

Wodensfield Primary School

Woden Avenue, Wednesfield, Wolverhampton, WV11 1PW

Inspection dates 16–17 December 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Effective leadership and management have resulted in good teaching and achievement over time. A continued, successful focus on these elements by the acting headteacher is maintaining their good quality.
- The school has a very positive culture that builds on the widely shared vision: 'Aim to be the best you can!'
- Parents are very positive about the school. They appreciate the way it teaches their children and keeps them safe and happy.
- The school ensures pupils' safety well, and promotes good behaviour, and good spiritual, moral, social and cultural development.
- Attainment is consistently average at the end of Key Stage 2 and this represents good progress from pupils' generally low starting points. Work in books confirms that pupils throughout the school achieve well.
- Teaching is consistently good. Leaders and governors monitor and improve the quality of teaching through the robust use of appraisal and training. This has had a positive impact on pupils' achievement.
- The current leadership team is playing a full part in promoting the school's values and good practice in teaching. All adults at the school are proud of their involvement in its success.
- The governing body holds the school to account well and worked very effectively to enable the change of headteacher to be smoothly and successfully carried out.
- The Nursery and Reception classes provide children with a good start to their school lives. The range of activities provided for them, with a focus on their personal and social development, and their communication skills, is preparing them well for their future schooling.

It is not yet an outstanding school because

- Pupils' imaginative writing is weaker than their other work because they do not have enough practise in this genre.
- Their written work is not always organised well because there are missed opportunities for pupils to redraft and improve the vocabulary they use and the content of their work.
- The marking of pupils' work does not always make clear how they can extend their learning further.
- Occasionally, activities do not challenge all pupils sufficiently.

Information about this inspection

- The inspectors observed teaching in 20 lessons or parts of lessons. A number of lessons were observed jointly with the headteacher and other senior leaders.
- Meetings and discussions took place with the headteacher, a representative from the local authority, members of the governing body, staff, pupils and parents.
- Samples of pupils' work were examined, some with the headteacher present, and pupils read to the inspectors.
- Inspectors took into account the 43 responses to the online parent survey, Parent View. The inspectors also talked to parents outside school and took account of the 38 questionnaires completed by staff.
- The inspectors looked at a range of documents produced by the school, including data on pupils' progress and attainment, procedures for safeguarding, the school's own evaluations of its work, reports to the governing body and minutes of their meetings, and the action plans for raising attainment.

Inspection team

Geof Timms, Lead inspector	Additional Inspector
Rachel Garrett	Additional Inspector
Stuart Pearson	Additional Inspector

Full report

Information about this school

- Wodensfield Primary School is larger than the average-sized primary school.
- The previous headteacher retired in the summer. The acting headteacher has been appointed as substantive headteacher from January.
- Most pupils are White British. There are a broadly average proportion of pupils from a variety of minority ethnic backgrounds, at almost a third. At one in eight, the proportion who speak English as an additional language is also average.
- The proportion of disabled pupils and those who have special educational needs is average, at around 15%.
- An average proportion of pupils, over a quarter of the school, are disadvantaged and supported by the pupil premium, which provides additional funding for pupils who are known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children attend the Early Years Foundation Stage provision in the Nursery class for half of the day and in the Reception classes on a full-time basis.
- The school runs a breakfast club and after-school club. The school also runs a 'stay and play' group for parents and toddlers one morning a week.
- A very small number of pupils attend alternative provision at a project called 'SWITCH' run by the local authority for five mornings a week. This supports their behavioural needs through a range of activities.

What does the school need to do to improve further?

- Spread the existing high quality teaching further by:
 - ensuring the marking of pupils' work is gives them clear advice on how to improve their learning
 - checking that all activities provide sufficient challenge to extend pupils' skills.
- Improve the content of pupils' writing by developing more opportunities for them to write imaginatively and to work at improving the quality of the vocabulary and the content of their writing through redrafting.

