

Woodland Community Primary School

Regent Street, Heywood, Lancashire, OL10 3BX

Inspection dates

22–23 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	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.

- Pupils make good progress from starting points that are below and sometimes significantly below those typical for their age. Good teaching and provision in the early years ensure that children achieve well and get off to a good start.
- Pupils make good progress in Key Stage 1 from starting points which have previously been well-below average. Most pupils reach the expected level of attainment in reading, writing and mathematics. An increasing number of pupils are now attaining the higher levels in reading and mathematics.
- Progress is now good in Key Stage 2 and pupils reach standards that are broadly average from previously well-below average starting points.
- Teaching is good. Staff provide well-planned and high-quality opportunities for pupils to learn well and enjoy a wide range of experiences.
- Staff work hard to create a calm and purposeful working environment and ensure pupils get the most out of their lessons.
- Pupils behave very well in and around school. Pupils and staff expect all members of the school community to treat each other with respect and good manners.
- Pupils enjoy coming to school and feel safe.
- School leaders understand the needs of their pupils well and give them a high quality of care. This is especially so of those whose circumstances may make them particularly vulnerable.
- School leaders have high expectations of what all pupils can achieve and are ambitious for their success. Leaders' focus on improving the quality of teaching has increased pupils' progress.
- Governors are very knowledgeable. They have a well informed and accurate view of the school's improving performance. Governors work successfully with senior leaders to raise standards, improve achievement and further improve the quality of teaching.

It is not yet an outstanding school because

- Although the proportion of pupils attaining the higher levels is increasing, the most able do not always make as much progress as possible.
- In a few lessons, pupils spend too long practising skills that they have already mastered.
- Opportunities for parents to be more involved in school life and to support their child's learning are not yet fully developed.
- Attendance, although improving, is below average.

Information about this inspection

- Inspectors observed a range of lessons or part lessons in all classes. Two lessons were observed jointly with the headteacher.
- Inspectors held meetings with groups of pupils, members of staff, members of the governing body and a representative of the local authority.
- Inspectors took account of 47 responses to the on-line questionnaire (Parent View) and looked at the school's latest parental survey. They also talked to a range of parents during the inspection.
- Inspectors observed the school's work and looked at a wide range of documentation including: assessment data, the school's evaluation of its work, minutes of governing body meetings, safeguarding documentation, reports from school improvement partners, information about the management of teachers' performance, monitoring records and the school's improvement plan.
- Inspectors listened to pupils read and also reviewed samples of their work.
- Inspectors observed pupils' behaviour at playtime, lunchtime, around the school and in lessons.

Inspection team

Clare Daniel, Lead inspector	Additional Inspector
Barbara Martin	Additional Inspector
Elaine Shepherd	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is well above 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 is below the national average.
- On occasion, some pupils attend alternative provision off-site at the Darnhill Study Centre.
- Nursery provision is part-time and parents are offered morning sessions daily. Reception provision is full time.
- The school operates a breakfast club during term time which is managed by the governing body.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve further the quality of teaching so more pupils attain the higher levels by:
 - making sure that pupils do not waste time in lessons by practising skills that they have already mastered
 - ensuring the most able are sufficiently challenged so that they achieve as well as they possibly can.
- Develop a wider range of opportunities to involve parents more in school life and their child's learning, and as a result, improve pupils' attendance.

