

Woodside Community School and Children's Centre

Highgate Road, Woodside, Dudley, DY2 0SN

Inspection dates 23–24 April 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- There is widespread underachievement at Key Stage 2. Standards at the end of Year 6 are low.
- The number of pupils excluded is well above average. The school does not guarantee pupils' safety, as many exclusions are for physical violence against other pupils.
- Attendance is below average and is not improving. The school does not analyse attendance data in sufficient detail or contact parents quickly enough when their child's attendance causes concern.
- Teachers do not control pupils' behaviour well enough or check that pupils are working hard; low-level disruption is common in lessons.
- Teachers do not develop pupils' speaking skills adequately.
- Teachers in Key Stage 2 do not assess pupils' work accurately. As a result, they do not ensure that pupils are secure in their understanding, nor that they build on what they can already do.
- Teachers do not cover the full National Curriculum in mathematics at Key Stage 2.
- Pupils do not report racist incidents.
- Leaders' evaluations of teaching are not accurate. Teaching is not improving at Key Stage 2 and pupils' achievement is getting worse.
- The targets that leaders set for teachers to improve are too low. The headteacher does not take strong actions to improve teaching when necessary.
- Leaders do not evaluate the effectiveness of support provided outside of lessons for disabled pupils and those who have special educational needs or for pupils with behavioural difficulties, so do not know which approaches are working.
- Leaders responsible for subjects and other aspects of the school's work play little or no part in monitoring and evaluating teaching.
- Leaders have not used pupil premium funds effectively. Disadvantaged pupils are more likely to be excluded than other pupils and do not attend as regularly. They leave Year 6 with attainment that is far below other pupils nationally.
- Provision in the early years is not good. Teachers do not always plan activities that extend children's knowledge and understanding.

The school has the following strengths

- Leaders have improved teaching in Key Stage 1, where pupils make good progress.
- The teaching of phonics (the sounds that letters make) is good.
- Governance has improved significantly. Governors now ask challenging questions and have a good understanding of performance data.

Information about this inspection

- Inspectors observed 20 lessons. In addition, the inspectors listened to pupils reading and analysed the work in their books.
- Inspectors held meetings with staff, pupils, members of the governing body and a representative of the local authority.
- Inspectors took account of the 14 responses to the online questionnaire, Parent View. Inspectors spoke to parents informally during the inspection to gather their views.
- Inspectors observed the school's work, including arrangements for keeping pupils safe. They looked at a number of documents, including: the school's own information on pupils' progress; the school's evaluation of its performance; records relating to attendance and behaviour; and documents relating to safeguarding.

Inspection team

David Driscoll, Lead inspector

Additional Inspector

Mary Maybank

Additional Inspector

Caroline Evans

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is larger than the average-sized primary school.
- Children attend the Reception class full time.
- Most pupils are White British. Around one in five pupils is from a Pakistani background and there are small proportions of pupils from several other minority ethnic backgrounds. The proportion who speak English as an additional language is well above average, although the great majority of such pupils are fluent speakers of English.
- A high proportion of pupils is disabled or has special educational needs.
- The proportion of disadvantaged pupils supported through the pupil premium (additional funding for pupils currently known to be eligible for free school meals, those who have been eligible for free school meals at any time in the last six years and children who are looked-after by the local authority) is well above average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school receives support from the executive headteacher of Hales Valley Teaching School, who is a National Leader of Education.
- There is a separate nursery and children's centre on the same site. These are not included in this inspection.

What does the school need to do to improve further?

- Improve teaching and accelerate pupils' progress so that they reach at least average standards by the time they leave Year 6 by ensuring that teachers:
 - deal effectively with low-level disruption in Key Stage 2
 - check more frequently that pupils in all years are working hard
 - assess pupils' work accurately in Key Stage 2
 - set pupils suitably demanding tasks in Key Stage 2 and the early years
 - provide more opportunities for pupils' to speak at length.
- Improve behaviour and reduce the number of incidents of physical violence towards other pupils, so that fewer pupils are excluded from school, by:
 - checking the current strategies for helping individual pupils modify their behaviour to find out which ones work best
 - using the most successful approaches more frequently
 - ensuring pupils attend the extra classes that are provided for them
 - encouraging pupils to report racist and derogatory language.
- Improve attendance to at least the national average by:
 - writing to parents when their child's attendance falls below 92%
 - analysing attendance data in greater depth to identify emerging patterns of poor attendance
 - analysing data on the attendance of disadvantaged pupils in order to target extra funding at helping them to attend more frequently.