Inspection judgements

The leadership and management are good

- The leadership and management are good. Despite significant changes to the leadership, the acting headteacher and her assistant headteachers and senior leaders have continued to make a positive impact on improving the quality of teaching and raising achievement. They have maintained the existing very positive atmosphere in which all pupils are encouraged to succeed. The acting headteacher provides good, strong leadership and the senior leaders make an effective team, providing good support and challenge through their work with staff.
- The monitoring of teaching, learning attendance and behaviour, including that for pupils in alternative provision, and the taking of action where necessary, are good. Subject leaders check the success of the teaching in the areas for which they are responsible through a range of activities, including looking at pupils' work and talking to them about their learning. Leaders' skills are developing well through appropriate training.
- The school's self-evaluation is detailed, accurate and identifies what remains to be done to improve the school further. Well-focused improvement planning contains appropriate priorities to build on the current strengths, so there is a good capacity to improve further. All staff share an ambition for the school's continued improvement.
- Staff make good use of available data showing how well individual pupils are making progress. This is used flexibly when arranging pupils into different groups for literacy and mathematics lessons. Information about pupils' achievement is analysed very well by senior leaders and used in discussions with staff so any underachievement can be rapidly addressed.
- Training to improve teachers' professional skills has been used effectively. For example, training in teaching mathematics has had a positive impact on current pupils' standards and pupils' learning, as has training for staff in the Early Years Foundation Stage. Within the school, training to improve teachers' skills in delivering the new computing curriculum has been successful in extending their understanding of aspects such as coding.
- Internal and external checks on data are carried out to confirm the accuracy of teachers' assessments of pupils' work. The school is preparing well for the removal of National Curriculum levels. This is being discussed and shared with other local schools.
- The local authority has had a positive impact on the school's success through the support provided to governors during the changes in senior leadership. Leaders' skills have been developed through a range of joint activities while evaluating the work of the school, alongside a local authority school standards adviser. This has helped the school maintain standards and address weaker aspects of its work robustly.
- Pupil premium funding is used well to help disadvantaged pupils play a full part in school life, and benefit, where appropriate, from additional help from adults. The impact of this is evident in the good progress being made by these pupils.
- Excellent use is made of the extra funding available to promote physical education and sporting opportunities. There is increased participation in a wide range of clubs and sporting activities. Staff training, accomplished by working alongside specialist coaches, is promoting improvements in teaching a variety of activities and the specialist teaching observed is of very high quality.
- The curriculum is wide ranging and well-planned to ensure pupils can use their basic skills in a range of subjects. Provision for pupils' spiritual, moral, social and cultural development is good. This ensures equality of opportunity. Pupils are prepared effectively for life in modern Britain by, for example, the opportunity to learn about democracy through the school council and enrichment activities, such as a design and technology challenge with a local engineering company. Pupils also learn about how people live in other parts of Britain and the world. The school provides a good range of clubs and extra-curricular activities which enhance pupils' learning.

- Leadership of the Early Years Foundation Stage is good. This helps children make good progress. Effective use is made of resources. The outdoor areas are used well to promote learning to the full.

■ The governance of the school:

- The governing body carries out its statutory duties appropriately and provides good support and challenge for the school's leaders. Governors are planning to restructure to make their work more efficient. They have taken part in appropriate training to ensure meetings are well-run and safeguarding requirements are met. The governors are very enthusiastic and play a full part in the life of the school. They appreciate that parents do not all know who they are or fully understand their role, and are planning action to address this. They have a good grasp of the school's data showing how well pupils are doing.
- Governors check the school's work through visits, such as to observe learning in mathematics and music. Members of the governing body check how well school leaders improve the quality of teaching. Decisions about teachers' pay are appropriately linked to their performance and responsibilities.
- Governors track finances well and lead the school in deciding how to spend additional money, such as that to support disadvantaged pupils. They have a clear understanding of the impact of their decisions.
- The governing body ensures that all safeguarding requirements are fully met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. This has a positive impact on their learning and progress. Pupils behave well in lessons, and in other settings such as in the dining room, at playtimes and when Christmas activities are taking place.
- Pupils talk enthusiastically about lessons and other aspects of school life. They clearly like school a lot. One pupil, expressing the views of many, said, 'Teachers know a lot, are easy to talk to, kind and help you if you are stuck'. Pupils show respect for the learning environment. They do not drop litter and they take pride in their work.
- Pupils' response to the school's expectations of their behaviour and social development is consistently good. Their horizons are widened through the good opportunities they are given to take responsibility, such as on the school council or as librarians. They take their responsibilities very seriously and are developing very mature and thoughtful attitudes.
- Pupils who attend alternative provision are well-catered for and their progress is monitored closely by the leaders. Where occasional exclusions are needed, these are carried out appropriately and have a positive impact on the pupils involved. Records show such incidents are very rare.
- Pupils are very polite and interested in other people. They work together well and show a very caring and accepting nature. Pupils are very supportive of disabled pupils and those who have special educational needs.

Safety

- The school's work to keep pupils safe and secure is good. Leaders and governors give high priority to the safeguarding of the pupils in their care both in school, in the alternative provision, and when on school visits.
- Pupils say they feel safe in school and the large majority of parents spoken to, or who completed the online questionnaire, confirm this view. The school provides a good range of activities to help pupils learn to stay safe, and they are taught how to use computers and the internet safely. Pupils demonstrate a clear understanding of different types of bullying. They say there is no bullying in school but that, if it occurred, they are confident it would be dealt with effectively. They have adults in school they can trust and would talk to if they had any concerns or worries.
- The breakfast club provides pupils with a good range of activities and a calm and productive start to the

day, as well as a healthy snack, and good opportunities to develop social skills. This is extended into the after-school club.

- Until the last academic year, attendance had been below the national average. It has risen as a result of the school's efforts and is currently broadly average. Most parents appreciate the importance of their children's full attendance. Pupils are punctual, both to school and to lessons.

