

Woodlands Primary School

Pinewood Crescent, Grimsby, Lincolnshire, DN33 1RJ

Inspection dates 29–30 October 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.

- Woodlands is at the heart of the community. Parents and pupils are proud of their school. They say that the support it provides is helping to improve their lives.
- Achievement is good. Pupils make good progress from their starting points so that by the end of Year 6 they reach average standards.
- In 2012 the progress made by pupils from the time they were 7 years of age to age 11 (at the end of Year 6) was shown to be in the top 9% of schools nationally.
- Pupils with special educational needs and those who are entitled to the pupil premium make good and sometimes outstanding progress.
- The quality of teaching is good.
- The curriculum offers a wide range of exciting experiences, including clubs during and after school, and local and residential visits. It makes a positive contribution to pupils' good spiritual, moral, social and cultural development.
- Pupils' behaviour is good. Their good attitudes to learning help them to make good progress.
- The headteacher provides strong leadership. She has developed a strong staff team, committed to improving the quality of teaching and raising standards.
- The governing body plays an important and successful role in supporting and challenging the school and this is helping the school to continually improve.

It is not yet an outstanding school because

- Although teaching is good overall, it is not of a consistently high quality to bring about outstanding achievement.
- Work planned for the most-able pupils is not always hard enough. As a result, the proportion of pupils who reach the higher levels of attainment in reading, writing and mathematics is below the national average.
- Subject leaders new to post are not yet fully involved in checking on or leading improvements in teaching and learning in their subjects.
- Checks that leaders make on how well and how consistently letters and the sounds they make are taught by teachers and teaching assistants are not sufficiently rigorous.

Information about this inspection

- Inspectors observed 21 lessons of which two observations were carried out jointly with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with pupils from Year 1 to Year 6, three members of the governing body, senior leaders and a representative from the local authority. Informal discussions were also held with pupils at breaktimes and lunchtimes.
- The numbers of responses to the online questionnaire (Parent View) were too few to be meaningful. Therefore, inspectors had discussions with parents at the beginning of the school day and held a formal meeting with parents during the second day of the inspection to ascertain their views of the school.
- Inspectors analysed responses from staff to the inspection questionnaire.
- Inspectors observed the school at work and scrutinised the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information and minutes of governing body meetings. Records relating to behaviour and attendance and documents relating to safeguarding and child protection were also considered.

Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Kathleen Yates

Additional Inspector

James Reid

Additional Inspector

Full report

Information about this school

- Woodlands Primary is larger than the average-sized primary school.
- Since the previous inspection the school has experienced many changes in staffing including the headteacher.
- The proportion of pupils supported through school action is well 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 known to be eligible for support through the pupil premium (additional funding for those pupils known to be eligible for free school meals, those from service families and those looked after by the local authority) is well above average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is well below average.
- The school meets the government's current floor standards which set the minimum expectations for attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and raise pupils' attainment, especially in Key Stage 1 by:
 - ensuring that there is always sufficient challenge in the work provided in lessons for all groups of pupils
 - increasing the proportion of pupils who achieve the higher levels
 - establish ways in which parents can develop the skills they need to further support their children's learning at home.
- Improve leadership and management by:
 - developing the skills and the role of middle leaders so that they can improve the quality of teaching and learning in those subjects for which they are responsible
 - checking, supporting and improving how letters and the sounds they make are taught by teachers and teaching assistants.

Inspection judgements

The achievement of pupils is good

- The majority of children start school with skills that are well below those typically expected for their age, especially in communication, reading, writing and mathematics.
- Children get off to a good start in the Early Years Foundation Stage. They make outstanding progress in their social development and good progress in all other areas of learning. As a result, children enter Year 1 with standards that are below average, rather than well below average, in reading, writing and mathematics.
- At Key Stage 1, standards have been consistently well below the national average for a number of years. However, since 2010 pupils' standards in reading, mathematics and especially writing have been improving faster than those seen nationally. This has resulted in standards in writing now being in line with the national average.
- Throughout Key Stage 2 progress accelerates rapidly. In 2012 the progress made by pupils in English and mathematics was in the top nine percent of schools nationally. As a result, pupils' standards in reading, writing and mathematics are in line with the national average by the end of Year 6. In 2013 standards fell slightly but this was due to a high proportion of pupils who joined the school very late in their school careers.
- The proportion of pupils achieving the higher levels of attainment at both Key Stage 1 and Key Stage 2 is below the national average.
- Reading is a priority throughout the school. The teaching of linking letters and sounds is enabling younger pupils to tackle new and unfamiliar words with greater confidence. However, the proportion of six year olds who achieve the expected level remains below average despite year-on-year improvements. As pupils move through the school, they develop a love of reading. This was exemplified by one pupil who said, 'I can escape into other worlds and become anyone I want to be.'
- The school promotes and checks that all pupils have equal opportunities. Different groups, including those who are disabled or who have special educational needs and those from different ethnic backgrounds make similarly good progress.
- The income received by the school to support the high proportion of pupils known to be eligible for the pupil premium is spent wisely. As a result, these pupils flourish and make progress equal to, and often better than, their classmates. This results in levels of attainment for these pupils which are well above their national counterparts and generally above that of their classmates.

