

# Woodcock Hill Primary School

Farwood Road, Northfield, Birmingham, B31 1BS

**Inspection dates** 6–7 February 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher’s effective leadership has ensured that standards and teaching have continued to improve. He is strongly supported by the deputy headteacher.
- From typically low starting points, all groups of pupils achieve well. The vast majority make good progress in reading, writing and mathematics. Attainment is above average by the end of Year 6.
- Standards rose in reading, writing and mathematics in the Year 6 national tests in 2013.
- Teaching is consistently at least good, and an increasing amount is outstanding.
- Pupils are happy and proud of their school. They behave well and have positive attitudes to learning. Pupils feel very safe in school.
- Pupils from all backgrounds do well because the school takes exceptionally good care of them as individuals, particularly those whose circumstances make them potentially vulnerable.
- Pupils are provided with many memorable learning experiences, which contribute well to their spiritual, moral, social and cultural development.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to promote rapid and sustained progress in all year groups.
- Standards in reading and writing throughout the school are not as high as in mathematics.
- Younger pupils lack confidence with phonics (the sounds that letters make), spelling, punctuation and sentence construction.
- Subject leaders are not always sufficiently involved in checking the quality of teaching and learning to make sure that pupils are making rapid progress.
- Governors do not fully hold leaders to account for the work of the school.

## Information about this inspection

- Inspectors observed 15 lessons involving seven teachers, and two assemblies. Two of the lessons were observed jointly with school leaders.
- The inspectors held discussions with school leaders, staff, governors, the school improvement partner and a representative of the local authority.
- Inspectors observed the school’s work and looked at documentation including improvement plans, the systems for tracking pupils’ progress, the arrangements for safeguarding pupils and samples of pupils’ work. They heard groups of pupils reading and spoke with others about behaviour and safety arrangements at the school.
- There were insufficient responses to the online questionnaire Parent View for analysis. However, account was taken of the school’s own parental survey and the views expressed by those parents and carers who spoke with inspectors at the start of the school day.

## Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Kay Leach

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The majority of pupils come from a White British background. An increasing proportion of pupils come from minority ethnic groups, the largest of which are of Caribbean heritage.
- Around one pupil in six is disabled or has special educational needs supported through school action. This is above average. Around one pupil in eight is supported at school action plus or with a statement of special educational needs, which is also above average.
- Around two in three pupils are supported by the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, in the care of the local authority or with a parent in the armed forces). This is well above average.
- An above-average proportion of pupils join the school partway through their primary school education. A large proportion of these pupils have special educational needs. More than a third of the Year 6 pupils in 2013 had started their education at a different school.
- The governing body manages a before-school club daily.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Make more teaching outstanding and raise standards in reading and writing, by:
  - making sure that all year groups achieve well in reading and writing
  - developing younger pupils' phonic, spelling, punctuation and sentence construction skills, so they are able to complete more challenging reading and writing tasks
  - insisting on high standards of presentation in pupils' books.
- Increase the effectiveness of leadership and management by:
  - developing the role of subject and key stage leaders in checking school developments, pupils' progress and the quality of teaching
  - extending the role of the governing body in holding leaders to account for the quality of teaching and pupils' progress.

