

Woodlands Primary Academy

Foundry Place Leeds, West Yorkshire, LS9 6DA

Inspection dates 1–2 July 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	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.

- Children enter Nursery and Reception with basic skills well below those expected for their age. They make good progress and this provides them with a good start to their school career.
- From Years 1 to 6, pupils, including those who speak English as a second language, achieve well and make good progress in reading and mathematics.
- Pupils who join the academy in the Early Years Foundation Stage and stay to the end of Year 6 make better than expected progress.
- Improvement in teaching, which is now good, has led to pupils making good progress, especially in reading and mathematics.
- The academy provides a good and interesting curriculum for its pupils.
- Pupils' behaviour is good. Pupils have very positive attitudes and enjoy their work. They are respectful to each other and to staff at the academy.
- Pupils say the academy is safe and caring place and they know who to talk to should they have any concerns.
- The headteacher has been relentless in his drive to improve achievement and teaching and to raise the expectations of staff, pupils and parents.
- Leaders and governors have developed a strong sense of purpose among staff to drive forward sustained improvement.
- The governing body and the Trust fully understand the academy's strengths and areas to develop and hold it to account by rigorously assessing its performance.

It is not yet an outstanding school because

- There is not enough outstanding teaching to drive pupils' progress even faster so that their achievement is outstanding.
- Progress in writing is not quite as good as progress in reading and mathematics. Work is occasionally not sufficiently challenging, especially for the most able, and pupils are not always given enough opportunities to extend their skills, particularly in writing.
- There are occasions when teachers' marking does not give pupils enough guidance on how to improve their work and make the next steps in their learning.
- The academy does not yet make the most of opportunities to share outstanding practice among staff.
- Attendance is improving, but is below the national average.

Information about this inspection

- Inspectors observed 30 lessons in all of the academy’s classes, five of which were observed jointly with the senior leaders. In addition, inspectors made other visits to classes, looked at pupils’ books and spoke to pupils’ about their work.
- Inspectors observed a number of small groups of pupils taught by teaching assistants.
- Inspectors heard pupils from Years 1 and 6 reading and also held meetings with two groups of pupils.
- Discussions were held with four governors, including the acting Chair of the Governing Body, the Chief Executive and one director from the Primary Academy Leeds Trust.
- Inspectors analysed a range of information, this included: safeguarding records and those relating to pupils’ behaviour and attendance; records of the monitoring of teaching and pupils’ achievement; the academy’s self-evaluation and improvement plans; minutes of governing body meetings and documentation relating to teachers’ performance management.
- There were not enough responses to the online questionnaire (Parent View), but inspectors took into account the responses of parents to an academy questionnaire undertaken this year. The views of parents were sought at the start of the day as they brought their children to school.
- Twenty-six staff members completed the voluntary questionnaire for staff.

Inspection team

Michael Wintle, Lead inspector	Additional Inspector
Jan Lomas	Additional Inspector
Carol Smith	Additional Inspector

Full report

Information about this school

- Woodlands Primary Academy is larger than the average primary school.
- The school converted to become an academy in December 2012. The academy is a member of The Cooperative Primary Academy Trust of Leeds.
- The large majority of pupils who attend Woodlands Primary Academy are from minority ethnic backgrounds, with a very large proportion whose language is not English.
- The proportion of pupils supported by the pupil premium is nearly three times the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The proportion of disabled pupils and those who have special educational needs and are supported through school action is well above average. The proportion of pupils supported through school action plus or with a statement of special educational needs is above average.
- The academy meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The proportion of pupils who join or leave the academy at other than the usual times is well above average.
- There have been significant staff and governor changes since the school converted to an academy.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is outstanding to further raise standards and rates of pupils' progress especially in writing by:
 - giving all pupils the opportunities to develop their writing skills across a range of subjects and by making sure that opportunities to write at length are provided
 - ensuring that the tasks set enable pupils of all abilities, and particularly the most able, to always make progress at a good rate
 - improving the consistency in the quality of marking so that pupils know how to make their work better and have time to act upon advice given to them by their teachers
 - sharing the outstanding practice that is already in the academy so that it brings about high quality teaching and learning throughout the academy.
- Persist in the effort to improve pupils' attendance by reinforcing the work of the attendance team in working with all parents.