Inspection judgements

The leadership and management are good

- Senior leaders have high expectations of pupils and staff. Their understanding of the pupils' needs and the level of pastoral care they provide for pupils and their families are both of a very high standard. School leaders ensure that all pupils have equal opportunities to succeed in their learning.
- School leaders demonstrate high levels of dedication to raising achievement for all pupils. Senior leaders monitor pupils' performance and the quality of teaching regularly and have an accurate view of the standards currently achieved by groups of pupils.
- Evaluation of the school's overall effectiveness is accurate and school leaders have a clear understanding of its strengths. Plans for improvement have had a significant impact on tackling the few remaining pockets of underachievement and as a result, all pupils are making accelerated progress, particularly in reading in the junior classes.
- Middle leaders manage their phases well and have worked hard to develop new staff teams and support newly qualified colleagues. They ensure that professional development and training is effective in raising standards for all pupils. The leader with responsibility for overseeing the achievement of disabled pupils and those with special educational needs manages their provision well. Middle leaders monitor the quality of interventions thoroughly and ensure that pupils continue to make good progress because of the excellent support they receive.
- Senior leaders have recognised that more could be done to involve parents with their children's learning and to support improvements in attendance. As a result, they have appointed a member of staff with responsibility for leading this area and further developing the work that has already begun.
- All teachers have performance targets which are closely linked to improving the quality of teaching and raising pupils' achievement. Senior leaders check these targets throughout the year. They can clearly demonstrate the impact that high quality and regular training opportunities are having on improving the quality of teaching. Pay awards are directly linked to the quality of teaching and pupils' achievement.
- The curriculum is carefully planned to provide many opportunities for pupils to write and use their mathematical skills in different subjects. It is enriched with a range of trips and visits closely linked to learning themes and sporting and cultural opportunities.
- Pupils' spiritual, moral, social and cultural development is good. It is well supported by the range of subjects taught and by whole school and class assemblies. Pupils also have many opportunities to take part in different extra-curricular activities. They have a range of responsibilities which they particularly enjoy, including being members of the school council and being Woodland Rangers.
- Pupils have a range of opportunities to learn about British values such as tolerance, respect, democracy, law and liberty through a variety of well-planned activities. Their understanding of democracy and law is particularly well supported by the work of the school council. Pupils could give many examples of how suggestions from the school council had been adopted in the school including arrangements for school dinners and new play equipment.
- Through a range of activities planned across the curriculum, the school fosters good relations, promotes tolerance and tackles discrimination. The range of experiences that the school now offers pupils ensures that they are well prepared for life in modern Britain.
- School leaders carefully evaluate the spending and impact of pupil premium funding and as a result, disadvantaged pupils achieve well and make good progress, especially in reading.
- Leaders and governors spend the primary sports funding effectively. They ensure all pupils gain health benefits from an improved quality of teaching and the support of sports coaches. The impact is evident in increasing proportions of pupils who are taking part in a wider range of sporting activity, especially at lunchtimes and after school.
- School leaders work very effectively with staff at the Darnhill Centre to ensure that pupils attend well and that they make good progress. Links are strong and school staff communicate regularly.
- The local authority has provided regular and effective support for school leaders and governors with a focus on improving the quality of teaching, strengthening the senior leadership team and understanding school assessment data.
- The school meets all statutory safeguarding requirements and as a result all pupils are safe and well cared for in school, especially those who may be more vulnerable.
- **The governance of the school:**
 - Governors have a very well-informed understanding of the school's strengths and weaknesses. They challenge senior leaders effectively about improvements in the standards pupils reach as well as the quality of teaching. Governors check the quality of the school's work regularly and are ambitious about

seeking further improvements.

- Governors have attended appropriate training which has further developed their understanding of the school's performance and assessment data. They understand the link between the arrangements to manage the performance of teachers and their impact on raising standards and improving the quality of teaching. They are involved in overseeing the school's systems for pay awards related to the performance of teaching staff. They know how underperformance is tackled.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. In lessons, pupils listen well to instructions and are keen to learn. They enjoy positive relationships with all staff and with each other. Staff provide a calm and well-managed learning environment in all classes.
- Pupils behave very well around the school and are polite and well mannered. They talk with enthusiasm about their work and have confidence that teachers and support staff will help them with any difficulties or challenges.
- Pupils say that behaviour is good. They have a clear understanding of the school's systems of rewards and sanctions and the effect these have on maintaining good order and high expectations. Pupils report that the few rare incidents of weaker behaviour are managed fairly, calmly and consistently by all staff. Inspectors agree with this.
- The majority of parents who responded to the online questionnaire, Parent View, agreed that the school makes sure pupils behave well and deals effectively with bullying. While pupils say that there are a few very rare incidents of bullying, staff deal with them promptly and effectively.
- Behaviour records are well maintained and senior leaders regularly conduct a thorough analysis. Staff use this information effectively to ensure that the needs of individual pupils are well met and managed.
- Pupils attending alternative provision are well supported to manage behaviour which can be challenging at times.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel very safe in school. They say that the staff's caring attitude gives them confidence that any problem can be sorted out.
- Relationships between pupils and staff are supportive and respectful. Pupils know that they are expected to care for each other and that the Woodland Rangers help them to 'look out for each other', especially on the playground.
- Pupils demonstrate a very good awareness of how to keep themselves safe in and around the school and community, and when using the internet. They have every confidence in staff to look after them well in school, saying 'We are safe because Mrs Brogan doesn't want us to get hurt. She loves us to bits.'
- Pupils say that discrimination is not tolerated within school would be referred straight to the headteacher. They are aware of different kinds of bullying and name-calling but confident they very rarely happen at Woodland.
- Effective procedures are in place to keep vulnerable pupils safe both on- and off-site. There is very clear evidence of how the school quickly involves other agencies if it has concerns about a pupil's safety to protect those who are particularly vulnerable.
- Attendance has improved since the last inspection but is still below average. The school follows up absence and concerns about punctuality rigorously and the proportion of unauthorised absences is declining. The recently appointed Child Welfare Lead is working effectively with some families to support them in improving both their children's attendance and punctuality, after a period where parents were not as involved in supporting these areas of the school's work.
- The breakfast club is well attended and provides a safe and secure environment for pupils.