## Inspection judgements

### The achievement of pupils is good

- Children start at the school with skills and knowledge well below those usually seen for their age, particularly in their social and language development. They are well taught through stimulating activities that develop their academic and personal skills, and they make good progress that helps to prepare them for Year 1.
- Attainment at the end of Key Stage 2 has risen steadily since the previous inspection. By the time the pupils leave at the end of Year 6, the proportion of pupils attaining the expected National Curriculum Level 4 in English and mathematics is above average. This represents good overall progress, given pupils' often low starting points.
- Pupils' books, the work seen in lessons and the school's own data show that an increasing number of pupils in most year groups, including those who are most able and those from minority ethnic groups, are making good progress to reach and exceed the levels expected for their age. Celebration of pupils' literacy and numeracy achievement in lessons and assemblies builds pupils' confidence and enthusiasm to learn more.
- Within the overall picture of good achievement, there are some variations between year groups, particularly in reading and writing. Attainment in mathematics is higher than in writing and reading because many younger pupils lack confidence with their phonic, punctuation and grammar skills. This limits their ability to complete more challenging writing tasks successfully.
- The school has worked effectively to improve the teaching of phonics, and this has started to develop pupils' knowledge more securely. Following disappointing results in the phonic screening check in 2012, there was a strong improvement in 2013 to national levels.
- Pupils have many opportunities to read for a variety of purposes in lessons, and they enjoy reading a wide range of books. The additional support provided for pupils who do not read regularly outside school has ensured that their progress is similar to that of their classmates. Attainment in reading is above national levels in Year 6.
- Disabled pupils, those who have special educational needs and those who join the school at times other than the start of the Reception class make good progress due to highly focused one-to-one and group sessions.
- Pupil premium funding is used effectively to provide additional teaching assistants, and to fund visits, nurturing activities and additional after-school clubs. The attainment of pupils supported by the pupil premium in English and mathematics in Year 6 in 2013 matched that of other groups, and was above that of similar pupils nationally. Most eligible pupils currently in the school are making similar progress to their classmates.

### The quality of teaching is good

- Teaching is typically good and sometimes outstanding. Teachers plan imaginative activities that excite and motivate pupils to succeed. For example, during the inspection, Year 2 pupils recreated the story of *Peter Rabbit* through drama activities which developed their speaking and listening skills well, and enabled all groups to complete the writing activity successfully.
- Staff training has generated greater consistency in teaching standards. The amount of good and

outstanding teaching is increasing but has not yet fully resolved slower progress in Years 1 and 3.

- Disabled pupils, those who have special educational needs and those eligible for the pupil premium are supported effectively. Pupils who are new to the school are quickly assessed to check what they know and can do, and to ensure that work given in lessons is appropriate. Working in small groups has been used well to accelerate progress for all these groups of pupils.
- At the start of lessons, teachers make sure that all pupils know the focus of learning so that they can check how successful they have been. Teachers and teaching assistants ask carefully chosen, probing questions to deepen pupils' understanding and encourage them to reflect on their learning. For example, in a Year 6 English lesson, ongoing discussions between the teacher and the pupils during activities enabled all pupils to make rapid gains in their writing of job applications, which also developed their life skills well.
- Mathematics, writing, reading and, increasingly, phonics are taught effectively. Teachers encourage pupils to write in many different contexts, and this develops their interests and stamina for writing. This was seen in the Year 5 class. The teacher used her own writing to show pupils what to aim for, then got them to discuss and to practise appropriate vocabulary before writing.
- The pupils' work is well supported by vibrant displays and examples, which they refer to during their own tasks. However, the presentation in their books is not always neat and the work is sometimes scruffy.
- The checking of pupils' work, both in lessons and in books, is thorough. Comments in marking clearly identify what pupils have done well and what they should do next to improve their work.
- Last year's 'learning journals' reflect good teaching in the Reception class. Adults intervene at appropriate points to enhance children's learning and regularly assess and record their progress. The increased focus on teaching of phonics through the 'phonic push' is ensuring that children currently in the Reception class are making good progress in understanding the sounds that letters make.
- Teaching assistants make a valuable contribution to learning, particularly when they are leading activities for small groups of pupils. For example, they help disabled pupils, those who have special educational needs or those who have been identified as underachieving to make more rapid progress. Speaking, listening and social skills are developed effectively in these sessions.

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

- The behaviour of pupils is good. Pupils from a wide range of backgrounds behave well in lessons and in assemblies. Teachers use consistent routines in lessons such as 'show me good listening', and pupils respond well.
- Pupils have good attitudes to learning which support their good progress. Teachers encourage them to discuss their work and work together, and this develops their social skills well.
- Pupils themselves say behaviour is good. All parents who spoke to inspectors were positive about behaviour. They also commented on how well their children were supported in the school.
- School records confirm that pupils' behaviour is good on a daily basis and is improving over time,

although it is not yet exemplary, particularly at lunchtimes. The few pupils who find it difficult to manage their own behaviour are supported well. Pupils like the rewards they get for good behaviour and work.

