

# Woodside Community School

Highgate Road, Woodside, Dudley, DY2 0SN

**Inspection dates** 9–10 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	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		Good	2
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

- Pupils of average ability and those capable of doing harder work do not make enough progress in English and mathematics to reach the standards they are capable of attaining.
- Younger pupils have a limited understanding of letters and the sounds they make, and skills in writing and solving problems in mathematics are not good in any age group.
- The quality of teaching varies too much to sustain good achievement. Some is good or outstanding but too much requires improvement.
- Teachers do not use the information they have on what their pupils can do well to plan demanding tasks for all pupils.
- Teaching assistants are not always used effectively to support pupils' learning.
- Sometimes the teaching methods used in lessons are not suitable for the pupils' age, or do not build well on their previous learning.
- The comments in teachers' marking do not always let pupils know clearly what it is they need to do to improve their work.
- The senior leaders and key subject leaders are not yet having a good enough impact on pupils' learning, or playing a full role in supporting the new headteacher and deputy headteacher in improving the quality of teaching and learning.
- Governors do not visit the school enough to get fully involved in identifying where it is doing well and which aspects need to improve.

### The school has the following strengths

- Children make good progress in the Reception Year.
- In Key Stage 2, pupils are now achieving well in reading.
- Disabled pupils and those who have special educational needs do well, thanks to effective help and guidance.
- Pupils feel safe. They behave well in lessons and around the school, and have good attitudes to learning.
- The headteacher and deputy headteacher have clearly identified the areas where improvement is needed and have devised thorough and rigorous plans to address the weaknesses.

## Information about this inspection

- Inspectors observed 17 lessons taught by 11 teachers. Eight lessons were observed jointly with the headteacher or the deputy headteacher.
- Inspectors heard pupils read and looked at the work in their books.
- Meetings were held with governors, senior leaders, staff and pupils. An inspector held a meeting with a representative of the local authority and two staff who support the school's links with the community and families.
- Inspectors looked at a wide range of documentation, including the school's improvement plans and its own judgements on its strengths and weaknesses, and the data it collects on pupils' progress. Documents detailing the school's arrangements for safeguarding were reviewed.
- There were insufficient responses to the online questionnaire (Parent View) for them to be published.
- Questionnaire responses from 27 members of staff were analysed.

## Inspection team

David Speakman, Lead inspector	Additional Inspector
Edgar Hastings	Additional Inspector
Stephanie James	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized primary school.
- An above-average proportion of pupils come from a range of minority ethnic backgrounds.
- The percentage of pupils who speak English as an additional language is well above average. A significant number are at the early stages of learning English.
- The number of pupils supported by the pupil premium is high. This is additional funding for pupils known to be eligible for free school meals, children in the care of the local authority, and those who have a parent serving in the armed forces.
- The proportions of pupils supported through school action, school action plus or a statement of special educational needs are all above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher became permanent in January 2013 and the deputy headteacher joined the school in April 2013.

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

- Improve the quality of teaching to good or better throughout the school by:
  - using the information about what pupils can do more effectively to plan the next steps in their learning
  - giving pupils lesson activities that are always realistic but challenging for their age and ability
  - making comments in marking that are consistently effective in telling pupils what they need to do to improve their work
  - using a full range of teaching and learning strategies to fully engage pupils of all ages and abilities in their learning, and develop their independent learning skills.
- Improve progress throughout the school, particularly for average- and higher-ability pupils, by:
  - making sure that children in the Reception Year and pupils in Key Stage 1 have a better knowledge of letters and the sounds they make to help them read new and unfamiliar words more accurately
  - giving pupils regular opportunities to produce well-constructed pieces of extended writing that are interesting to read
  - making sure that pupils are able to spell more accurately and present their work better
  - improving pupils' skills to work out strategies to solve problems in mathematics and to explain how they worked out their answers.
- Improve the impact of leadership and management on the school's effectiveness by:
  - developing the role of all senior leaders in supporting the headteacher and deputy headteacher in their drive to improve the school
  - establishing a programme of focused visits to give governors first-hand knowledge of how well the school is doing
  - reviewing the use of teaching assistants so the impact of their work on pupils' progress is more widespread.