The quality of teaching

is good

- A key feature of the good teaching in the school is the calm and purposeful learning environment. Activities are well thought out and pupils are keen to do well. They listen and respond to all staff respectfully and get on with their work with enthusiasm, particularly enjoying opportunities to work together.

- Activities are prepared thoroughly in all classes. Inspectors observed pupils being highly challenged in their learning and enjoying the opportunity to work on extension activities in most lessons. Teachers and support staff have a well-informed view of what pupils can already do and as a result usually plan tasks which build on their existing skills. Occasionally, pupils are expected to complete activities which do not develop their existing skills and, as a result, learning time is wasted. This particularly applies to the most able pupils who do not always make the best possible progress as a result.
- The use of adults to support learning has a significant impact on the standards achieved by pupils and the progress they make. Teaching assistants and support staff understand the focus of each session clearly and have appropriate resources to work with groups and individuals. As a result of this high quality support, most disabled pupils or those who have special educational needs make good progress.
- Teachers carefully plan opportunities to develop pupils' reading, writing and mathematics skills. Reading has been the focus of school improvement planning recently and is now taught very effectively. Pupils enjoy reading and are enthusiastic about the range of books that they read at school. School leaders have invested heavily in the new school library and pupils now have access to a wide range of high quality books which they can read during school time and take home.
- Effective teaching has improved pupils' phonic skills (letters and the sounds they make). They are now better able to tackle a wide range of more challenging books and to use their reading skills more effectively in other subjects.
- Writing is taught well. Pupils enjoy using their skills to write confidently in a range of subjects and can adapt their writing for a range of purposes and audiences. High-quality pieces of writing are displayed around the school and inspire pupils to improve their work and strive for higher standards.
- Teachers ensure mathematical skills are taught successfully. Opportunities to develop mathematical skills are well planned across a range of curriculum subjects. Pupils use their skills to support and enrich their learning in science and geography by using data handling and graph work.
- Pupils demonstrate high levels of engagement in lessons when the activities are practical or involve working together. Year 6 pupils enjoyed planning a range of tests to demonstrate how much physical activity affected their heart rate and then testing out their theories on the playground. They carefully considered how to measure and record their results and how they would decide whether their initial theories were correct.
- Where teachers' subject knowledge is particularly strong and the feedback given to pupils during lessons helps them to move on quickly in their learning, progress is good. Pupils' work is mainly marked in accordance with the school's policy and is effective. Pupils have opportunities to act on advice and correct their work or to respond to additional challenges set by teachers.

