

# Woodfield Infant School

Woodfield Road, Copthorne, Shrewsbury, SY3 8LU

**Inspection dates** 22–23 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- Pupils make outstanding progress in reading, writing and mathematics in Reception, Year 1 and Year 2.
- Standards are high and year-on-year pupils' attainment is well above the national average.
- Teachers have consistently high expectations and provide stimulating and challenging lessons for their pupils.
- The behaviour of pupils in lessons and around the school is outstanding. They show respect and consideration for each other and for the adults around them.
- Through determined and expert leadership, the headteacher has sustained, and is further improving, the achievement of pupils and the quality of teaching in the school.
- A huge enjoyment in the reading of books and the telling of stories fires pupils' imaginations and encourages their creativity.
- The school has carefully chosen subjects, topics and themes that are of real interest to the pupils and that best promote their learning.
- Pupils feel safe and happy in a caring school where they become increasingly independent and able to manage their own safety.
- The school grounds are used to the maximum and outdoor education is an everyday part of school life for all the pupils.
- The school provides outstanding support for a highly committed staff who are constantly developing their professional skills.
- The governing body constructively questions and very ably supports the school's development.

## Information about this inspection

- Inspectors observed 18 lessons, of which five were joint observations with the headteacher or the deputy headteacher. In addition, the inspection team looked at pupils' work in their books and listened to them read.
- There were meetings with groups of pupils, senior leaders and representatives of the governing body and the local authority.
- Inspectors took account of the 74 responses to the online questionnaire (Parent View) and talked to parents at the start of the school day. Inspectors also considered the 11 responses to a staff questionnaire.
- The inspection team examined the school's own data on pupils' current progress; planning and monitoring documentation; records relating to behaviour and attendance; and documents relating to safeguarding.

## Inspection team

Richard Boswell, Lead inspector

Additional Inspector

Stuart Ransom

Additional Inspector

Helen Owen

Additional Inspector

## Full report

### Information about this school

- Woodfield Infant School is larger than the average-sized primary school.
- The very large majority of pupils are White British.
- The percentage of pupils who are eligible for pupil premium (which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and pupils with families in the armed services) is below average.
- The proportion of disabled pupils and those who have special educational needs supported by school action is below average. The proportion supported by school action plus or a statement of special educational needs is also below average.
- The headteacher gives support and guidance to other senior leaders and schools in the local authority area.

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

- Ensure that in Key Stage 1 the best use is made of all support staff in each class by:
  - planning for their active participation in all stages of the lesson to support, monitor and engage with pupils.

## Inspection judgements

### The achievement of pupils is outstanding

- At the end of Year 2, the very large majority of pupils' achieve standards that are well above those found nationally in reading, writing and mathematics. These high standards were also seen during the inspection in the excellent work that pupils produce in their books and in their advanced speaking and listening skills.
- The very large majority of children enter the Reception class with skills typical for their age and go on to make outstanding progress in their time at Woodfield Infant School. At the end of the Early Years Foundation Stage, children not only have very well developed literacy and numeracy skills but show very strong physical and creative development as well. They leave Reception exceptionally well prepared for work in Years 1 and 2.
- Pupil premium funding is spent carefully and to good effect. Additional staffing in the classroom offers support to pupils eligible for this funding and all pupils are able to take advantage of extended school opportunities such as swimming sessions and school trips. As a result, pupils who are eligible for the pupil premium make similar progress to other pupils and their attainment in reading, writing and mathematics is also in line with that of other pupils in the school.
- The school takes very seriously its commitment to tackling discrimination and ensuring that there are equal opportunities for all pupils. Disabled pupils and those who have special educational needs are achieving exceptionally well and the progress of these pupils is not significantly different from their peers. They are exceeding national standards in reading, writing and in mathematics.
- Pupils' use of their literacy and numeracy skills across different subjects is outstanding. In Reception, children were observed showing high standards of literacy for their age, using tablet computers to build stories about their families. Pupils use their rapidly developing knowledge of letter sounds to help them to read new or unfamiliar words. In Year 2 pupils made rapid progress in an active lesson that linked snakes and ladders to recent learning about number lines.

### The quality of teaching is outstanding

- Outstanding teaching and high expectations are having a significant impact on the progress that pupils make at school. Teachers' planning in all three year groups is meticulous and results in lessons that stimulate the pupils' interest and offer them appropriately challenging tasks.
- Three outstanding practitioners in the Reception classes create a vibrant and colourful environment in which pupils quickly learn to use their own initiative and to develop independence. Teachers carefully track the children's developing skills and are able to adapt lessons to make the most of opportunities as they arise in the classroom and in the well-used outdoor area. Play leads naturally into learning and there is clear evidence of outstanding progress in children's learning diaries and through the many other ways their achievement is recorded and assessed. There is particularly effective use of 'talking books' in which children add spoken comments to their photos and their artwork.
- Excellent practice in the teaching of letters and sounds was observed during the inspection and a passion for reading is encouraged in all lessons. Pupils are surrounded by story books and factual books and are constantly curious to know more and excited to share their discoveries.

