

Woodlesford Primary School

Church Street, Woodlesford, Leeds, LS26 8RD

Inspection dates 1–2 April 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- The new headteacher is perceptive and understands clearly what needs to be done to improve the school, including teaching and pupils' achievement, further. Staff and governors share his ambition.
- The school's own judgement of its work is accurate and based upon the rigorous analysis of pupils' progress.
- Overtime, all pupils achieve well. They make good progress in reading, writing and mathematics and usually reach standards that are above national averages.
- Standards at the end of Year 2 are rising.
- Teaching is typically good and there is some that is outstanding. Learning is interesting and engages pupils well.
- The school provides effective support for pupils who are at risk of falling behind. This enables them to achieve well.
- Behaviour is good. Pupils are keen to learn and have positive attitudes to learning. They are well mannered and enjoy school.
- Pupils feel safe. Parents who responded to the on-line survey were unanimous that their children were in safe hands.
- Leaders strongly promote pupils' spiritual, moral, social and cultural development. All pupils work well together and show good levels of respect to adults and other pupils.
- Governors provide a good balance of challenge and support.

It is not yet an outstanding school because

- Pupils do not make outstanding progress because teaching is not yet outstanding. Expectations of how much work pupils can achieve in lessons are not always high enough, particularly for the most able.
- The quality of the marking varies across the school and pupils are not always given time to respond to the advice given.
- Good spelling and legible handwriting is not promoted well enough.

Information about this inspection

- Inspectors visited 20 lessons or parts of lessons, two of which were jointly observed with the headteacher or deputy headteacher. They looked at a range of pupils' work and listened to a number of pupils from Year 2 and Year 6 read. The headteacher took part in the sampling of pupils' work.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors took into account 90 responses to the on-line questionnaire (Parent View) and spoke informally with a number of parents. The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector
Pamela Hemphill	Additional Inspector

Full report

Information about this school

- Woodlesford is much larger than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium funding is well below that found nationally. The pupil premium is additional funding for those pupils known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is below the national average as is the proportion supported at school action plus or through a statement of special educational needs.
- The school does not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Since the previous inspection there have been a number of changes in staffing, including the appointment of a new headteacher in April 2013.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding so that progress continues to accelerate across all groups of pupils and classes by:
 - increasing expectations of what can be achieved in lessons by all pupils, particularly the most able
 - ensuring a high quality of marking is established across the school
 - ensuring pupils are given the time to respond to the marking in their books and know the next steps they need to take in their learning
 - promoting good spelling and legible handwriting
 - reviewing the schools' spelling, handwriting and marking policies.

Inspection judgements

The achievement of pupils is good

- In 2013 the levels of progress and standards reached at the end of Year 6 were below minimum expectations in reading, writing and mathematics. The achievement of these pupils was particularly low in writing. However, these results are not typical.
- Senior leaders explored rigorously, and identified clearly, the reasons for the unusually low results. Thorough and accurate tracking of pupil progress is now in place and the most recent assessments of pupils' work show that, from their individual starting points, all pupils in school are achieving well.
- Current Year 6 pupils are on track to reach standards that are higher than the national average in reading, writing and mathematics. The level of challenge for all pupils, particularly the most able, is being increased. Progress is now accelerating, enabling pupils to reach the highest levels. Work in pupils' books confirms this positive picture.
- Children join the Early Years Foundation Stage either in Nursery or the Reception class with skills and knowledge that are similar to those that are typical for their age. They get off to a good start because they are taught well. Staff provide an exciting and imaginative range of activities that produce articulate, curious and willing learners.
- By the end of the Reception Year the majority of children have reached a good level of development and are well-prepared for Year 1.
- Pupils' good knowledge of letters and sounds continues to grow and the proportion reaching the required standard in the Year 1 national reading check is above the national average.
- This good progress continues across Key Stage 1. Standards by the end of Year 2 are improving year-on-year and in 2013 were above national averages, particularly in mathematics. However, too few pupils are reaching the highest levels.
- The small number of pupils who are eligible for pupil premium funding, including those who are entitled to free school meals, also achieve well. In Year 6 in 2013, the attainment of pupils known to be eligible for free school meals overall in reading, writing and mathematics was in line with other pupils. Occasionally, progress has been variable across reading, writing and mathematics. However, tracking shows that there have been times when eligible pupils made the same or better progress than their non-eligible classmates. In the current Year 6, their progress in reading and writing is similar to their peers and better in mathematics.
- The proportions of disabled pupils and those with special educational needs are low and many have very specific needs. As a result, published data does not give an accurate picture of their achievement. The school's effective use of its own assessments ensure this group of pupils is supported well and, from their individual starting points, make good progress during their time in school.
- Pupils spoke enthusiastically about their reading and love of books even spending birthday money to buy them. Those heard reading demonstrated a secure knowledge of letters and sounds. They read confidently, fluently and with a good level of understanding.
- Many pupils experience success in a wide range of sporting events some of which are as a result of effective use of the government's primary school sport funding. Team games, individual events and residential visits all contribute well towards pupils' physical well-being.

The quality of teaching is good

- Teaching is consistently good and sometimes outstanding. Pupils display enthusiasm for learning especially when activities challenge them to think things out for themselves or solve problems. When this is the case they display high levels of concentration and interest. However, on occasions expectations of how much work pupils can complete in lessons are too low and pupils do not make the progress of which they are capable.

