicated. The quality of teaching is improving and standards are rising.
- The school is closing the gap between the standards reached by those pupils eligible for the pupil premium funding and others.
- All groups of pupils are making at least expected rates of progress. Many make accelerated progress, especially in reading, in Key Stage 1 and in the Early Years Foundation Stage.
- The teaching of reading is a strength of the school.
- Behaviour and safety are good. Attendance is improving. Pupils are punctual to school and lessons.

Information about this inspection

- Inspectors observed 17 lessons, almost all of which were jointly observed with the headteacher or deputy headteachers.
- Inspectors held meetings with senior and middle leaders, the Chair and Vice-Chair of the Governing Body and a representative of the local authority.
- There were no parental responses to the online questionnaire (Parent View), so inspectors took into account the views of parents who had completed the school's own recent parental survey. Inspectors also considered the results of the school's staff survey.
- Inspectors analysed the school's 2012 examination results and the results of previous years, including the Data Dashboard. They analysed past data showing the progress pupils had made from their starting points and looked at the school's current data on pupils' progress. They analysed the school's targets for the 2013 assessments for the Early Years Foundation Stage and Key Stages 1 and 2. They looked at pupils' exercise books and reading records and they heard pupils read. They reviewed a range of school documents including minutes of meetings, teachers' plans, records relating to safeguarding and behaviour, and data on attendance and exclusions. They looked at the school's self-evaluation document, its improvement plan, external evaluations of the school's effectiveness, its monitoring documents and examples of performance management targets.
- In March 2011 Woodland Community Primary School was judged to require special measures. This inspection was the fifth monitoring inspection, which was turned into a full inspection.

Inspection team

Angela Westington, Lead inspector

Her Majesty's Inspector

Sheila Mawer

Additional Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- Woodland Community Primary is twice the size of the average primary school.
- Over half of all pupils are known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority, those from forces' families and for pupils known to be eligible for free school meals. This proportion is well above the national average.
- The proportions of disabled students and those with special educational needs supported through school action and school action plus are around the average.
- The overwhelming majority of pupils are White British.
- The present headteacher has been in post since September 2011.
- The school did not meet the 2012 end of Key Stage 2 floor standards, as defined by the government.

What does the school need to do to improve further?

- Raise standards further by:
 - improving the quality of teaching in Key Stage 2 so that it is all consistently good
 - strengthening the teaching of mathematics, especially of calculation and the use of vocabulary, particularly in Key Stage 2.
- Raise standards in the foundation subjects by:
 - strengthening the subject content taught
 - ensuring the subjects are taught systematically across the year groups
 - improving teachers' subject knowledge
 - raising expectations about what pupils should learn and know in the foundation subjects.

Inspection judgements

The achievement of pupils

requires improvement

- Historically pupils' attainment by the end of Key Stage 2 has been well below national averages. In 2012 national test results were still below expected levels but were much improved.
- Standards across the school are rising. Standards are in line with national expectations by the end of the Early Years Foundation Stage and Key Stage 1. Given their very low starting points, pupils in both these key stages make good progress.
- Standards in Key Stage 2 are rising also but not as rapidly as lower down the school. Standards in mathematics are not rising as quickly as in reading. Many pupils in Key Stage 2 still have gaps in their mathematical knowledge, especially in calculation skills, which become apparent as teachers try to stretch and challenge them.
- Pupils make good, and sometimes rapid, progress learning to read. The teaching of reading is a strength of the school. In 2012 the proportion of pupils meeting the expected level in the Year 1 phonics check (letters and the sounds they make) was in line with the national figure. This year it is expected to be above this. Many older pupils are making rapid gains in their reading, in some cases overturning significant deficits in their reading ages.
- Pupils enjoy reading and can talk knowledgeably about the range of books they read. A group of Year 6 pupils were observed reading the first book of the Philip Pullman Trilogy and were able to discuss it sensibly. Year 2 pupils were able to list their favourite books by popular authors and explain why they enjoy reading. A group of lower-ability Year 6 pupils were observed reading non-fiction books about European countries and could explain what new information they had gleaned from the text.
- Pupils' writing is improving in the Early Years Foundation Stage and in Key Stage 1. Pupils in the Reception classes can write simple sentences, correctly punctuated, using letter-sound knowledge (phonics) to spell regular words correctly. Pupils in Years 1 and 2 write at length across a range of styles including well known stories, diaries and letters. They know the key parts of speech and can use the correct vocabulary to explain how to improve their sentences. In Key Stage 2 pupils' writing is less developed, a legacy of the weaker teaching they experienced when younger and the need to fill in more gaps in their knowledge and skills.
- The school is rapidly closing the gap between the standards attained by pupils known to be eligible for the pupil premium and the standards attained by others. For example, 59% of Year 1 pupils eligible for free school meals reached the required level in the phonics check compared to 58% of all pupils nationally and 45% of pupils nationally eligible for free school meals. In the 2012 Year 6 national tests, on average, pupils eligible for the pupil premium were a term behind their classmates and a year behind all pupils nationally. Fifty-six per cent of pupils eligible for the pupil premium reached the expected level in English and mathematics combined compared to 65% of others, an improving picture on the previous year. Pupils eligible for the pupil premium are making at least expected, and often better, progress.
- Pupils with special educational needs and/or learning difficulties make at least expected and, in many cases, better than expected progress. The number of pupils on the special needs register is declining as a result of better teaching and monitoring of their progress. Those pupils who previously were unable to access the curriculum because they were unable to read or write, and were classed as having a special need, now function well within lessons.

