

# Woodlea Junior School

Woodlea Road, Leyland, Lancashire, PR25 1JL

**Inspection dates** 5–6 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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

- Not enough pupils make better than expected progress from their individual starting points and too few of the most-able pupils achieve the high levels they are capable of.
- There is not enough good quality teaching to ensure that all pupils make consistently good progress over time.
- Teachers' expectations are not consistently high enough, and work is not always matched closely enough to pupils' needs, especially the most-able pupils.
- Teachers do not always ask questions that challenge and deepen pupils' understanding and learning.
- Teachers do not always provide enough guidance on what pupils need to do to improve their work, and do not always check that this guidance is followed when it is given.
- There are too few opportunities for teachers to observe exemplary practice in other schools.
- Not all subject leaders have the skills to use assessment data to analyse pupils' progress in sufficient depth so that they are clear how well pupils are doing.
- Improvements introduced by the headteacher have not yet had sufficient time to secure consistently good teaching and so pupils do not yet achieve as well as they should over time in reading, writing and mathematics.

### The school has the following strengths

- The headteacher has a clear view of what the school needs to do to improve.
- Senior leaders, the governing body and the local authority are working closely together to improve the school as quickly as possible.
- Their actions are starting to show improvements in the quality of teaching and pupils' progress.
- Pupils' progress is accurately monitored by senior leaders and this information is used to help improve teaching and raise pupils' achievement.
- Pupils behave well and say they feel safe in school. They are keen to learn and do well.
- Pupils' spiritual, moral, social and cultural development is good.
- Parents are very supportive of the school.

## Information about this inspection

- Inspectors observed 18 lessons or part lessons, including one observed jointly with the headteacher.
- Meetings were held with school leaders and managers and with four governors, including the Chair of the Governing Body. Inspectors also met two representatives from the local authority including the school’s Local Leader of Education partner.
- Discussions were held with two groups of pupils and inspectors spoke informally to other pupils in lessons and during break and lunchtime.
- Inspectors looked at the work pupils were doing in lessons and in their books over time. They listened to pupils in Year 3 read and talked to them about their enjoyment of reading.
- Inspectors observed the work of the school and examined a number of documents. These included data concerning pupils’ current achievement, development plans and performance-management information. Inspectors also looked at records relating to behaviour, attendance and safeguarding arrangements. Minutes of governing body meetings and the local authority adviser’s reports were also considered.
- Inspectors took account of 27 responses to the online questionnaire (Parent View) as well as one letter from a parent. They also considered 21 responses to the questionnaires completed by staff for the inspection.

## Inspection team

Robert Birtwell, Lead inspector

Additional Inspector

Bernard Dorgan

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Pupils are taught in eight classes from Year 3 to Year 6.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, children looked after by the local authority and children from service families) is above average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The headteacher took up post in September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve the quality of teaching so that it is consistently good or better to further raise pupils' achievement in reading, writing and mathematics by:
  - ensuring that teachers' expectations of what pupils can achieve are always high enough
  - making sure that teachers always plan work that is sufficiently challenging and carefully matched to the needs of all pupils, especially the most able.
  - ensuring that teachers always ask challenging questions that extend pupils' knowledge and deepen their understanding
  - making sure that teachers always give pupils very clear advice and guidance about what they need to do to improve their work, and that teachers check that this guidance is being followed
  - providing more opportunities for teachers to observe exemplary practice in other schools to enable them to improve their skills.
- Increase the effectiveness of leadership and management by making sure that all subject leaders have the skills to use assessment data to analyse pupils' progress so that they have a fuller picture of how well pupils are doing in their area, so they can make a greater contribution to school improvement.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because all pupils do not make consistently good progress in reading, writing and mathematics across the school from their individual starting points, and too few of the most-able pupils reach the high levels of which they are capable. This is because the work pupils are given is not always matched closely enough to their abilities.
- Pupils join the school in Year 3 with broadly average standards in reading, writing and mathematics, although this can vary from year to year.
- Pupils have made less than the expected rate of progress during Key Stage 2 for the last two years. This includes the most-able pupils who make progress at a rate similar to other pupils.
- In 2013 pupils' attainment at the end of Year 6 rose and was above average in writing and mathematics, and average in reading. However, in all subjects, the proportion of pupils making the expected rate of progress was below average, and too few pupils made more than expected progress.
- The school's detailed system for checking how well pupils are doing shows that pupils' progress is improving. This is because the quality of teaching is getting better. Pupils are currently making at least the expected rate of progress across the school, whatever their starting point. This is confirmed by inspection evidence from lesson observations and work in pupils' books. The current Year 6 pupils, who entered the school with standards slightly below average, are on course to maintain the standards achieved in 2013 with more pupils making good progress than previously
- Pupils make steady progress in reading. They say they read regularly and teachers make sure that pupils have a sound knowledge of phonics (letters and the sounds they make).
- In the national tests in 2013 the attainment of pupils known to be eligible for free school meals was around two terms behind that of other pupils. The school's system to check pupils' progress shows that they are now making more rapid progress and this gap is closing. This is because pupils supported through pupil premium funding receive small group and personalised support when it is needed.
- Provision for disabled pupils and those who have special educational needs has improved. Their achievement is closely monitored and they are well supported within lessons or in individual or small group sessions. As a result they make progress in line with other pupils in the school.