## Inspection judgements

### The achievement of pupils requires improvement

- Pupils' progress is not good enough to enable all groups to reach the standards of which they are capable. Attainment in English and mathematics remains below national expectations at the end of Key Stage 2, and pupils have not been making enough progress to catch up.
- Detailed tracking of pupils' progress this year is enabling the identification of any groups who are in danger of falling further behind. As a result, pupils are now beginning to make better progress in some subjects; for example, at Key Stage 2 in reading. Pupils in Year 2 have made good progress in reading, writing and mathematics since the beginning of this school year. However, for most groups of pupils, particularly those of average or higher ability, progress still requires improvement in Key Stages 1 and 2.
- Children join the Reception Year with skills and knowledge below the levels expected nationally for their age. They make good progress, particularly in personal, social and emotional development, knowledge and understanding of the world and physical development, but their attainment in communication, language and literacy and mathematical development remains below average when they move into Year 1.
- The learning needs of disabled pupils and those who have special educational needs are identified promptly. They receive well-focused support and make good progress compared to other pupils in the school and similar pupils nationally. Pupils who speak English as an additional language quickly learn to communicate, but make progress in line with most other groups.
- The progress of pupils who are supported by the pupil premium requires improvement. In the 2012 Year 6 national tests, the pupils known to be eligible for free school meals were on average a term behind the others in English and mathematics. This was closer than for similar groups nationally, but they did not make enough progress to catch up with other pupils. School records show that the pupils currently supported by this funding are making similar progress this year.
- Results of the national screening in Year 1 to check pupils' knowledge and understanding of letters and the sounds they make (phonics) were below average due to this aspect of reading being given too little focus in the past. Younger pupils are still unsure of the sounds that combinations of letters make, and reading is not accurate enough in Key Stage 1. Standards are now higher in reading in Key Stage 2, but older pupils still use only letter sounds to read unfamiliar or tricky words and this often leads to inaccurate pronunciation. They can talk about what they have read with some understanding and enjoy reading.
- Pupils' books show that the progress they have made through the year in writing requires improvement. Handwriting is legible but work is not consistently well presented. Pupils use a range of punctuation to make their writing interesting and lively, but average and more-able pupils do not develop their ideas well enough into carefully constructed pieces of extended writing at the level expected for their age and ability. Writing contains too many uncorrected spelling mistakes.
- Pupils enjoy mathematics lessons but lack the skills and confidence to solve problems for themselves. They do not always understand what problems in mathematics are asking for and lack the confidence to take the next steps independently, even though they are more often on the right lines to solving questions. They find difficulty in talking about their methods and how they worked things out.

**The quality of teaching** requires improvement

- The quality of teaching varies widely. Too much requires improvement and not enough is good or outstanding.
- Where teaching is least effective, the work is not set at different levels to make sure pupils who can do harder work or learn more quickly make the progress of which they are capable. Time is not always used efficiently, and the pace of learning slows when the teacher talks for too long and allows insufficient time for pupils to practise and embed what they have learned.
- Teachers do not consistently use what they know about what pupils have already learned to move them securely onto the next steps. In some lessons seen, the tasks set were too difficult and not based well enough on what pupils had learned, and so they found difficulty in moving on confidently.
- Teaching methods are not always appropriate for the pupils' age and previous learning. In mathematics, for example, young pupils were expected to work out answers to multiplication and division questions without having a clear understanding of division and without using equipment such as small plastic blocks to help them. They found the process very difficult until they started working out the answers practically.
- The marking of pupils' work has generally improved through the year under the scrutiny of the headteacher. Comments are now often helpful and give clear guidance to pupils on how they might improve their work. However, this quality is not yet consistent across the school.
- Where teaching is more effective, pupils move on in their learning at a quick pace because teachers demand more from them and ask questions that make pupils think hard and work things out for themselves. Teachers keep their input to a minimum and give pupils more time to practise and consolidate learning. Effective organisation into groups gives teachers the chance to work with a focus group, moving them onto higher levels of attainment quickly, whilst still overseeing other groups. Where this happened, pupils understood ideas beyond what is expected for their age and learning was rapid.
- Disabled pupils and those who have special educational needs have individual plans to support their learning. They are given suitable help and guidance, often individually or in small groups by teaching assistants who have appropriate skills to support them. However, there are often no teaching assistants to give general support in class, even where there is still a wide range of ability.

