

Wood Fold Primary School

Green Lane, Standish, Wigan, WN6 0TS

Inspection dates 16–17 September 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Achievement is outstanding. From the moment children enter the school, they are helped and encouraged to do their very best, whatever their starting points or individual needs and abilities.
- Pupils therefore make rapid progress in all classes and reach standards at the end of both Key Stages 1 and 2 which are consistently well above average and are continuing to improve.
- Children get off to a flying start in the Reception class. Adults get to know the children quickly, are sensitive to their interests and needs, and plan exciting activities which children love exploring and learning from.
- The overall quality of teaching is outstanding. Teachers always have high expectations of what pupils can achieve and pupils are keen to do well. Learning activities are challenging and well matched to pupils' different abilities.
- Teaching assistants play a very valuable role in supporting pupils' learning in lessons and in small-group and individual sessions, so that all pupils make equally strong progress.
- Pupils are encouraged to reflect on what they learn and how well they are doing. On occasion, they could be encouraged to identify and correct errors in grammar and spelling more thoroughly before handing in their work to be marked.
- Relationships between adults and pupils are very caring. Pupils feel safe, secure and well looked after. They know that they are all valued and respected and that their opinions and feelings matter.
- Pupils behave very well at all times. They are unfailingly polite and considerate, respect the views of others and are very proud of their school.
- The curriculum is exceptionally well organised to develop a depth of understanding across different subject areas. Pupils' spiritual, moral, social and cultural development is therefore strong and they are extremely well prepared for the future.
- The headteacher is highly ambitious for the school and is extremely well supported by the deputy headteacher and other senior leaders, who work together to improve the school further.
- Leaders' enthusiasm and commitment are shared by middle leaders, teachers and support staff. They are all equally determined that pupils will develop their individual skills and talents to the full.
- Governors know the school extremely well and are regularly involved in school life. They provide strong support for leaders within the school, but also ask very challenging questions that are highly effective in promoting high standards and driving further improvements in all aspects of the school's work.

Information about this inspection

- The inspectors observed teaching in 23 lessons. They observed the teaching of reading skills and listened to pupils reading. They looked at examples of pupils' work to gain a view of teaching over time. They observed and talked to pupils at lunchtime and during their break times.
- The inspectors held meetings with pupils, staff, members of the governing body and representatives from the local authority.
- The inspectors spoke to parents informally. They also took account of 80 responses to the Ofsted online questionnaire (Parent View), the school's own survey of parents' views and an e-mail from a parent. Inspectors also considered 26 questionnaires returned by staff.
- The inspectors looked at a range of documents, including the school's most recent data on pupils' progress and attainment across the school, the school's own view of its effectiveness and its plans for improvement, minutes of meetings of the governing body and information relating to checks on the quality of teaching.
- The inspectors checked the arrangements for safeguarding pupils and looked at records relating to behaviour and attendance.

Inspection team

Christine Potter, Lead inspector

Additional Inspector

Alastair Younger

Additional Inspector

Michelle Murray

Additional Inspector

Full report

Information about this school

- Wood Fold is larger than the average-sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils supported through school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of disadvantaged pupils, who are those eligible for the pupil premium, is well below average. (The pupil premium is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- A breakfast and after-school club (Early Birds and Night Owls) is provided by the school.
- Fledglings is a pre-school setting situated within the school building. This is subject to a separate inspection and the report is available on the Ofsted website.
- The school is a member of the Wigan North Consortium and is currently leading on new assessment systems and joint practice development. Over the past five years, the headteacher has supported two other schools causing concern.

What does the school need to do to improve further?

- Improve teaching even further, by encouraging pupils to identify and correct errors in the use of capital letters, punctuation and spelling, before handing in their work to be marked.

