

Woodley Primary School

Sherwood Road, Woodley, Stockport, Cheshire, SK6 1LH

Inspection dates 10–11 March 2015

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.

- The headteacher has a clear vision and is dedicated to improving the school; this is shared by senior leaders, staff and governors. Consequently leadership at all levels is good.
- Children quickly develop an enjoyment of school in the early years and make good progress in all areas of learning.
- All groups of pupils make good progress and achieve well in Key Stages 1 and 2 in reading, writing and mathematics.
- By the end of Year 6, standards are above average in reading and mathematics and average in writing, for all pupils.
- The quality of teaching is good. Teachers form good relationships with pupils. This ensures that pupils concentrate well in lessons and learn enthusiastically.
- Behaviour and pupils' attitudes to learning are at least good. Their behaviour in lessons is good and around school it is exemplary.
- Pupils say, and their parents agree, that they feel safe in school. Pupils' attendance is above average and the school motto 'CARE' is fully lived out.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well in all of its work. The key British principles of valuing all, respect for others and serving the community underpin all aspects of the school.
- Leaders and managers accurately identify the school's strengths and what the school needs to do to become even better.
- 'Sowing the seeds of excellence' is the schools' mission and has led to improvements in teaching and achievement. This indicates the school is well placed to continue to improve.

It is not yet an outstanding school because

- Work set is not always challenging enough to extend the capabilities of each pupil to the maximum to result in outstanding achievement. This is particularly so for the most able pupils.
- Pupils do not have enough opportunities to apply and extend their writing and mathematics skills across a range of subjects.
- The checks that subject leaders make in all areas of the curriculum are not sufficiently successful in improving the quality of teaching and pupils' learning.

Information about this inspection

- The inspectors observed learning in every class. They held discussions with pupils to ascertain their views of school and their learning. Pupils' work in their books was also scrutinised.
- Short visits to all the classes in Years 2 to 6 were carried out with the headteacher.
- Meetings were held with senior leaders, staff and a representative of the local authority as well as with members of the governing body.
- Inspectors looked at a number of documents, including safeguarding records, the school's improvement plan, the school's data for tracking pupils' progress, reports on pupils' achievement, records of pupils' behaviour and the school's monitoring of the quality of teaching.
- The inspectors listened to pupils in Years 1, 2 and 6 read and spoke formally and informally to pupils during play times and lunchtimes.
- The inspectors took account of the 75 responses received at the time of the inspection from the on-line questionnaire (Parent View), as well as the school's questionnaire of parents' views.
- The inspectors also took account of the 25 responses to the staff questionnaires.

Inspection team

Clare Henderson, Lead inspector

Additional Inspector

Lesley Curtis

Additional Inspector

John Shutt

Additional Inspector

Full report

Information about this school

- The school is larger than the average sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is below average. (The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of disabled pupils and those with special educational needs is average.
- The school meets 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.
- Early years provision in the Nursery class is available part-time and full-time in the Reception classes.
- There is a before-school and after-school club. This setting was inspected separately and the report can be found on the Ofsted website.

What does the school need to do to improve further?

- Raise the standards further and accelerate the progress that pupils make in reading, writing and mathematics by:
 - making sure that work set is challenging enough to extend the capabilities of each pupil to the maximum, including for the most-able pupils
 - providing more opportunities for pupils to apply and extend their reading, writing and mathematics skills in a range of subjects.
- Improve the quality of leadership and management by providing better support for those teachers with responsibility for coordinating subjects of the curriculum so that they can contribute fully to improving the quality of teaching and learning.