The quality of teaching is good

- Recently appointed teachers and teaching assistants have brought new strengths that have added to the overall quality of teaching. As a result, the quality of teaching in the large majority of lessons is good with some that is outstanding. No teaching is inadequate. However, not enough teaching is outstanding to ensure that a higher proportion of pupils reach the higher levels at both Key Stage 1 and Key Stage 2.
- Teachers plan enjoyable lessons which often capture pupils' imaginations. As a result, pupils are enthusiastic and keen to learn.
- In the best lessons the work is extremely well matched to pupils' needs and abilities. Clear and precise explanations promote understanding and questioning skills enable teachers to swiftly assess pupils' learning and move them on quickly to more challenging activities. However, in some lessons, the most-able pupils are not always offered hard enough work to further increase the rate at which they make progress and enable them to reach the levels of attainment of which they are capable.
- Marking and feedback across the school are regular and thorough. Pupils are given clear guidance on exactly what it is they need to do to further improve their work. This makes a positive contribution to the increasingly rapid gains pupils make in their learning because the

cause of their errors is quickly eradicated.

- The school has invested in high levels of teaching assistants to support pupils' learning inside and outside the classroom. They work in partnerships with teachers providing effective support to ensure the needs are met for disabled pupils, those who have special educational needs and those who speak English as an additional language. They are often responsible for small group and one-to-one tuition and give pupils a boost to their learning.

The behaviour and safety of pupils are good

- The school provides an exceptionally caring and supportive environment in which all pupils and their families are valued. Pupils and adults treat each other with respect.
- Pupils are eager to work in collaboration with others, listening sensibly to each others' opinions and encouraging one another to do their best. They readily accept the advice given by their teachers and take note of the comments for improvement that teachers make in their books.
- Teachers manage behaviour extremely well and resolve issues swiftly and quietly. Relationships between pupils and adults are excellent.
- Pupils speak confidently about how to deal with their worries and concerns, saying that their teachers are 'always there and ready to help'. Pupils are carefully nurtured as individuals and those with behavioural difficulties learn how to regulate their own behaviour. This was explained most eloquently by one child who described how teachers had helped to turn his life around and as a consequence his circle of friends had grown.
- Around school and at playtimes pupils are polite and friendly. They accept responsibility willingly. For example, members of the learning council work with governors to enhance classroom and teaching bases.
- Pupils have a very good awareness of how to stay safe when, for example, they use the internet. They say they feel very safe in school and were keen to tell inspectors that bullying is extremely rare. They are aware of all the different forms of bullying, reflect on the impact of their actions on others and take full responsibility for their personal conduct.
- School leaders work hard to increase attendance. Attendance is average.

The leadership and management are good

- Following a period of considerable difficulties and changes in staffing, the headteacher has successfully developed a whole-school team with a shared ambition and determination for pupils to gain maximum benefit from their time at school. This has led to improvements in teaching.
- Leaders and managers know the school well. Their rigorous checks on teaching and learning give staff clear guidance on how to improve. This process is supported by effective performance appraisal systems to review teachers' work. However, the duties of newly appointed middle leaders in checking the quality of teaching and how it affects pupils' learning are not yet fully established.
- The local authority provides light touch support to the school. It has an accurate understanding of the school's performance and has confidence in its ability to improve even further.
- The curriculum is well planned to meet the needs and interests of pupils. Appropriate emphasis is given to learning basic skills, and there are good opportunities to use literacy, numeracy and communication skills across different subjects. However, the checks made on how pupils are taught letters and the sounds they make currently lack rigour.
- The curriculum is enriched by a wide range of activities through which pupils are given opportunities to play musical instruments and engage in a wide choice of exciting music, dance and sports clubs. These activities make a significant contribution to pupils' good spiritual, moral, social and cultural development.
- The additional government funding for sport is being used well to develop and improve physical education and sport throughout the school. It is focusing on improving teachers' skills through

demonstration lessons, coaching and mentoring provided by specialist physical education teachers.

- This work contributes very well to developing pupils' healthy lifestyles and their physical well-being.
- The school is at the heart of the community. Parents appreciate the support the school gives their children and families. This was exemplified by one parent who said, 'The staff are always there for us. Nothing is too big or too small for them. Our families and our children always come first.'
- Despite the school's efforts to encourage parents to attend teaching and learning workshops designed to help them to support their children's learning at home, very few attend. However, a number of parents have asked for a homework club so that they can learn side-by-side with their children.
- **The governance of the school:**
 - The governing body has a clear knowledge of the school's strengths and what it needs to do to maintain improvements. It provides very effective support and challenge, including setting demanding school improvement targets which are reviewed regularly at governors' meetings. They also have a good understanding of the management of teachers' performance and the implementation of 'Teachers' Standards' and how they affect pay and progression. Governors are aware of the quality of teaching from first-hand evidence. They know what the school is doing to tackle underperformance. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. Safeguarding and child protection have a high priority and governors ensure that statutory requirements are met.

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	131539
Local authority	North East Lincolnshire
Inspection number	425852

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	337
Appropriate authority	The governing body
Chair	Tom Hutchinson
Headteacher	Christine Job
Date of previous school inspection	5 October 2011
Telephone number	01472 500900
Fax number	01472 500903
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