- Teachers and teaching assistants work effectively together and intervene appropriately if pupils need further explanations. Work is usually set at different levels so that the degree of difficulty is right for pupils of varying abilities although sometimes there is insufficient challenge for the most able.
- Children in the Early Years Foundation Stage enjoy a wide range of stimulating activities both indoors and out. Tasks are designed to encourage enquiry as well as cooperation. During the inspection children went out on an Easter egg hunt, searching for carefully prepared clues collecting chicks as they went. This generated a great deal of excitement and concentration.
- Attractive displays can be found throughout the school. These celebrate pupils' achievements, show photographs of visits or exhibit artwork. Classroom displays are, in the main, colourful and bright, and reflect the subjects being taught. Some provide information which helps pupils in lessons, or serve as a reminder of how to behave in school.
- Marking in books takes place regularly. However, the quality of it is not always as good as the best; it varies from class to class, subject to subject. Consequently, pupils do not always know how to improve their work. Additionally, pupils are not given the time to reflect on, or respond to, the marking and so they do not learn from their mistakes. Marking does not always draw pupils' attention to incorrect spelling or the importance of neat handwriting.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They have positive attitudes to their learning and want to do well.
- They work well together in lessons and are keen to discuss their work.
- Pupils are proud of their school and dress smartly in their school uniforms. Pupils describe their school as 'amazing, brilliant, kind, sporty and fun'. They enjoy coming to school and this is seen in their good levels of attendance and punctual arrival at school. As one pupil said, 'I look forward to coming to school.'
- Pupils are well behaved at other times during the school day, including lunchtime and break times. Pupils help keep their classrooms tidy though often neglect to bring in their sweatshirts from the playground.
- Pupils enjoy the responsibilities they are given. Playtime buddies ensure that the younger pupils always have someone to play with. The school council discusses the merits of ideas passed on to them by their classmates.
- Very positive relationships exist between staff and pupils. This gives pupils the confidence to answer questions in class and speak to adults around school, knowing they will be listened to.
- Pupils have a good understanding of the different types of bullying. They do not feel that bullying is an issue in their school but say they know who to talk to if they feel upset and that any issues are dealt with quickly and fairly.
- School records show that behaviour is also good over time.
- The school's work to keep pupils safe and secure is good. Pupils are aware of safe and unsafe situations. Pupils feel safe at school and all parents who expressed views supported this. Pupils know how to keep themselves safe and are aware of potential dangers, including using the internet.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils know the difference between right and wrong and have a good level of understanding and appreciation of other cultures and beliefs.

The leadership and management are good

- The headteacher, ably supported by his leadership teams, has created a welcoming and purposeful climate for learning. Staff morale is high and there is a strong sense of teamwork across the school. Staff share ideas and resources and have the chance to meet with colleagues

from other schools.

- Senior leaders know the school well and have high aspirations for the future that are shared by all staff. They are able to drive forward improvements because areas for development are recognised and actions taken that lead to improvement. For example, last year's dip in standards was investigated and addressed.
- Those staff with responsibility for subjects and phases contribute well to the school's effectiveness through observing lessons, sharing expertise and providing practical advice.
- The performance of staff is well managed and clearly related to pupils' achievement. Teachers are set clear targets and are supported well through good quality training and guidance.
- Good systems for tracking the performance of pupils are in place and have proved to be effective. These ensure that the achievement of groups of pupils is checked regularly. If any group falls behind, the school responds without delay, by providing additional support and resources.
- The range of subjects taught provides a variety of opportunities for pupils which 'make learning fun' and increase their understanding of the world in which they live. Many of them attend the numerous clubs such as dance, drama, cookery, art and cross country. The wide choice of activities on offer means there is something for everyone and ensures equality of opportunity for all.
- During the inspection Year 2 enjoyed India Day. Pupils had a wonderful time learning about life in India through practical activities such as dance and drumming, as well as food tasting. Year 3 went to a local mill to learn about Victorian times and Northern Gas spoke in assembly to alert children to possible dangers of playing near major gas works taking place in the village.
- The school makes effective use of the additional primary sports funding. Money is being spent on such things as improving links with other schools through competitive sport, enabling staff to work alongside professional coaches and swimming lessons. This is having a beneficial impact upon pupils' health and physical well-being.
- Parents are very supportive of the school and school performances are well attended. In the online survey, most parents said that their child made good progress but would like to receive more information about this.
- The local authority provides support such as checking the accuracy of teachers' assessments. It also keeps a watchful eye on school data and is keen to provide support to leaders if requested.
- **The governance of the school:**
 - Governors provide a good balance between challenge and support to senior leaders. They have a broad view of the quality of teaching and pupils' achievement as they meet regularly and visit classrooms. They know how well the school is doing in comparison to other similar schools including how the pupil premium is used and its impact. Governors set targets for the headteacher and are aware of how teachers' performance is managed. Governors take part in regular training and their range of skills and expertise mean that they fulfil their statutory duties in relation to finance and safeguarding. As a result, current safeguarding arrangements 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

Unique reference number	107834
Local authority	Leeds
Inspection number	440772

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	474
Appropriate authority	The governing body
Chair	Catherine Steel
Headteacher	Robin Scott
Date of previous school inspection	26 November 2008
Telephone number	0113 214 6306
Fax number	0113 288 0314
Email address	info@woodlesford.leeds.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