The quality of teaching is good

- The teachers and teaching assistants form a good, effective team and this has a positive impact on pupils' learning. The good teaching has resulted in pupils' current good progress from their different starting points. The teaching of reading, writing and mathematics has a positive impact on pupils' achievement.
- Teachers use assessment information to group pupils accurately by ability and this has a positive impact on their learning.
- They have responded well to recent changes to the National Curriculum. The thematic approach used by the school ensures the pupils are able to see the links between subjects. For instance, good examples of the use of mathematical skills in science activities are found in their books.
- The learning environment throughout the school is tidy, and materials and resources are easily accessible. The accommodation for the Nursery and Reception children is good, and children benefit from bright and colourful classrooms. Displays of pupils' work create good opportunities for teachers to support pupils' learning, as well as to celebrate their work.
- Pupils throughout the school talk positively about how they enjoy lessons, especially literacy, mathematics and art and design. They describe the progress they have made and talk with pride about their work. For example, Year 4 pupils talked knowledgeably about their problem solving work in mathematics.
- Other adults provide good support for pupils, especially for the disabled pupils and those who have special educational needs, and work closely with teachers so they understand what is expected. This helps all pupils to take a full and active part in lessons and school life.
- The marking of pupils' work is often good but does not always make clear exactly how they can improve or extend their learning, especially regarding the content of the written work. Pupils do not have enough opportunities to improve their written work through redrafting and self-correcting.
- In some lessons, teachers do not provide sufficiently challenging work to extend pupils' learning. This is because they have to complete too much work they already know how to do before they are provided with more demanding activities.

The achievement of pupils is good

- Attainment at the end of Year 6 has been consistently around the national average for a number of years. Pupils' make good progress to reach these levels from their different starting points. This good achievement is evident in the school's data showing progress throughout the school and in the work in pupils' books.
- Standards in the national tests at the end of Year 2 are broadly average and this represents good progress in reading, writing and mathematics from pupils' starting points. Although progress is often good, and standards in writing generally are in line with those in other subjects, pupils' do not have sufficiently well-developed skills in writing imaginatively.
- Attainment is rising and, for the first time in many years, the children last year reached an above-average level of development by the end of the Reception year. Children make good progress in all areas of learning, in Nursery and in the Reception classes.

- Pupils' attainment in spelling, punctuation and grammar is significantly above average at the end of Year 6. Although progress is good overall, the content of pupils' written work lacks clear organisation and the use of imaginative vocabulary is often weak.
- The results of the Year 1 check on pupils' skills in phonics (how sounds in words are shown by different letter combinations) were broadly average in 2014 and much improved from the previous year's levels. The pupils' basic reading skills are good. The results represent good progress given pupils' starting points. Pupils develop into good readers with an interest in a range of books.
- Progress in reading and mathematics is good throughout the school. Pupils also achieve well in other subjects such as art and design, history, geography and physical education.
- The progress made by pupils who attend alternative provision to support their learning needs is tracked well by the school and is helping develop computing skills as well as improving their social development.
- The pupils at an early stage of learning English, as well as those from a range of minority ethnic backgrounds, make progress that is at least as rapid as their classmates.
- In 2014, the gap in attainment between disadvantaged pupils in Year 6 and their classmates in mathematics and writing was around a term and in reading was half a term. The gap between the disadvantaged pupils and all pupils' nationally was two and a half terms in mathematics and writing, and half a term in reading. However, the gap narrowed significantly from the previous year due to the success of the extra teaching in small groups provided for these pupils. The progress made by these pupils is the same as that of their classmates and similar to that of all pupils nationally.
- Throughout the school, the most able pupils make good progress, although too few pupils attain higher levels in writing. A high proportion of the current Year 6 pupils are well on track to achieve the higher levels, especially in mathematics. In reading and mathematics, their attainment is close to that found nationally and this represents good progress from their starting points. A significantly above average proportion of pupils reach the higher levels in spelling, punctuation and grammar by the end of Year 6.
- Disabled pupils and those who have special educational needs make good progress overall because of the extra help they receive. In most years, they make progress that is at least in line with that of their classmates and better than that found nationally.

The early years provision

is good

- Children, including disabled children and those who have special educational needs, settle in well and quickly become used to the school's routines. They start the day happily and productively, and enjoy sharing their learning with adults. For example, they talk very enthusiastically about the books they are reading.
- Children work and play cooperatively. They enjoy school and the range of activities provided for them, especially outdoors. The staff have planned activities to address recognised weaknesses well. For example, a weakness in boys' writing has been addressed by enthusing them through a building site activity.
- The accommodation is used well by staff and enables children to learn well in all areas of learning. A range of adult-led activities is provided alongside tasks that the children choose for themselves. The staff have created a language- and number-rich environment in the rooms. This provides effective support for children's learning as well as celebrating their work.
- Teaching is good. Assessment is detailed and the Early Years Foundation Stage leader has a good grasp of the available data. This is used effectively to plan the next steps that children need to take to move their learning on. All adults are involved in observing and recording children's progress. Parents are regularly informed about children's progress.

- Improved progress and standards are due to the improved leadership and management of the provision. Staff are very aware of each child's prior knowledge and skills. Children's good progress helps prepare them well for Year 1. They are clearly happy at school and are kept safe. Their behaviour is good and they are very enthusiastic learners.

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	104345
Local authority	Wolverhampton
Inspection number	444025

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

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	496
Appropriate authority	The governing body
Chair	Joanna Watson
Headteacher	Samantha Walker (Acting)
Date of previous school inspection	12 January 2010
Telephone number	01902 556350
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