Inspection judgements

The leadership and management are good

- The highly experienced headteacher, the senior leaders and governors, provide the school with strong, effective leadership and clear direction. In this positive climate for learning, the quality of teaching, pupils' achievement in English and mathematics and good behaviour, all flourish.
- Staff morale is high and everyone shares the high expectations of senior leaders and governors. 'I am extremely proud to be a member of staff, there is a superb team ethic and all staff work extremely hard to ensure that the children are happy, safe and learning', sums up their views.
- The school's evaluation of its own work is accurate because senior leaders, all staff and governors systematically check on the progress of their plans for improvement.
- The school is committed to ensuring that every pupil has an equal opportunity to succeed. This can be seen in the good levels of progress being made across the school.
- Leaders maintain a rigorous focus on raising achievement and this has ensured that the 2014 dip in standards in Key Stage 2 in writing and mathematics has reversed rapidly. Although the school acknowledges there is more to do in their journey towards being outstanding, their pupil tracking systems show the large majority of pupils are now making rapid progress from their starting points.
- The checking of the quality of teaching and pupils' progress by senior leaders is rigorous and well planned and helps teachers to identify their strengths and areas for improvement. However, leadership is not outstanding because teachers with leadership responsibility for subjects of the curriculum do not regularly check the quality of teaching and learning in their areas to make sure that planned actions are having a positive impact on pupils' achievement.
- Performance management is well managed. Staff have clear targets which are related to improvement in pupils' achievement and linked to salary progression.
- The curriculum has a positive impact on pupils' achievement and their physical well-being. Leaders ensure that pupils learn well across an exciting range of subjects. However, pupils do not have enough opportunities to apply and extend their writing and mathematics skills in a range of subjects.
- The curriculum is enriched through a range of well-planned activities and visits. Links with schools in Brazil and France develop pupils' understanding of cultures and lifestyles different to their own. This wide range of social and cultural events contributes to pupils' strong understanding of what it means to live in modern Britain. Drama, art, music and sports are used very effectively to extend pupils' spiritual, moral, social and cultural understanding. Pupils' understanding of prejudice-based bullying is well promoted through thought provoking assemblies. 'Love has no gender, race, age or colour' pupils confidently declare.
- Funding available through the pupil premium is used effectively to finance additional support and resources which help eligible pupils make at least similar progress to their classmates.
- Additional funding from the government to promote sport and increase physical activity is being used to employ professional coaches and to develop the expertise of the staff. Pupils' participation in a wide range of competitive tournaments such as cricket and gymnastics has increased and these opportunities have a very strong impact on improving pupils' health and well-being.
- The vast majority of parents who responded to Parent View, and who spoke to inspectors are very confident that the school is being led and managed well. Excellent partnerships forged with the before-school and after-school clubs are highly appreciated by parents and extend opportunities for pupils to be supported and cared for beyond the school day.
- The local authority works closely with the school. It is very effective in monitoring and checking on pupils' achievement and the quality of teaching. The local authority is confident that the school is providing a good education and that it only requires light touch support.
- The school is vigilant in safeguarding pupils. Systems are robust. All staff and governors understand procedures and how to carry them out. A strength of the school is the way pupils are cared for, guided and supported in their learning and personal development. The school fosters strong relationships, mutual respect and ensures that there is no discrimination. Effective transition arrangements ensure pupils are well prepared at the different stages of their learning.
- **The governance of the school:**
 - The governing body uses its skills and experience very effectively to influence the school's work. The governors are well informed about how well the school is performing through their regular visits, as well as through checking information and reports from the headteacher and other leaders. They use this information effectively to hold the school to account for school improvement. They have a clear understanding of the quality of teaching in the school and the link between teachers' performance and salary progression. They are aware of how good teaching is rewarded and how underperformance is