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

- Pupils enjoy their learning and are proud when they succeed. Behaviour is typically good and pupils are keen to start their tasks. They speak positively about behaviour in school. They feel safe, and those who spoke to inspectors said they are happy to come to school.
- Pupils say bullying is rare and, when necessary, it is dealt with quickly and effectively. They are fully aware of the different forms of bullying and know how to avoid it. Sensitive personal support is provided for pupils whose circumstances make them vulnerable so they fit into school life with minimum disruption.
- Pupils who find difficulty in behaving well understand the school's expectations of them, comply

and cause no disruption. They respond well to the management of their behaviour and understand the system of rewards and measures taken to address inappropriate behaviour. The pupils who spoke to inspectors said that the occasionally inappropriate behaviour in class never stops them from working.

- Spiritual, moral, social and cultural awareness is developed well. Good-quality care for all pupils, including through the work of the Learning Mentor, Learning Link worker and taking on responsibilities with the help of the Extended Services Manager, means that pupils develop good social awareness. Pupils work well together in lessons, listening carefully to each other's viewpoints and ideas. They know the difference between right and wrong and make good choices in their relationships with others.
- In a small number of lessons seen, pupils showed high level of successful collaboration with others, where they challenged each other very effectively and took responsibility for the pace at which they learnt. As yet, these high-quality features are not sufficiently widespread.
- Attendance is below average and some pupils are late to school. The school is working hard to improve attendance but is having limited success with some families.

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

- Leadership and management require improvement because the school's leaders have not yet made sure that the quality of teaching is strong enough to promote good achievement.
- The headteacher and deputy headteacher take on most of the responsibility for checking how well the school is doing. They have a good-quality improvement plan which accurately pinpoints the main strengths and weaknesses in what the school does and its impact on pupils' achievement. Other leaders, such as the other members of the senior leadership team, key subject leaders and governors, do not yet play a big enough role in directly monitoring the school's performance or contributing to raising standards.
- Since joining the school, the headteacher and deputy headteacher have already been effective in improving teaching by ensuring that teaching focuses on learning. In turn, pupils' progress is beginning to show improvement. The school therefore has the capacity to improve. A major achievement for them is the strong teamwork and commitment of the other senior leaders to school improvement. Senior leaders say they now feel that they are empowered, their opinions and views are valued, and they are listened to. They now feel happy to take on more accountability and express high levels of confidence in the new leadership.
- The headteacher and deputy headteacher keep a thorough check on the progress made by all groups of pupils, and this gives them an accurate picture of where best to focus attention. They hold teachers to account for the progress of each individual pupil and plan any support to make sure that pupils falling behind are helped to catch up.
- Pupil premium income is allocated appropriately. Extra support for eligible pupils is going some way to helping close the attainment gap between these pupils and others, but there are sometimes no teaching assistants to provide general support in class for these pupils. They are helped financially, where necessary, to take part in school trips so that they have the same opportunities to learn as other pupils.
- The local authority has a realistic view of the overall effectiveness of the school. The attached officer has a strong professional relationship with the new leaders and is developing a

comprehensive programme of support to raise the school's effectiveness to at least good in the future.

- The school has appropriate procedures to manage the performance of staff, and the governors have set demanding targets for the work of the new headteacher. All staff, including support staff, have their own challenging targets, which are closely monitored, to guide their work and improve their performance.

■ **The governance of the school:**

- The arrival of the new headteacher and deputy headteacher has brought about a fresh enthusiasm amongst governors to support and challenge the school's leaders.
- Governors are now more involved in the work of the school. Their awareness is not yet fully rooted in first-hand knowledge gained through focused visits, but regular contact with the headteacher and links with staff with responsibilities places them in an improving position to ask challenging questions. They are engaged well in checking school development and have an accurate knowledge of how well staff are doing through managing their performance.
- Governors' training is up to date and they know how the school is doing compared to other schools through their understanding of the Data Dashboard, the school data available on the Ofsted website.
- Governors make sure that national requirements are met, including those for safeguarding, such as appropriate vetting procedures for staff and visitors.

## 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>	103817
<b>Local authority</b>	Dudley
<b>Inspection number</b>	411737

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	324
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Hazelton
<b>Headteacher</b>	Sally Bloomer
<b>Date of previous school inspection</b>	19 November 2008
<b>Telephone number</b>	01384 818245
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