- The school's work to keep pupils safe and secure is good. Pupils learn how to keep safe; for example, when using the internet. They have a good knowledge of all forms of bullying. Pupils say bullying is rare but have confidence in school staff to sort it out should it happen.
- Attendance is average and continuing to improve. This reflects the effective work of school leaders in tackling absence, and the support they provide for individual pupils and their families.
- Strong links with health and social care professionals, together with staff who know their pupils well, help to give sensitive support for pupils whose home circumstances may make them potentially vulnerable and those who have recently joined the school.

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

- The headteacher has led the school successfully since the previous inspection, raising expectations and ensuring that the quality of teaching and pupils' attainment have continued to improve. He is well supported by the deputy headteacher. The parents' inspectors spoke to were equally positive about the leadership of the school.
- Leaders' accurate evaluation of the school's strengths and weaknesses, combined with the good record of improvement, shows that they have a strong capacity to improve the school further. The headteacher has managed developments and staff changes to create a common sense of purpose.
- Regular lesson observations, followed by detailed feedback to teachers and a successful programme of training and coaching, have ensured that teaching is good, with an increasing proportion that is outstanding. The performance of teachers is managed effectively. Decisions about the salary that each teacher receives are securely based on the progress made by the pupils in their care.
- Teachers are held to account for the progress that pupils are making through regular meetings with the headteacher. The performance of every pupil is tracked, and any pupil with additional learning needs is supported effectively, ensuring that all pupils achieve well.
- The school promotes equality of opportunity and tackles discrimination well. There are no recorded incidents of harassment.
- The curriculum develops pupils' spiritual, moral, social and cultural development effectively. Visits, including residential trips for Years 5 and 6, and opportunities to learn to play musical instruments and to take part in sporting activities add further enrichment. Much learning is linked to real-life experiences; for example the 'forest schools' outdoor work and cooking, which develops highly positive attitudes to learning.
- The headteacher understands the needs of the local community and has established a school environment which parents, pupils and staff welcome and value. Partnerships with parents are developed effectively and start with well-managed transition arrangements and the many workshops that introduce them to the school's teaching methods and homework activities.
- Child protection and safeguarding arrangements meet current national requirements. The welfare

of all of the pupils in the school is monitored carefully.

- Leadership and management are not outstanding because initiatives to improve pupils' achievements have not yet been translated into higher attainment across all year groups and subject leaders are not given the opportunity to be fully involved in checking the quality of teaching and tracking pupils' progress.
- The school has used the new primary school sports funding to arrange for sports coaches and to increase participation in after-school sports and inter-school competitions. The headteacher has appropriate plans to check regularly what impact these initiatives are having on pupils' well-being and healthy lifestyles. However, at this stage, it is too early to evaluate their impact.
- A limited but useful level of support from the local authority and regular visits from the School Improvement Partner have helped leaders to raise standards and to ensure that their self-evaluation is accurate. The school works effectively with a range of other schools in the local area to share teacher training and to check the accuracy of assessments.
- **The governance of the school:**
  - The governing body is in a state of transition, having recently been reconstituted, and its previously effective monitoring arrangements have yet to be reintroduced. Governors realise the effect of this change and have commissioned a review of their practices so that they can build on previous strengths. Governors spoken to during the inspection know the school's strengths and what it needs to do to keep improving. Governors are supportive and some visit the school regularly. They are well informed about the quality of teaching and pupils' attainment. They have a good understanding of the management of teachers' performance and the implementation of the national *Teachers' Standards* and how they affect pay rises and promotion. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve the achievement of eligible pupils.

## 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>	103372
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	440493

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Terry Cashmore
<b>Headteacher</b>	Bernard Moore
<b>Date of previous school inspection</b>	9 November 2010
<b>Telephone number</b>	0121 675 4130
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