Inspection judgements

The achievement of pupils is good

- Attainment on entry is well below expected age-related levels with a significant number of children at the early stages of learning to speak English. Children make a settled start to their schooling in the Early Years Foundation stage where routines are very well established. They make good progress and move into Year 1 with a significant improvement to their skills especially those that relate to communication and language
- Statutory assessment tests show that Year 6 pupils have made good progress in reading, writing and mathematics from their Key Stage 1 starting points. Progress is quicker in reading and mathematics than in writing.
- Standards at the end of Key Stage 1 and Key Stage 2 in reading, writing and mathematics are below average, but have risen continually over the last two years. Standards for the current year groups are improving in all three subjects. The large numbers of pupils who join or leave the school at other times than the unusual times and who are new to the academy, settle into school life quickly. They soon begin to make good progress from their own individual starting points although their attainment is often still below average by the time they leave in Year 6.
- Pupils in Key Stage 1 tackle new and unfamiliar words confidently because they have a good understanding of letters and of the sounds they make. This ensures pupils are above national expectations in the phonics check taken in Year 1. By the end of Year 6, pupils who have been at the school since the Reception Year are becoming confident, fluent readers.
- Progress is quickening in mathematics because of a good focus on calculation and mathematical language. When learning mathematics in Year 2, pupils set off at a storming pace and were totally focused in recognising inverse calculations. Learning was exciting because pupils worked together to find the right answers and the competitive nature of the learning particularly enthused the boys.
- Pupils' writing skills vary across the academy but overall they are not as developed as they could be. The academy has introduced a writing scheme to help develop pupils' writing skills and this is beginning to have a positive impact. However, pupils are not always given enough opportunities to develop their writing skills across a range of subjects or opportunities to write at length.
- The academy has had too few high achieving pupils in recent years. It is now identifying the most able pupils and evidence seen during inspection indicates that more pupils currently in the academy are working above the expectations for their age, indicating that the most able are starting to make better progress.
- Pupils who are disabled or who have special educational needs make good progress due to high quality targeted support. Those who speak English as an additional language and those from ethnic minorities also progress well demonstrating the academy's commitment to ensuring every pupil has an equal opportunity to succeed and that there is no discrimination.
- The well above average numbers of pupils eligible for support from the pupil premium achieve well. Compared to other pupils in the academy the attainment of pupils known to be eligible to free school meals is generally in line with other pupils in their class. These pupils benefit from well-planned individual and group support which has helped accelerate their progress and ensured that they have caught up with, and in some cases attain better than, their classmates; especially in reading and mathematics.

The quality of teaching is good

- Teaching has improved as a result of the action taken by the headteacher and his leadership team to ensure that nearly all teaching over time is good or better. This is evident from both the academy's monitoring records and inspection evidence.
- Teaching in Early Years Foundation Stage is good. The setting is stimulating and children are

looked after well. Several parents said that they especially value the strong focus upon developing early literacy skills.