- Improve leadership and management by:
 - setting more demanding targets for teachers' performance that include improving pupils' progress in reading, writing and mathematics
 - taking stronger and more decisive actions more quickly when a teacher's performance is found to be inadequate
 - using all available evidence to evaluate the quality of teaching more accurately
 - developing the role of subject and other leaders in checking the quality of teaching and pupils' achievement in their areas of responsibility
 - ensuring teachers cover the requirements of the National Curriculum in full at Key Stage 2
 - checking the effectiveness of extra support outside of lessons for disabled pupils and those who have special educational needs more closely and modifying such support when it is clear that it is not proving successful
 - making more effective use of the extra pupil premium funds to accelerate the progress and improve the behaviour and attendance of disadvantaged pupils.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management are inadequate

- The quality of leadership and management is inadequate. Standards at the end of Year 6 are lower than at the time of the previous inspection, pupils make less progress at Key Stage 2, behaviour is worse and attendance has fallen this year. Leaders do not ensure that all pupils can achieve equally because many have their learning disrupted by the poor behaviour of others. The school's culture does not support good teaching and positive behaviour.
- The senior leaders' checks on teaching do not provide an accurate picture of its quality. Leaders evaluate teaching as good, for example, despite weaknesses in the management of behaviour or evident lack of challenge for more-able pupils.
- Senior leaders do not take enough account of the progress made by pupils when judging the quality of teaching. Pupils in Year 6 last year, for example, made inadequate progress but leaders judged that teaching was good.
- Newly qualified teachers should not be appointed.
- The headteacher sets targets for teachers that are too low and limited in their scope. Last year, for example, some teachers had targets of only 72% of pupils making the progress they should, and only in writing. This is much lower than pupils achieve nationally. This target was achieved and staff received pay rises, despite pupils making inadequate progress.
- Where teaching is clearly inadequate, the headteacher provides considerable training and support for the teachers involved. However, the headteacher does not take strong and decisive action against those who do not improve quickly enough.
- The leadership and management provided by subject leaders and others responsible for aspects of the school's work are inadequate. They play only a very limited role in monitoring and evaluating the quality of teaching and achievement in their areas of responsibility, leaving the headteacher and deputy headteacher to carry too much of the load. The leadership of the early years requires improvement. Children's progress was inadequate in 2014 because of staffing difficulties. A more stable staffing is in now in place and teaching has improved.
- Teachers' assessments of pupils' achievement are inaccurate at Key Stage 2. Consequently, leaders do not have an accurate picture of how much progress pupils are making. Predictions for how well pupils will do in national tests have been wide of the mark.
- The school does not use the pupil premium effectively to improve the achievement of disadvantaged pupils. The gap in standards at the end of Year 6 between disadvantaged pupils and other pupils nationally is closing, but not quickly enough. Although gaps in attainment between them and other pupils in the school narrowed in 2014, this was mainly due to the other pupils' standards falling. Disadvantaged pupils are more likely to be excluded than others, attend less frequently and leave school with low standards.
- The curriculum is inadequate because the requirements for mathematics are not met at Key Stage 2. Some topics, such as data handling and decimal numbers, are not taught in sufficient depth, especially for the most-able pupils.
- The school provides a wide range of trips and visits that widen pupils' horizons and prepare them adequately for life in modern Britain. The school makes good provision for pupils' spiritual and cultural development, so pupils are knowledgeable about a wide range of faiths. They know how others from backgrounds different from their own live. However, the provision for pupils' moral and social development is inadequate because it is not having enough impact on improving the way that pupils behave towards each other.