The achievement of pupils

is good

- All groups of pupils achieve well overall and make good progress across the school from their individual starting points. The overall standards achieved by different year groups are occasionally more variable because some cohorts started school with skills that were significantly below those typical for their age. The progress made by some of the upper junior pupils has previously been slower because of weaker teaching. However, this has now improved and rapidly increasing proportions of pupils attain the standards expected of them.
- In the most recent Year 1 phonic screening check most pupils reached the standard expected for their age. Pupils achieved well from their starting points. The proportion of pupils who met the expected standard at the end of Year 2 in 2014 was above average.
- At Key Stage 1, from their previously very low starting points, the overall standards achieved by pupils in reading, writing and mathematics in 2014 were well-below average. However most pupils attained the expected level by the end of Year 2. The school's assessment data and inspection evidence shows that pupils are now making rapid progress in Key Stage 1 as a result of improvements in the quality of teaching.
- By the end of Year 6, standards are broadly average. All pupils made at least the expected amount of progress in reading and mathematics in 2014, and almost all in writing. The proportion of pupils who made better than expected progress was average in writing and mathematics and above average in reading. Throughout Key Stage 2, pupils are now making much more rapid progress in reading, writing and mathematics. The proportion of pupils in Year 6 who have made better than expected progress in reading and mathematics in Key Stage 2 is already double the national average.
- Overall, the progress of the most able pupils is good. The proportion of pupils already working at the higher levels is much greater than previously although it is still below average in reading, writing and

mathematics at both Key Stages 1 and 2. The most able pupils apply their skills well across a range of subjects and tackle more challenging work with confidence. However, on those occasions when they are insufficiently challenged their achievement is less good.

- The achievement of disabled pupils and those with special educational needs is good overall. They make similar progress to their peers because their needs are met through a range of effective support which ensures they achieve well. However, the standards they attain are sometimes lower than their peers because of their different starting points.
- The school has worked successfully to narrow the gap in achievement between disadvantaged pupils and other pupils nationally. The attainment of disadvantaged pupils is less than two terms behind other pupils in school by the time they leave in mathematics and reading and one year behind in writing. When compared to non-disadvantaged pupils nationally, their attainment is approximately two terms behind in writing and mathematics and one term behind in reading. However, they make at least as good progress as non-disadvantaged pupils nationally.
- Pupils attending alternative provision make expected progress from their individual starting points.

The early years provision

is good

- Currently, most children join the early years with skills that are below those typical for their age and, in a minority of cases, significantly below. Children demonstrate particular weaknesses in communication and language development and their personal, social and emotional development. Children make good progress in the early years from their individual starting points.
- The proportion of children achieving a good level of development has increased each year since the last inspection. Between 2013 and 2014 it doubled when just under half of the children achieved a good level of development and were well prepared to start Year 1.
- Staff carefully plan the provision for children who have not yet met a good level of development with Year 1 teachers so that they have still have opportunities to learn outdoors and through a range of challenge activities.
- The leadership of the early years is good. The senior leader with this responsibility has an informed view of children's achievement and monitors the quality of teaching effectively. She ensures that the curriculum is appropriate and is planned to build on children's previous experiences and meets their interests.
- Indoor and outdoor provision is both safe and secure. The outdoor area is very well developed and provides children with a range of high quality learning opportunities, meeting their needs in all areas of learning.
- Teaching is good and is particularly strong in the Nursery class. Adults plan and organise activities which support the children in developing their skills quickly and securely. Indoor learning opportunities are fun and exciting. They ensure they children develop their personal, social and emotional skills rapidly as they chat and work together.
- Children develop their communication and language skills and their mathematical skills well. During the inspection children were observed taking part enthusiastically in an activity where they made rockets. Children used their mathematical knowledge to describe cutting shapes in half and understood that they needed to be safe using scissors. They were reminded to say a full sentence when recounting the instructions and to ask questions if unsure.
- Children's spiritual, moral, social and cultural development is good, as is their behaviour. Children from a growing range of diverse backgrounds play and work together in a calm and positive atmosphere. They enjoy developing their skills together with effective support.
- Staff support disabled children and those who have special educational needs well so that they make good progress in the early years. Teachers quickly identify the individual needs of these children early and as a result, they receive effective support. This is one of the strengths of the early years.
- Children are safe and secure, relationships with adults are warm and encouraging, and welfare requirements are well met.

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	135017
Local authority	Rochdale
Inspection number	462312

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	472
Appropriate authority	The governing body
Chair	Richard Bramwell
Headteacher	Nicola Brogan
Date of previous school inspection	24 April 2013
Telephone number	01706 620305
Fax number	Not applicable
Email address	office@woodland.rochdale.sch.uk

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