tackled. Governors ensure that additional grants, such as pupil premium funding and the additional funding for sport, are used effectively and are having a positive impact on pupils' outcomes.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are friendly, courteous and welcoming to visitors and their behaviour around the school is exemplary. Pupils enjoy being in school and talk enthusiastically about their learning.
- The parents' very positive response to the online questionnaire confirms the inspection evidence that pupils' good behaviour is a strength of the school.
- Most pupils concentrate well and work hard to complete tasks in lessons. They are keen to learn and this contributes greatly to their good progress. Occasionally, a few pupils do not give their full attention to learning. This is often when learning is not sufficiently challenging.
- Pupils are proud to take on additional responsibilities such as being members of the school council or digital leaders who sort out internet issues for children in other classes.
- Older pupils willingly help and support younger members of the school and provide strong role models, for example by checking on them in the dining hall and playing games with them at play times. These activities encourage teamwork and develop the leadership skills of the pupils.
- Assemblies and personal and social lessons help challenge pupils' thinking. For instance, teachers read out a statement to which pupils have to express an opinion. These concern issues such as perceived differences in colour, race or gender.
- Pupils appreciate and value how a variety of cultures have shaped their own heritage. Black history week and the study of a variety of major faiths for instance, develop this appreciation.
- Staff are well trained to support pupils with disabilities and special educational needs and act as strong role models for all pupils. As a result, pupils are kind to each other and display high levels of care and consideration for others.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and well cared for by all the adults in the school.
- The overwhelming majority of parents who responded to the questionnaire agree that their children feel safe at school at all times.
- Pupils develop a good understanding of how to keep themselves and others safe, for instance, when cycling or using the internet. They learn how to stay safe through well-planned activities and assemblies. They are fully aware of the different kinds of bullying, including cyber and homophobic bullying, and know what to do should it happen.
- A strength of the school is its ability to foster good relationships between pupils and in preventing any discrimination. High levels of trust and respect exist between staff and pupils.

The quality of teaching is good

- Teaching is good overall across the school, with examples of outstanding practice. Explanations are clear and so pupils know what is expected of them and they know whether or not they have been successful in their tasks.
- Good relationships between adults and pupils results in enthusiastic and confident pupils who enjoy learning and want to do their best. Pupils work well together, either as a whole class or in groups.
- Teachers question pupils skilfully and give them time to think to develop their knowledge and understanding. Pupils understand the importance of listening and taking turns. When pupils are answering, others listen carefully so that they learn from each other.
- Pupils study topics which allow them to reflect on and discuss feelings, rights and responsibilities, differences in cultures and religious belief. These topics extend pupils' respect for and tolerance and understanding of others well.
- The most-able pupils make good progress because teachers build effectively on what they already know. However, at times tasks are not sufficiently challenging.

- Disadvantaged pupils make good progress. They are well supported by additional adults in the classroom. The adults are well briefed by the class teachers so that they are clear about the learning that needs to take place.
- Pupils with disabilities and special educational needs benefit from good teaching and additional support as required. Teaching assistants play a valuable role in supporting their learning. They have a clear understanding of their role and are knowledgeable about the pupils they support. This enables pupils to play an active part in all lessons and learn well.
- Reading is taught well and pupils quickly learn how to sound and blend letters in the early years. These skills are systemically built upon and pupils of all ages are encouraged to develop a love of reading and enjoy the wide range of texts available for them in the well-resourced library.
- Writing is increasingly being taught well and pupils are systematically mastering the basic skills of grammar, punctuation and spelling. They use these when writing for different purposes. For instance, during the inspection in a Year 1 English lesson, pupils were encouraged to talk about the story of Jack and the Beanstalk and to share ideas with classmates. This strengthens their ideas and gives them confidence to start writing. However, pupils in all classes do not have enough opportunities to extend their writing skills in a range of subjects.
- The teaching of mathematics is good. Teachers have good subject knowledge and they provide increasing opportunities for pupils to use their mathematical knowledge and skills in a range of problem solving activities related to real life. However, they do not have enough opportunities to apply and extend these skills in other subjects.
- Teachers mark work regularly and their feedback shows clearly what pupils have done well and what they need to do to improve. Time is provided for pupils to respond to these comments and improve their work.