The school has acknowledged that some books appeal more to boys or to girls and two typically playfully named reading clubs, 'Boyzone' and 'Girls Aloud', cater to their needs.

- Support staff are very well used in all Reception classes but there is less consistently good practice in Key Stage 1. At certain stages of the lesson, particularly at the start, opportunities are sometimes missed for teaching assistants to monitor and record pupils' responses and to help model new language in a dialogue with the class teacher.

### **The behaviour and safety of pupils** are outstanding

- The key to the outstanding behaviour of pupils both in lessons and around the school is the calm and purposeful atmosphere created by senior leaders, classroom teachers and support staff. The pupils can be seen helping each other find their 'wellies', holding doors open for staff and patiently taking turns in their games.
- Pupils have excellent attitudes to learning. The ease with which they work together in pairs, small groups or whole classes is notable and contributes greatly to their accelerated learning. In lessons pupils demonstrate advanced levels of collaboration and exemplary behaviour. Pupils switch effortlessly between working around a table in a group to sharing their discoveries with a 'talk partner' to the whole class reciting a poem. They have the confidence to ask questions when they are confused and the courtesy to listen to each other when required.
- Year 2 pupils spoke confidently, sensibly and knowledgeably to inspectors about their own safety. This confidence is explicitly linked to the programme of outdoor education that all pupils receive. They feel safe in the school grounds and are able to have a significant degree of age – appropriate freedom to explore and investigate the environment. They learn, from an early age, to assess risks in relation to, for example, using tools such as scissors and spades or their behaviour near a fire.
- In this largely harmonious school any incidents of negative behaviour are few and far between. Even so, the pupils are fully aware of what constitutes unacceptable behaviour and how to deal with bullying should it occur. This extends to an awareness of their safety on the internet and the use of 'Hector Protector' to signal any concerns to their teachers.

### **The leadership and management** are outstanding

- The headteacher's expert leadership of teaching is instrumental in the school sustaining high levels of progress and attainment for all pupils. The focus is always firmly on the well-being and achievement of the pupils and any signs of under-performance are immediately addressed.
- Through a process of rigorous self-evaluation and constant monitoring of progress, the school is fully aware of its strengths and areas for improvement. A detailed school development plan puts the professional development of staff at its heart and a desire for 'every teacher to be a lead teacher' involves playing to strengths and sharing best practice.
- Responses to the staff questionnaire were overwhelmingly positive and staff feel valued and benefit from excellent professional development. There are opportunities for promotion and both permanent and trainee staff have gone on to positions of senior leadership in other schools in the last two years. Movement up the salary spine is carefully monitored by both the headteacher and governors.
- The local authority both supports the school and is supported by it. Regular visits and training

for staff and governors contribute to the outstanding management of the school. At the same time the headteacher is able to offer guidance to other schools through both occasional visits and more long-term support. She is ably assisted in this by her own highly efficient and extremely capable leadership team.

- The safeguarding of children is a top priority for the school and they make every effort to ensure that not only are all statutory requirements met but that all pupils have the same positive experiences.
- The school has embraced outdoor education as a regular part of the school day. It is integrated into all aspects of learning at the school and is led by a highly qualified Forest School leader. While the younger pupils explore the woodland areas in the school grounds, the older pupils go off site to experience greater challenges and to develop further their independence and initiative.
- The social, moral, spiritual and cultural aspects of the pupils' education are as important to the school as any other and their provision and delivery are outstanding. Pupils show a keen sense of what is fair and what is right and have the confidence to stand up for themselves and for others. Lessons and assemblies pause to acknowledge moments of awe and wonder as children experience a spiritual dimension to their learning. The school also communicates to the pupils, as far as possible, the diversity of modern Britain through a series of visits to place of worship and the welcoming of visitors to the school.
- **The governance of the school:**
  - Governance is outstanding. Governors are extremely well informed about the quality of teaching, how well school leaders are supporting and improving staff performance and how teachers are rewarded. They are very clear about the school's strengths and weaknesses and how well its pupils are performing compared to pupils nationally. Finances are very well managed and governors are able to hold the school to account for the way in which extra funding, such as the pupil premium, is spent.

## 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>	123390
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	412471

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	267
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miranda Kilby
<b>Headteacher</b>	Geraldine Dunkerley
<b>Date of previous school inspection</b>	14 November 2007
<b>Telephone number</b>	01743 343812
<b>Fax number</b>	01743 351361
<b>Email address</b>	admin.woodfield@shropshirelg.net



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