

# Woodhouse Primary School

Nursery Road, Davyhulme, Urmston, Manchester, M41 7WW

## Inspection dates

10–11 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children make an excellent start to their education in the Reception and Nursery classes.
- All groups of pupils make good progress throughout the school because of teaching that engages their interest and enthusiasm. Attainment is above average as a result.
- Improved assessment procedures are helping staff to give most pupils work that is challenging but manageable.
- High quality, individually tailored support for disabled pupils and those who have special educational needs helps them to make particularly good progress.
- Pupils work hard in class, behave extremely well and are very keen to learn.
- Relationships between pupils and staff are excellent and pupils feel very safe in school.
- Pupils' excellent collaborative skills make an outstanding contribution to their learning and to their excellent social and moral development.
- Strong leadership from the headteacher and governors and good teamwork from all staff, are improving achievement and teaching, after a dip in progress during a period of staffing instability.

### It is not yet an outstanding school because

- Occasionally, a few pupils are given tasks that are too difficult for them, or that are too easy.
- Teachers do not always check closely enough on all pupils' progress during lessons, so sometimes cannot provide extra help or challenge when it is needed.
- When marking pupils' written work, teachers do not always ensure that pupils act upon the advice they have been given in subsequent tasks.

## Information about this inspection

- The inspectors made 11 substantial observations in lessons, including three that were joint observations with the headteacher. Several shorter visits to lessons were made to look at particular aspects of pupils' learning.
- Inspectors heard pupils reading in Years 1 and 6.
- A range of documentation was examined, including that related to keeping pupils safe, extensive data about pupils' progress and information about how teachers' performance is monitored and rewarded.
- Examples of pupils' written work were examined. Formal meetings were held with pupils from Years 2, 3, 5 and 6 and other pupils were spoken to informally.
- Discussions were held with staff, representatives of the governing body, and an adviser from the local authority.
- Inspectors took account of 42 replies to the on-line questionnaire (Parent View), as well as the results of the school's own surveys of parental opinion. An inspector also chatted informally to parents of Nursery children who were about to start at the school.

## Inspection team

Steven Hill, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

# Full report

## Information about this school

- This is an average-sized primary school, which includes part-time provision for 52 children of Nursery age.
- At the time of the inspection, the Nursery children had not started, although several visited the school with their parents on the second day. Reception children moved from attending part-time to full-time on the second day of the inspection, as part of their phased induction to school.
- Most pupils are White British. A few come from a range of minority ethnic heritages, and very few speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average. The proportion who have a statement of special educational needs or who are supported at school action plus is average.
- The proportion of pupils for whom the school receives pupil premium funding is low. Pupil premium is extra funding provided to the school to support those pupils who are known to be eligible for free school meals, who are looked after by the local authority, or who come from armed forces families.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- In the last few years, there have been considerable staff changes, including two changes of headteacher in a short time. Staffing has been much more stable in the last year.
- There is a private child-care provision operating before and after school on the site. This is inspected and reported upon separately.

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

- Improve teaching and hence pupils' achievement, so both are outstanding, particularly by ensuring that teachers more consistently:
  - give all groups of pupils work that is at the right level of difficulty, so that tasks are challenging but manageable
  - check regularly on the progress of all pupils during lessons, so that any misconceptions can be addressed, and they can be challenged to refine their work
  - insist, when they give advice about how to improve or correct work, that pupils always follow this, and ensure they have time to do so.

## Inspection judgements

### The achievement of pupils

is good

- Children start in the school with skills that are in line with those expected for their ages. During their time in the Early Years Foundation Stage, they all make at least good progress, with the achievement of some being outstanding.
- Pupils achieve well throughout the school. Previous variations in pupils' progress during a time of considerable staff change have been overcome.
- A greater focus on helping pupils to understand phonics (how the sounds in words are represented by different letter combinations) has been successful. This is shown in pupils' confident reading skills in lessons, as well as the 100% of Year 1 pupils who reached the expected level in the national phonics check last year.
- Progress was much accelerated last year and was very rapid in Key Stage 2. Progress in writing was particularly strong, following a concentration on this subject. This was reflected in the high scores that Year 6 pupils gained in the national writing assessments.
- A previous decline in standards in mathematics at Key Stage 1 was reversed last year, with pupils in Year 2 now reaching similarly above average attainment in mathematics as English.
- Different groups of pupils, including the most able, all do well. The achievement of disabled pupils and those with special educational needs showed a particular high degree of consistency last year. Without exception, they all exceeded the progress expected nationally during the course of the year.
- The very small numbers of pupils entitled to support from the pupil premium makes meaningful comparison of their attainment with that of other pupils difficult. Overall, this group of pupils makes good progress. In some year groups, they do a little better than their classmates, and in others they lag behind them. Over both Key Stages 1 and 2, their overall attainment is behind that of their classmates by the equivalent of two terms in mathematics, and by almost a year in English. For the last two years, all these pupils have reached the expected standards in both English and mathematics at the end of Year 6.