The achievement of pupils

is good

- The achievement of pupils is good. School information and work in books shows that pupils make good progress in all year groups and are well prepared for the next stage in their education.
- From starting points at the beginning of Key Stage 1 which vary from having skills below those expected for their age to those that are typical for their age, pupils make good progress and generally reach standards ranging from average to above average in reading, writing and mathematics by the end of Year 2.
- Test results, over time, have been above average in reading and mathematics and average in writing at the end of Key Stage 2. However, standards dipped to below average in writing and mathematics in 2014. This suggested that pupils had not made enough progress since they left Key Stage 1. Nevertheless, school records show that all the pupils in the class and, particularly those who had been in the school for the full four year period, made good progress from their individual starting points.
- Pupils do not achieve as well in writing and mathematics as they do in reading because they do not have enough opportunities to apply their writing and mathematics skills in a range of subjects. Furthermore, occasionally work is too easy for the most-able and, as a result, they do not always achieve as well as they could.
- The results of the 2014 national screening check on how well Year 1 pupils understand phonics (the sounds letters represent) were close to average. This shows a rising trend over three years as a result of changes in the way reading is taught. The whole-class reading sessions and daily library sessions allow pupils to come together to enjoy reading in a relaxed environment. By the time they reach Year 6, they have a good knowledge of different authors and use this information to help them choose new books.
- In 2014, the attainment of disadvantaged pupils was behind other pupils in the school in reading, writing and mathematics by two terms. In relation to non-disadvantaged pupils nationally, they were four terms behind in reading, three in writing and two in mathematics. School evidence shows that attainment gaps are closing rapidly for pupils currently in the school.
- School information shows that, from their individual starting points, the progress of the disadvantaged pupils compared to both other non-disadvantaged pupils in the school and nationally was good in 2014.
- Disadvantaged pupils currently in the school make at least as much good progress as their classmates and some make more. Disabled pupils and those with special educational needs make good progress and achieve well. They are well supported in lessons or on a one-to-one basis as appropriate to their specific needs.

The early years provision is good

- The early years is managed effectively. There is strong teamwork and a good ratio of staff to children. The school has well organised induction systems which enable the children to settle quickly into school life. The integration of children who did not previously attend the Nursery is managed well and so children new to school settle equally quickly when they start in the Reception class.
- Leaders and staff have established strong relationships with parents, which help the children to feel safe and secure at school. Regular meetings and informal conversations at the start of the day also help parents to be fully involved in their child's development.
- In some years, some children begin in the Nursery or Reception classes with weakness in their communication, social and mathematical skills. As a result of high levels of care children quickly follow the daily routines and form positive relationships with adults and each other. They cooperate well, for example when taking turns during the making of Mothers' Day sweets in the Nursery class.
- Teaching is good. Teachers plan a wide range of stimulating activities that capture children's imagination and fully engage their interest. This means that children enjoy learning and make good progress. This was observed when some children were exploring ice in the water tray in the Reception class. They showed good levels of concentration and independence in predicting what might happen to the ice and then subsequently checking it.
- Children are encouraged to become confident in pursuing indoor and outdoor activities that match their own interests as well as those directed by adults. Adults keep a close check on how well children are learning. This information is used by all the adults in the team to plan the next steps for learning.
- Early reading, speaking and writing skills are developing well and the 2014 results show good improvement from the previous year. Adults' positive engagement with children during tasks, such as role play, allow them to make imaginative use of their language. However, opportunities to use the outdoor areas, particularly in the Nursery, to fully extend pupils' reading, writing and mathematics skills are missed.
- High expectations and appropriately challenging tasks in the Reception classes have been instrumental in securing a greater proportion of children exceed a good level of development in all areas of learning.
- As well as ensuring that children learn well and make good progress, adults pay good attention to checking that the learning environment is safe and that children's health and well-being are promoted well.

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	134779
Local authority	Stockport
Inspection number	456183

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	445
Appropriate authority	The governing body
Chair	Rowena Ainscough
Headteacher	Liz Richardson
Date of previous school inspection	10 May 2012
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