- Phonic skills are taught well during the Early Years Foundation Stage and Key Stage 1. Teachers plan this work to match pupils' various stages of development, making good use of well-trained and effective teaching assistants to lead groups so that progress for all pupils is good.
- Staff use their subject knowledge well to question pupils in order to deepen their thinking. When pupils were learning science in Year 5 the teacher fully challenged the pupils through probing questioning, promoting good attitudes to learning and resulting in pupils' learning at a fast pace.
- Sometimes, pupils do not always make as much progress as they could. One reason for this is that some of the work is too easy and sometimes it is too hard. As a result, some pupils do not fully test themselves or move on with their learning as quickly as they could, particularly some of the most able pupils.
- Teachers make sure pupils know their level of work and have clear targets, which help them to reach the next level. This has had a strong impact on helping pupils to make good progress. However, there is some inconsistency in the quality of marking. It is not always clear to pupils how they can improve their work or give pupils time to act upon any advice that is given.
- Teaching promotes pupils' spiritual, moral, social and cultural development well. Pupils are given frequent opportunities to work together in lessons and they do so enthusiastically.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are polite and well behaved throughout the academy resulting in a calm and friendly learning environment. Pupils from a wide range of cultural backgrounds play and work well together and show respect for one another. Pupils consistently spoke with commitment about the 'RESPECT' programme that the academy has introduced to support their strong aims and values.
- Pupils behave well in lessons. Pupils focus well and work hard and this makes for a strong combination that contributes to their good achievement. The academy's records for behaviour and responses by pupils and parents indicate that this good behaviour is typical for the pupils at the academy.
- Older pupils volunteer to become Playground Friends and look after younger pupils. There are good expectations and consistent rules and rewards, which help pupils to have a clear understanding of how to behave well.
- The academy's work to keep pupils safe and secure is good. Pupils have a good understanding of how to keep safe and are confident that teachers and other adults in the academy quickly and effectively deal with any issues.
- Adults establish good relationships with pupils and provide effective strategies for improving behaviour and emotional well-being. Consequently, incidents of poor behaviour, including racial incidents are rare. The 'Safe Harbour' provides a protective environment for those pupils new to the academy and sometimes new to the country. Pupils are made to feel welcome, safe and at home in the academy so they can become successful learners.
- Attendance is below average, although improving. Pupil premium funding has been used effectively to help the attendance team improve attendance. As result, the academy saw attendance rates rise in 2014 reflecting the good systems in place. However, leaders fully acknowledge that still more work needs to be done to raise attendance to at least the national average.

The leadership and management are good

- The headteacher provides strong leadership and drive to improve pupils' achievement and the quality of teaching. He is well supported by his two deputy headteachers and together they make for a formidable force to ensure the academy continues to improve.

- Leaders' self-assessment of the academy's strengths and areas to develop are accurate and honest. The academy's development plans are thorough and as a result, leaders have a very clear understanding of what needs to be done to ensure that improvement continues. Subject leaders are effective. They undertake lesson observations and check on pupils' work to ensure progress is maintained.
- The academy has introduced a detailed system for frequently assessing and tracking the learning of pupils over time. This is used well by teachers to shape their teaching. Nevertheless, leaders do not yet make the most of opportunities to share outstanding practice among staff.
- Performance management is focused on increasing the quality of teaching; therefore, pupils make improving progress and raising standards. Teachers are clear that they will only be rewarded when their pupils have done as well, or better than they should have done.
- The curriculum is a strength within the academy and meets the needs of the pupils. Trips to places of interest fully support learning. Year 6 pupils spoke excitedly about visiting the Media Museum where they investigated old cameras and discussed how film was made in years gone by.
- There is a strong focus on developing pupils' physical and sporting skills. The primary school sport funding has been well planned and is used highly effectively to develop competitive sports, as well as encouraging physical activity in lunchtime and after-school activities. This year, the academy entered the Leeds Football Competition and reached the semi-finals.
- The academy works exceedingly hard to establish links with parents and the local community. Parents say they feel valued and supported. Morale in the academy is good as a result.
- The Trust works very effectively with the academy. It has offered high-quality training, support and helpful advice that has led to improvements in the quality of leadership and teaching across the academy. The Chief Executive Officer has an accurate view of the academy's strengths and areas where it needs to develop.
- **The governance of the school:**
 - The governing body offers well-pitched support and rigorous challenge to the academy and its leaders, which has ensured that achievement has risen and the quality of teaching is improving. This is clearly evident in the well-documented questions they ask about the academy's performance. They are well informed and fully understand achievement data. An example of this is that governors know that pupil premium funding is being used wisely to make sure that eligible pupils have the right support. An extra teacher has been recruited who works to give one-to-one support to older pupils and this helps them to catch up with their literacy skills. Governors ensure that teachers' salary awards are closely linked to the progress of pupils, and that safeguarding arrangements meet requirements. They have rigorous systems set up to monitor the performance of the headteacher. Governors monitor spending carefully and have been astute in using individual governors' expertise to enhance the academy's performance.

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	139015
Local authority	Leeds
Inspection number	440087

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	478
Appropriate authority	The governing body
Chair	Mr R Harvey
Headteacher	Mr C Walton
Date of previous school inspection	Not previously inspected
Telephone number	0113 240 7382
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