### The quality of teaching

is good

- Teachers establish very positive relationships with the pupils based on mutual respect. Together with high expectations of work and behaviour, and well established routines, these ensure that classes are orderly, pupils' behaviour in class is usually impeccable, and a good pace to learning is maintained.
- Lively and interesting activities, together with extensive opportunities for pupils to work together and share ideas, ensure high levels of interest and engagement. Good use of information and communication technology (ICT) also generates enthusiasm, as well as ensuring that pupils' ICT skills are good. Pupils report that lessons are fun.
- Teachers make good use of the skilled extra adults to further pupils' learning. This is often true in ensuring that pupils who struggle with their work receive the right mix of challenge and support to help them make good progress.
- Teachers routinely use the improved assessment information available to give different tasks to pupils of different abilities. This is not always completely successful, so at times some pupils have work that is too hard for them, or that does not challenge them as fully as it might.
- In most lessons, teachers keep a careful eye on the progress of all the pupils in the class, quickly identifying and helping anyone who is confused, or challenging those who are successful to refine their work. This is a particular strength in the Early Years Foundation Stage. Occasionally, the adults do not check regularly enough on all the groups in the class so that misconceptions of a few are not noticed, or others are not encouraged to improve their work.

- Children in the Early Years Foundation Stage make particularly good progress because the adults are very skilled at intervening or joining in play, and extending children's learning through careful questioning and encouragement.
- Teachers insist on a high standard of presentation in pupils' written work, and mark it thoroughly. There is some excellent practice evident in the marking. Teachers praise success, identify errors, and often give clear advice to help pupils to improve subsequent work. Sometimes, they set small additional tasks to give extra practice or to extend pupils' understanding. However, this practice is not consistent, and teachers do not always ensure that pupils respond to their advice and complete the extra tasks set or provide enough time to do this.

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

- Pupils thoroughly enjoy school, both when learning in class and in the many social opportunities they have. They work conscientiously and take a pride in their success. Their progress is boosted by their excellent behaviour and their high levels of concentration.
- Pupils get on extremely well together at work and at play. In class, they collaborate very successfully, right from their start in the youngest classes, where they share materials amicably, and take turns very sensibly.
- Older pupils work together extremely well, sharing ideas enthusiastically, listening well to other's suggestions, and helping each other learn. They take pride in their teamwork and what they can achieve together, in academic learning or in sporting events, for example.
- Pupils say that they feel very safe in school and are extremely positive about behaviour, which they believe has improved. They understand about different kinds of bullying, including cyber-bullying, and say that it is almost unknown in the school. Year 6 pupils said that there is occasional teasing when friends fall out, but that this is always quickly resolved.
- They play energetically and enthusiastically in games lessons and at break-times. They show resilience when things go wrong, and care and concern for each other, helping those who hurt themselves for example, and quickly apologising if they get in each other's way.
- They have good opportunities to learn how to keep safe, and Year 6 are looking forward to the training in cycling safety due this term.
- Pupils cheerfully take on a wide variety of responsibilities. Year 6 pupils are eagerly awaiting the results of the job applications they wrote recently, and take very seriously, and are proud of, their role as the oldest class in the school.
- Throughout the school, pupils are very aware of the school's code of conduct, 'The Woodhouse Way,' and try hard to follow these guidelines.
- The school has had notable success in helping pupils who initially struggle to conform to expected behaviour to improve considerably, in some cases with remarkable improvements in their academic success, as well as their personal development.
- The vast majority of parents are very positive about behaviour. Although a few expressed concerns on Parent View about bullying, most parents and all the pupils spoken to have no such reservations.

### **The leadership and management** are good

- After a time of disruption to staffing, the headteacher and senior leaders have established an effective staff team who share a clear view of the school's future that is successfully centred on improving pupils' progress and raising achievement.
- Improved assessment systems have given teachers a much more secure means of keeping track of the progress of individuals and groups and of addressing any issues that arise. This is shown

in the much improved progress last year, particularly in pupils' raised attainment in mathematics at Key Stage 1, and in writing at Key Stage 2.

- The management of support for disabled pupils and those with special educational needs is very strong, with extra help provided that is carefully tailored to the particular needs of individuals, making good use of expertise within the school and beyond.
- The pupil premium funding has been used effectively to boost the academic progress of the eligible pupils, successfully ensuring that all reach the expected levels by Year 6, and that more-able pupils have the help and challenge needed to reach higher levels as they go through the school.
- The curriculum has many strengths, with philosophy for children, for example, contributing to the excellent provision for pupils' moral and social education. Music and sports are strong, and the school takes part in a wide range of events beyond the school, including successful participation in competitive sport, as well as in musical performances. Every pupil is treated equally and consequently has an equal chance to succeed.
- The school has not yet received any of the new primary school sport funding, but already has sensible plans in place to consult other local schools as well as the pupils, to decide how funding can boost the already strong provision for physical education and wellbeing.
- The school continues to receive light-touch monitoring from the local authority and works well in partnership for support and training.
- **The governance of the school:**
  - Governors have a clear understanding of the school's strengths and weaknesses, through their secure awareness of data about achievement, and of information about the school's management of teaching quality. This enables them to provide a good balance of challenge and support to the school. The governing body has worked closely with school leaders to improve the systems for managing teachers' performance. Staff are given the training they need, and recent closer links to pay help ensure that good performance is rewarded and problems are addressed well. Governors have ensured that funds are managed well, particularly in supporting disabled pupils, those with special educational needs, and those entitled to support from the pupil premium. They have ensured that safeguarding procedures meet requirements.

## 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>	106332
<b>Local authority</b>	Trafford
<b>Inspection number</b>	427238

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Madeline Delaney
<b>Headteacher</b>	Julie O'Connor
<b>Date of previous school inspection</b>	31 March 2009
<b>Telephone number</b>	0161 748 5844
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