The quality of teaching

requires improvement

- Much of the teaching is now good and a very small proportion is outstanding. During this inspection no inadequate teaching was observed.
- Teaching in the Early Years Foundation Stage and Key Stage 1 is consistently good. Here the teaching is driving up standards rapidly and raising expectations about what the pupils can

achieve. Central to this is the teaching of early reading which is now a major strength in the school. Many young pupils have reading ages well ahead of their birthday ages as a consequence.

- Teaching in Key Stage 2 is not consistently good, especially the teaching of mathematics. The development of reading skills in Key Stage 2 and the guided reading sessions are good, however.
- There have been considerable improvements in the teaching of mathematics, but more remains to be done to eradicate the continuing gaps in pupils' knowledge which are becoming more evident as teachers attempt to stretch and challenge their classes. The senior leaders have recently developed a whole-school calculation policy to tackle this legacy of earlier weak teaching.
- The school's curriculum meets statutory requirements: all National Curriculum subjects are covered. It provides good opportunities for pupils to experience a range of activities that promote good spiritual, social, moral and cultural development, such as the recent visit by the Zulu Dancers. However, it is episodic and does not build progressively from one year group to the next. Neither does it have sufficient subject content and academic rigour. For example, in a Key Stage 2 geography lesson observed, pupils mainly carried out literacy activities and did not learn, use or apply much geographical vocabulary, knowledge or skill. Teachers' subject knowledge beyond English and mathematics is limited.
- Teachers' planning is now completed to a consistent format and is effective. Lessons are generally well matched to pupils' abilities, work is marked frequently and pupils given feedback. Teachers' assessment of how well pupils are doing continues to improve and become more accurate. The new marking and feedback policy is good. Pupils, even those in Year 1, know their targets and what they have to do to make their work better.
- All pupils have homework. A new homework scheme has recently been launched: in addition to reading, pupils have work linked to spelling, punctuation and grammar.
- Professional development and performance management have contributed to the improvements in teaching.

The behaviour and safety of pupils are good

- Pupils behave well in and around the school. They enjoy coming to school and they enjoy learning. For many with chaotic home lives the school is a haven of peace and safety.
- Relationships between adults and pupils are very positive. When a group of pupils was asked what the best thing about the school was, they said 'the teachers'.
- The nurture group provision for potentially vulnerable pupils is good. The number of exclusions and behaviour incidents has been significantly reduced since the school established the group. Individual pupils with a history of very disruptive behaviour have developed improved attitudes to school and home, improved their attendance and have fewer instances of lateness.
- Attendance is improving and is currently just below the average. Good attendance is strongly promoted through assemblies and awards. The school is not afraid to prosecute parents who regularly keep their children away from school. Pupils' punctuality is good. It is monitored carefully.
- Pupils report that 'there is no bullying now – there was before, but not now'. They would know what to do if they were to be bullied: 'The headteacher or teachers would sort it out', but they are less confident about the response they would get from mid-day assistants. The senior leaders are aware of this and are considering ways to improve the situation.
- Pupils are safe in school and they say that they feel safe. They are aware of different forms of bullying. They understand the dangers attached to the internet, having had training from the local authority on how to keep safe.
- Every parent who completed the school's survey agreed that the school keeps their child safe. Ninety-eight per cent of parents believe that the school deals effectively with unacceptable behaviour.

The leadership and management are good

- The headteacher and her deputies provide strong, clear, unequivocal leadership and direction for the school. They have brought about significant improvements but make it clear to staff that teaching must continue to improve and standards rise.
- The headteacher has not been afraid to take difficult staffing decisions to eradicate inadequate teaching. Performance management is robust; whole-school targets are linked to the progress made by pupils and reflect the teachers' standards/career-stage expectations.
- During the period while the headteacher has been leading the school and it has been in special measures, no teacher has progressed through the threshold to the upper pay spine or progressed along the upper pay spine.
- The relatively new group of middle leaders have a very clear understanding of their role. They have been clearly guided by the headteacher and deputies and have begun to monitor their areas of responsibility. Their feedback to the headteacher is acted upon quickly.
- The school's self-evaluation is accurate. Leaders and governors have robust information on which to base their enquiries. The school's improvement plan identifies appropriate next priorities.
- The pupil premium funding is spent well on the nurture provision, a wider range of reading books and reading material, booster lessons, additional staffing for one-to-one and small-group support, and initiatives to improve attendance, behaviour and punctuality.
- Arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
 - Governance is strong. The governing body is well led and directed. The Chair, vice-chair and a group of governors know the school well and play a full role in its direction. They know the school's data and challenge the headteacher and deputies on a range of issues. They are more visible around the school. Not all governors are as well informed or as active as these, but plans are already in place to develop wider governor skills. The local authority has monitored and supported the school well throughout its period in special measures. It knows the school well and has an accurate view of its performance.

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	135017
Local authority	Rochdale
Inspection number	409631

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	The governing body
Chair	Richard Bramwell
Headteacher	Nicola Brogan
Date of previous school inspection	30 March 2011
Telephone number	01706 620305
Fax number	-
Email address	nbrogan@woodland.rochdale.sch.uk

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