Inspection judgements

The leadership and management are outstanding

- The school was judged to be outstanding in all aspects of its work at the last inspection, but there has been absolutely no complacency amongst school leaders. The headteacher is highly ambitious for the school. She works closely with the deputy headteacher; together they make rigorous checks on all aspects of the school's performance and set aspirational targets for pupils and staff alike. They are very well supported by other senior leaders and by members of the governing body, and there is a relentless drive to move the school forward.
- One of the key reasons for the continuing success of the school is the highly effective teamwork and sharing of responsibility. Middle leaders also take a key role in checking on the quality of teaching and learning. They have a very sound grasp of what is going on in their areas of responsibility.
- The responses to staff questionnaires indicate that staff at all levels feel that they are valued members of the team. They work together, sharing ideas, and observing and supporting each other in a bid to improve what they do. The school is now joining with other local schools to share this way of working. Teachers who are new to the profession are very well supported.
- Strong links are made between the quality of teaching and pupils' progress. All teachers regularly assess how well they, and the pupils in their classes, are performing. High-quality training contributes to teachers' understanding of what constitutes outstanding teaching. Every teacher has a clear action plan so that they know exactly what they are expecting individual pupils to achieve.
- There are excellent systems in place to track the progress of individual pupils. Senior leaders know exactly how well each pupil is doing. Pupils of all abilities who are at the slightest risk of not doing as well as they should are quickly identified and given additional support or challenge. The school has developed very clear systems for accurately assessing pupils' progress following the removal of National Curriculum levels. These systems are already in use for reading, mathematics and science.
- The rich and creative curriculum meets the needs of all groups of pupils very well and contributes to their outstanding spiritual, moral, social and cultural development. Pupils have many opportunities to reflect on their own experiences, on the need to have respect and tolerance for others, and on issues affecting the wider world. There are many examples in pupils' books of sensitively written poetry and prose. Music and art play a large part in the life of the school, and pupils are encouraged to develop individual talents. Pupils' artwork is of an exceptionally high standard.
- The school uses the primary school sport funding well to strengthen teachers' skills in delivering high-quality sport and physical education lessons, as well as giving pupils the opportunity to take part in a wider range of sports taught by outside professionals, and in local competitions.
- Parents are highly appreciative of the school and how well their children are looked after. They receive regular information about their children's progress and are welcome at any time to talk with staff. The website gives them a lot of information, including what pupils are going to learn in different subjects, and the expectations in reading, writing and mathematics in each class.
- The local authority provides 'light-touch' support for this outstanding school.
- **The governance of the school:**
 - Governors have an exceptionally good understanding of the school, because of their regular involvement in school life and the wealth of information that they receive. They are proud of the pupils' achievements, both academically and in sports, music and art. They liaise with school staff on their areas of responsibility, and always evaluate what they learn and report their findings to the rest of the governing body. Governors' understanding of the school's performance data is very strong and they are quick to ask questions if they feel pupils are not doing well enough. They are well informed about the outcomes of teachers' performance management and make absolutely sure that decisions relating to pay progression are linked to this. They are keen to improve their own skills as governors and ensure that they are up to date on any new initiatives. Governors have rigorous systems in place to ensure that pupils are looked after well in the school and that all safeguarding requirements are met. They have a firm grasp on the school's finances, and are particularly concerned to ensure that the pupil premium funding is spent wisely to support eligible pupils. They are fully committed to equality of opportunity and tackling discrimination of any kind.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. They behave well at all times of the school day, moving around the school carefully and calmly, and holding doors open for each other and for adults. There are lots of smiling faces and pupils are happy to talk to visitors. They clearly respect adults and one another. Attendance is consistently high.
- Pupils have excellent attitudes to learning, and are enthusiastic and hardworking in lessons. In nearly every lesson, groups of pupils can be seen working together harmoniously, helping each other, taking turns and chatting sensibly.
- Pupils are very proud of their school. The school and grounds are immaculate, demonstrating pupils' respect for property and resources. When showing the inspectors the outdoor classroom, pupils automatically stopped to weave trailing twigs into the willow tunnel 'to keep it looking nice'.
- Older pupils frequently take on responsibility for looking after younger ones and know that they should act as role models for them. Some talked excitedly about their training as play leaders. Pupils have been involved in drawing up guidelines about behaviour and bullying. They presented these to the governing body and also explained them to younger children, who they thought 'might not understand some of the big words'.
- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel extremely safe in school. Almost all parents who responded to the online questionnaire agree that their children are happy, feel safe and that the school looks after their children well.
- Pupils are taught to keep themselves safe through assemblies and personal, social and health education. Pupils have a particularly good awareness of how to stay safe when using the internet and mobile phones.
- Although the online questionnaire showed that some parents were concerned about bullying, school records show it rarely happens and is always dealt with promptly. None of those who spoke to inspectors had any concerns. Pupils themselves feel that any incidents are extremely rare and are always sorted out very quickly. They say that usually 'it's just falling out' and that they very soon sort things out and 'are friends again'. They know that adults in the school will help them if they have any worries.

The quality of teaching is outstanding

- Progress in pupils' books and the school's assessment data for all year groups indicate that the quality of teaching over time is outstanding.
- Teaching across the school inspires pupils to learn so that they are keen to give of their best. All teachers have very high expectations of what pupils can achieve. They explain clearly to pupils what they are going to learn, and why.
- Work and resources are planned extremely carefully to challenge pupils of different abilities. For example, some pupils in Year 2 were using practical equipment to learn about subtraction, whilst others moved on to writing number sentences and could explain how to split numbers up to help them.
- Teaching helps pupils to develop their confidence in working independently and finding things out for themselves, while making sure that all groups of pupils receive the guidance and support that they need in order to do well in lessons. Pupils in Year 6, for example, were exploring number patterns and sequences during the inspection. Whilst one group was working with the teacher to increase the range of strategies they were able to use to solve problems, the most able were challenged to investigate rules for finding 'nth terms' in a sequence, which, later in the lesson, they discussed with the teacher.
- Searching questions check pupils' understanding as they go along. Pupils' misunderstandings are identified quickly so that they can be given additional help when necessary. Pupils are given time to think about their responses and to explain their ideas. They listen carefully to one another. For example, some pupils in Year 3 were discussing what they thought was going to happen next in the book they were reading. They disagreed with each other but were able to express their viewpoints convincingly.
- Teaching assistants are highly qualified and experienced. They provide extremely valuable support in all lessons for pupils of different abilities. Where necessary, they work intensively with individual pupils or groups who are finding things difficult. They know the pupils well and know exactly what pupils need so that they are all helped to make rapid progress.
- Pupils' books show that they take considerable pride in presenting their work neatly. Teachers' marking and feedback are always of a high standard. Their written comments on pupils' writing are particularly helpful in showing pupils exactly what they have done well and what aspects they could improve. Pupils clearly take note of these, since they nearly always do improve these aspects in their next piece of work.
- Pupils have some well-planned opportunities to assess their own learning. On occasions, however, their

