

Woodfield Primary School

Taunton Avenue, Whitleigh, Plymouth, PL5 4HW

Inspection dates 14–15 May 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Achievement is good, reflecting the good teaching pupils receive, and has rapidly improved since the previous inspection.
- Pupils of all abilities, including disabled pupils and those who have special educational needs, make good progress in English and mathematics. This is especially good in the Early Years Foundation Stage and Key Stage 2.
- The headteacher gives the school inspirational and visionary leadership. Together with her core team of leaders and governors, she has established a culture where everyone is expected to do their best.
- The substantial and continuing improvement in the quality of teaching brought about by leaders, managers and governors, has been key to securing and sustaining the improvement in pupils' achievement.
- Pupils feel safe in school. Their behaviour is good around the school and in lessons, where they demonstrate positive attitudes towards their learning. They are respectful and are proud of their school.
- Pupils' progress is monitored accurately and this regular assessment is used to set challenging targets. These have driven the sustained improvement in pupils' progress and standards.
- Leaders challenge teachers and teaching assistants to excel. All staff share a common belief that they and the school can continue to improve.
- Governors support and challenge leaders well. They have supported the headteacher in her quest to improve the quality of teaching.

It is not yet an outstanding school because:

- Teaching of English and mathematics, in Key Stage 1 especially, does not always challenge more-able pupils to achieve high standards.
- Pupils' incorrect spellings and inferior handwriting are not being challenged enough by teachers to improve their work.
- Teachers do not always use information about how well pupils are getting on to reshape tasks for them in lessons.

Information about this inspection

- Inspectors visited 15 lessons and observed seven teachers. The headteacher joined an inspector for a number of observations. In addition, inspectors made a number of short visits to small-group work to look at the teaching of phonics (linking letters and sounds) and to observe the work of teaching assistants.
- Discussions were held with the headteacher, staff, pupils, parents and carers, governors and a representative from the local authority.
- Inspectors observed the school’s work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.
- Inspectors took account of the 26 responses to the staff questionnaire during the inspection and spoke to some parents and carers at the start of the day. However, too few responses were received from parents and carers to the Parent View online questionnaire, so inspectors were unable to use this information.

Inspection team

John Cavill, Lead inspector

Additional Inspector

Linda Rafferty

Additional Inspector

Full report

Information about this school

- Woodfield is a smaller than average-sized primary school.
- The current headteacher took up her post in September 2011.
- Children in the Early Years Foundation Stage are taught in a Reception class.
- Almost all pupils are from White British backgrounds.
- The proportion of disabled pupils and those who have special educational needs supported through school action is slightly above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well-above average.
- The proportion of pupils who are known to be eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals, for children from armed service families and for looked after children, is well-above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school manages a breakfast club for the pupils, which was part of this inspection.
- A privately run nursery is based on the school site but is inspected separately.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding overall, especially in Key Stage 1, to increase pupils' achievement by making sure that:
 - teachers challenge all pupils, especially the more able, to achieve high standards through more opportunities to produce longer pieces of written work in English and to develop their problem-solving skills in mathematics
 - teachers insist on correct spelling and clear, correctly formed handwriting
 - teachers make better use of the information gathered on pupils' progress to reshape their learning in lessons.

Inspection judgements

The achievement of pupils is good

- Children start in Reception with skills and abilities at lower levels than expected for their age. This is especially noticeable in aspects of speaking and listening and their personal, social and emotional development, where many find managing relationships difficult.
- Children make good progress in Reception because teaching is good and learning activities are sharply focused on meeting pupils' individual needs and ability. Consequently, most children move into Key Stage 1 with attainment in all areas of development that is broadly as expected.
- Achievement has improved rapidly. All groups of pupils now make at least good progress, with some recording exceptional gains, especially in the Early Years Foundation Stage and Key Stage 2. This is leading to attainment in both English and mathematics that is broadly average at the end of Year 6, redressing some previous underachievement in writing. Attainment is continuing to rise with the gap between reading and writing closing quickly.
- The proportion of pupils who make and exceed the expected rate of progress is continuing to improve.
- Disabled pupils and those who have special educational needs make good progress throughout the school from their starting points. This is an inclusive school where additional support is expertly targeted to meet individual needs and provided by skilful teaching assistants to complement the work done in lessons. This promotes equality of opportunity.
- The attainment of pupils who benefit from the pupil premium funding in the national tests at the end of Year 6 in 2012 was equal to that of other pupils in English but approximately one year behind in mathematics. Inspection of the progress checks of current pupils shows that all groups of pupils are making similarly good progress in all subjects and this is successfully closing the gap.
- A programme to support the teaching of phonics is rapidly improving pupils' progress in reading and writing. Pupils in the Year 1 class were adding adjectives to sentences and using their knowledge of phonic sounds to help them read any unknown words successfully.