### The quality of teaching

### requires improvement

- Teaching requires improvement because there is not enough good quality teaching to ensure that all groups of pupils make consistently good progress and achieve well over time. However, teaching is improving. This is confirmed by the teaching observed during the inspection, the majority of which was good. There is no inadequate teaching in the school, but nor is there any outstanding teaching.
- In lessons where teaching requires improvement progress is slower and teachers do not have high enough expectations of what pupils can achieve. Teachers do not always ensure that work is matched closely enough to pupils' different needs and abilities, particularly for the most-able pupils. In these lessons the pace of learning is too slow, and the work pupils are given does not challenge them enough to reach the highest levels and make the best possible progress, especially the most-able pupils.
- Teachers question pupils effectively to check and reinforce their knowledge, but they do not always ask challenging questions that will extend pupils' knowledge or deepen their understanding.
- Teachers mark pupils work regularly, but they do not always give detailed help and guidance about what pupils need to do to improve the quality of their work, nor do they always check that

pupils are responding to this guidance when it is given.

- Where teaching is good there is a good level of pace and challenge during the lesson and work is well matched to all pupils' needs and abilities. For example, in a Year 5 mathematics lesson pupils were investigating fractions. The teacher made sure that different groups of pupils, including the most and least able, had different and challenging tasks that required them to use and apply their knowledge and skills. Questioning was used skilfully to move pupils on and to encourage them to improve their skills. The lesson moved at a brisk pace and pupils were well engaged in their learning. As a result all pupils made good progress.
- Teachers and teaching assistants work closely and effectively together and use a range of strategies to support the learning of pupils who are in danger of falling behind. Pupils who need extra help are supported within classes, or in individual or small group sessions. This includes pupils who are eligible for the pupil premium and those who are disabled or with special educational needs. As a result any gaps in achievement for these pupils are closing.

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

- Pupils' behaviour is good both in lessons and around the school. They are typically well mannered and polite to each other and to adults and visitors. School records show that there are few instances of inappropriate behaviour, and that the school acts appropriately and effectively on the rare occasions when pupils misbehave. Records confirm that behaviour is typically good over time.
- The school has a calm and well-ordered atmosphere. Pupils enjoy coming to school and say that they want to learn and do well. Attendance has improved and is above average.
- Pupils have good relationships with their teachers and behave well in lessons, even when the pace of learning is slower. As a result lessons typically proceed without interruption.
- Pupils' behaviour in the playgrounds and in the dining areas is good, and they wear their uniforms smartly and with pride.
- Pupils have a good knowledge of the different forms bullying can take, including name-calling and cyber-bullying. They say that bullying is rare in school, but are confident that the school would sort it out quickly if it happened.
- Pupils say they feel safe in school and are well cared for. They know how to keep themselves safe in different situations, including when using the internet.
- Almost all parents who responded to the Parent View survey thought that their children were safe in school and well cared for, and that behaviour was good. Inspection evidence supports this.

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

- Since she took up appointment the headteacher has worked effectively to drive forward improvements. She is clear how good the school can be. Together with senior leaders she has ensured that there is no longer any inadequate teaching, and so pupils' progress is getting better. The changes introduced mean that the school has a secure capacity to improve further.
- However, leadership and management require improvement because the changes made by senior leaders have not yet gone on for long enough to secure consistently good quality teaching and increased pupils' progress over-time.
- Although the quality of subject leadership has improved since the previous inspection not all subject leaders have a full enough understanding of how to use of assessment data to analyse pupils' progress in sufficient depth. This limits their ability to assess the impact of their actions to improve pupils' achievement.
- The school has an accurate and realistic view of how it is performing. Senior leaders, including governors, know how well the school is doing and where it needs to improve. The school improvement plan rightly has a strong focus on further improving the quality of teaching in order

to raise achievement.

- Pupils' achievement and progress is closely monitored. This information is used effectively by senior leaders to identify any underachieving pupils and to provide extra help and support when they need it. As a result any gaps in the achievement of the different groups of pupils are closing. This demonstrates the school's commitment to equality of opportunity for all pupils.
- Effective systems are in place to check the quality of teaching. These identify where further action or support is needed. Training, coaching and mentoring are improving the quality of teaching and are beginning to have an impact on raising pupils' achievement.
- Although there is good teaching in the school, none is yet outstanding, and there are too few opportunities for teachers to observe exemplary practice in other schools.
- Information about pupils' progress is taken into account when making recommendations about the pay of teachers and teaching assistants.
- The curriculum is well organised and provides a good range of learning opportunities for all pupils. There is a good range of enrichment including sport, drama, music and cultural activities, trips and visits. The curriculum promotes positive behaviour and makes a strong contribution to pupils' good spiritual, moral, social and cultural development.
- The school is using the new primary sports funding successfully to improve the quality of physical education in the school. The school has employed a teaching assistant with a specialist sports qualification. Together with additional sports coaching this has improved pupils' learning and has led to improved participation in after-school sporting activities
- The local authority has acted effectively at the headteacher's request to provide additional support for the school in conjunction with a Local Leader of Education. This extra training, advice and support has become increasingly effective in improving the quality of teaching and leadership over the last year, and it is beginning to have an impact on raising pupils' progress and achievement.
- **The governance of the school:**
  - Governors understand how well the school is doing and where it needs to improve. They are well informed about the quality of teaching and learning and pupils' achievement. They carefully review the school's performance and have undertaken training to improve their knowledge and skills. They hold the school to account by asking probing questions and by setting challenging targets as part of the headteacher's performance management. They make sure that pupils' progress is considered when deciding on teachers' pay. They know how pupil premium funding is spent and have asked questions about the impact it is having on raising achievement for this group of pupils. They make sure that the school's finances are well managed. The governing body meets its statutory duties, including those related to safeguarding.

## 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>	119208
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	426135

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fred Hayworth
<b>Headteacher</b>	Vicki Conway
<b>Date of previous school inspection</b>	22 February 2012
<b>Telephone number</b>	01772 421992
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