written work shows that they have not been encouraged to identify and correct errors in the use of capital letters, punctuation and spelling during lessons, before they hand in their work to be marked.

The achievement of pupils is outstanding

- Children enter the Reception class with skills that are broadly typical for their age, although this does vary from year to year. They make rapid gains in all areas of their learning and are very well prepared for Year 1.
- This rapid progress in all subjects continues throughout Key Stages 1 and 2, as pupils respond enthusiastically to the high expectations of their teachers. They reach standards which are consistently well above average in reading, writing and mathematics at the end of both key stages. There continues to be an overall trend of improving attainment. The school's assessment data for 2014 indicates that well over half of the pupils achieved the higher Level 5 in each subject.
- Almost all pupils made the progress expected of them in all subjects in both 2013 and 2014, with the proportion of pupils doing better than this increasing significantly in 2014. School assessments and pupils' current work show that this trend of excellent and improving achievement is set to continue.
- The most able pupils make excellent progress because they are challenged highly effectively in all subjects during lessons. The number of pupils reaching the highest level possible (Level 6) in 2014 improved from 2013, and was particularly high in mathematics.
- Pupils' work in other subjects shows that they reach very high standards. They use their writing skills particularly successfully in a range of different contexts across the curriculum. As they move through the school, pupils become confident and articulate young people, who are very well prepared for future life, having a breadth of skills and knowledge.
- The school places considerable emphasis on developing pupils' early reading skills. Teachers make highly effective links between speaking, reading and writing from an early stage. Children in the Reception class were absorbed in their learning as they selected objects beginning with particular sounds and practised writing these letters correctly. Results in the Year 1 phonics (letters and the sounds they make) screening check for 2014 suggest that almost all pupils achieved the required standard.
- Most of the small number of disabled pupils and those with special educational needs make the same rapid progress from their individual starting points as other pupils. Their needs are identified quickly in order to make sure they receive the special support that they need.
- By the end of Year 6, disadvantaged pupils consistently reach standards which are close to, or match, those of other pupils in the school and of all pupils nationally. This is because of the highly personalised support that they receive, which helps them emotionally and socially, as well as in their learning. This demonstrates the school's commitment to ensuring equality of opportunity. Because of the very small proportion of disadvantaged pupils, any comparison between their average points scores and those of other pupils in the school and nationally would be statistically unreliable.

The early years provision is outstanding

- Although the inspection took place in only the second full week of term, children had settled quickly into life in the Reception class. Rhymes and clapping games help them get used to school routines.
- Adults make sure that they get to know the children quickly, through information they receive from the children's nurseries and through spending time with parents during the summer term. They are therefore able to respond quickly to the children's needs and interests. They seize opportunities wherever they can to challenge children of all abilities to extend their learning further.
- Children clearly feel confident and secure, and there is an excited 'buzz' as they explore the wide range of lively and well-planned activities which help them develop different skills, both indoors and outdoors. They were particularly keen to show how they had mixed colours and used swirls and dots to make patterns with paints.
- Adults use praise exceptionally well to encourage children to behave well. Children's social skills are therefore developing rapidly. One group cooperated especially well together as they used blocks to make a multi-storey building with ramps and described how they were 'sawing' and 'hammering in nails'. Children are taught the rules for using and moving different equipment safely.
- Children's skills at the beginning of their time in the Reception class are generally typical for their age, although with some considerable variation within and between year groups. Their attainment by the end of the school year is high, with the large majority of children making outstanding progress.

- The leadership and management of the early years are outstanding. Children’s progress is observed and monitored closely, so that activities and teaching are planned which are tailored specifically to the needs of individuals and groups. The strong focus on helping children to develop confidence and get on well with others means that they do particularly well in this aspect of their development.
- The outstanding early years provision lays a firm foundation for children’s future learning and means that they are extremely well prepared for Year 1.

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	106427
Local authority	Wigan
Inspection number	452537

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	405
Appropriate authority	The governing body
Chair	Adrian Hardy
Headteacher	Gill Lloyd
Date of previous school inspection	15 October 2008
Telephone number	01257 400271
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