The quality of teaching is good

- The best teaching is found in the Early Years Foundation Stage and Key Stage 2. It has improved substantially and as a result, pupils now achieve much better than they did before.
- Planning of lessons is effective and tasks are designed well to enthuse and engage all pupils, including disabled pupils and those who have special educational needs. Pupils are focused on learning, working together well and eager to succeed.
- In the best lessons, teachers challenge pupils well to achieve their very best. In a Year 4 literacy lesson, pupils used plans for their stories developing ideas and 'boxed' them up ready to write the final draft. The teacher skilfully assessed the work from the previous day and grouped pupils based on their learning needs and gaps in their understanding. This supported their learning well. However, this is not always the case and teachers do not always use the information they have found out about the progress of individual pupils to reshape their learning.
- Teachers mark pupils' work regularly indicating the next steps pupils need to take in order to improve. Pupils use this information well, with regular opportunities to review and improve their work. However, teachers do not always check pupils' spellings carefully enough and sometimes accept work from pupils with poor quality handwriting.
- In Key Stage 1 especially, teachers do not give pupils enough opportunities to write at length by themselves or apply their well-understood calculation skills in mathematics to problem-solving investigations. This is limiting more-able pupils in particular from reaching higher levels of attainment.
- Phonics teaching to children in Reception and pupils in Key Stage 1 is effective and helps them to read and write better. Pupils in Year 1 achieved a score significantly above the national

average in the 2012 phonics screening check.

- All parents and carers who spoke to an inspector thought that their child was taught well and made good progress at the school.

The behaviour and safety of pupils are good

- Pupils have good attitudes to learning and quickly settle to their tasks with enthusiasm.
- Pupils are well motivated to take an interest in and concentrate on their work. They are respectful and the relationships between pupils and adults are strong. Very occasionally there is some low-level inappropriate behaviour, such as chatting to each other. However, this is rare and is usually limited to times when the teaching is not challenging enough.
- Pupils are polite and courteous to staff and visitors. They are taught to show respect and consideration, as seen in the way they engage with the school's 'core values', which are currently focused on personal responsibility. Pupils play together well.
- Pupils are very proud of their school. All pupils, including those in Reception, are positive about how the school keeps them safe and say that behaviour is good. All parents and carers spoken to share these views. Behaviour in the breakfast club is good.
- Pupils know all about the different forms of bullying and say that there is very little of it, including physical, emotional and cyber bullying. However, they say that teachers and other adults at the school quickly resolve any incidents of bullying or other problems that they may have. School records show that there has been a sharp decline in the number of behaviour incidents at the school. Pupils fully understand the school's behaviour policy.
- Attendance has improved and is now average. This has been due to much-improved engagement with parents and carers. Parents and carers are able to become more involved in school life with activities such as 'open afternoons' and 'come dine with me', where they come into school and have lunch with their children. A parent support advisor works closely with families of children at the school to support children both in and out of school.

The leadership and management are good

- The headteacher has a clear vision for the school and a relentless determination to continue to improve. Supported by an effective team of leaders and governors, rapid improvements have been brought about and secured, especially in the quality of teaching and pupils' achievement.
- Parents, carers and school staff are highly positive about the way that the headteacher and her team lead the school: 'Mrs Moran is the best thing that has happened to the school' and 'the staff are fantastic', sum up the views of parents and carers.
- The leadership of teaching is good and the management of teachers' performance has been used to tackle previous weaknesses. There is strong teamwork among staff and morale is high. Staff are committed to playing their part in improving the school. Leaders make sure that the levels of pay awarded to individual teachers reflect how well their pupils learn and any leadership responsibilities that they have.
- Leaders and managers regularly collect data on pupils' progress and attainment and the information is analysed accurately. Meetings to discuss pupils' progress are held every six weeks with staff and governors to identify those pupils falling behind or not making expected progress. This helps leaders to take appropriate and decisive action to see that they catch up.
- The school's self-evaluation is accurate and improvement plans are sharply focused on continuing to raise pupils' achievement. Training is linked to whole-school improvement issues to make sure that any professional development has the maximum impact on raising standards.
- The curriculum is wide and well matched to pupils' needs and aspirations. This is especially the case for pupils in Key Stage 2 who are able to help teachers develop the topic they are studying. Topics, such as the Second World War in Year 3, regular assemblies, visits and residential experiences mean that pupils are able to develop their spiritual, moral, social and cultural

awareness.

- The local authority initially supported the headteacher with a review of the school to focus the improvement plans but is now providing light-touch support to this good school.
- **The governance of the school:**
 - Governors know the school well and are committed to improve it further. They hold leaders to account for its effectiveness and understand how well pupils are achieving in relation to all pupils nationally with regular monitoring of progress data. They understand the areas for development and work with the school to see through the school improvement plan.
 - They make sure that they are up to date with current developments and undertake regular training. Governors have supported the headteacher in setting robust targets to challenge teachers to improve, helping to secure the good teaching necessary to redress previous pupils' underachievement. They know what the school is doing to reward good teaching and to tackle any underperformance.
 - Governors monitor the use of funding effectively. They have a clear understanding of how the pupil premium is allocated and its impact on improving levels of pupils' attainment. Governors make sure statutory requirements relating to safeguarding are carried out rigorously.

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	113299
Local authority	Plymouth
Inspection number	405462

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	160
Appropriate authority	The governing body
Chair	Sarah Bennett
Headteacher	Ciara Moran
Date of previous school inspection	19–20 October 2010
Telephone number	01752 706384
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