- The school's official procedures meet safeguarding requirements. However, they are not fully effective in keeping pupils safe because pupils are subject to violent attacks from other pupils. The school's tackling of discrimination requires improvement. Teachers deal robustly with any incidents that are brought to their attention. However, pupils say that some racist name-calling goes unreported to teachers.
- The headteacher and deputy headteacher have made improvements in some key areas. The teaching of phonics, for example, is now good so pupils are learning to read more quickly. The quality of teaching at Key Stage 1 has improved and assessments are accurate, so pupils make good progress in reading, writing and mathematics. However, there have been too many weaknesses in the school for the headteacher and deputy headteacher to deal with them all effectively, so weaknesses in other aspects of the school, such as behaviour, have developed.
- Leaders ensure that pupils develop a good understanding of British values by teaching aspects in topics across the curriculum. The school celebrated Saint George's Day during the inspection, for example, with an emphasis on what it means to be British. The school teaches pupils well about the democratic process and the role of the Queen. They hold secret ballots for the school council, for example, and have seen democracy in action when visiting the local authority council chambers.
- Leaders have used extra funding for sport well. More pupils now play sport on a regular basis and enter competitions. The quality of teaching in physical education has improved as training from qualified coaches has improved teachers' skills. All pupils who left Year 6 last year did so able to swim, which had not been the case in previous years.
- The headteacher and deputy headteacher have been successful in engaging more parents in the life of the school. Initiatives, such as providing classes for parents and opportunities for them to volunteer in school, have encouraged more parents to play a greater part in their children's education.
- The local authority has provided much support for the school, including training staff and brokering a review of the way that the pupil premium funds are used. However, the review contains errors and omissions so does not paint the full picture of what is happening at the school and what needs to be done.
- **The governance of the school:**
 - The headteacher has coached the governors so they are now in a much better position than at the time of the previous inspection. They understand what published performance data is telling them and are well aware of the key weaknesses in performance. They ask challenging questions of the headteacher and demand to know exactly what is being done to address the school's problems. Governors analyse in detail the progress data that senior staff have provided for pupils currently in the school. However, they are not aware that the assessments on which such data are based are inaccurate at Key Stage 2, so are not getting a completely accurate picture of the quality of teaching.
 - Governors have a broad understanding of how teachers' performance is managed and know what the headteacher is doing to reward good teaching. They understand that weaker teachers are receiving support and training in order to help them improve, and confirm that they are prepared to take strong actions if results do not improve.

The behaviour and safety of pupils

are inadequate

Behaviour

- The behaviour of pupils is inadequate. Some parents have concerns about behaviour. The number of pupils excluded for poor behaviour is around ten times the national average and many of them are disadvantaged. Many of those excluded have to be excluded more than once, so the number of exclusions is also around ten times the national figure.
- Pupils' behaviour in lessons and their attitudes to work are inadequate. Pupils justifiably complain that the behaviour of others often prevents them from working. Pupils frequently stop working to talk to their friends. They do not do as they are told by their teachers and do not concentrate on their work.

- The school provides many different means of support for pupils who have difficulty controlling their behaviour. However, leaders have not evaluated the impact of these so do not know which ones work and which ones do not. Some, such as the 'Rainbow Room' social skills provision, provide a safe environment where pupils learn to get on with one another, but attendance is voluntary so not all pupils who might benefit attend.
- Attendance is below average and not improving. Current attendance is lower than last year. Disadvantaged pupils' attendance is low. The gap in attendance between disadvantaged pupils and others widened in 2014. Disadvantaged pupils are much more likely to be persistently absent than other pupils.
- Attendance is not improving because staff do not analyse data in sufficient detail. They do not identify emerging trends of poor attendance early enough or compare the attendance of disadvantaged pupils with that of others. The school only contacts parents about concerns when their child's attendance falls to between 85% and 90%, by which time pupils have already developed bad habits and lost valuable teaching time.
- Behaviour in corridors and moving around the school is often good. Pupils hold doors open for one another and respect the very attractive learning environment.

Safety

- The school's work to keep pupils safe and secure is inadequate. Many of the exclusions are for violent conduct towards other pupils, including incidents, for example, where pupils have been kicked in the head or stomach. The number of such incidents has not reduced this year when compared to last.
- There are incidents of bullying, mainly involving pupils in Year 6, but staff usually deal with these effectively.
- Pupils report that there are incidents of derogatory and discriminatory language. Pupils from minority ethnic groups say they are called racist names, but do not report it, although they could not say why. The school's own logs show that there have been no racist incidents recorded for the last two years.
- Pupils have a good understanding of how to keep themselves safe outside of school, especially when using the internet.
- The headteacher has tackled extremism very effectively. She has taken strong actions, including involving the police, when suspicions of such activities have been raised. All teachers have been well trained in identifying and dealing with extremist views and behaviour.

The quality of teaching is inadequate

- Teaching is inadequate at Key Stage 2, where pupils make too little progress. The key weakness in the teaching of reading, writing and mathematics at Key Stage 2 is teachers' failure to control behaviour in lessons.
- Teachers do not insist that pupils do as they are told. When they are given a task, pupils often do not get straight down to work and rarely concentrate for the full duration of the lesson, so make little progress. Teachers do not check that pupils get down to work quickly and are concentrating fully on their tasks.
- Teachers do not assess pupils' attainment accurately at Key Stage 2. The headteacher and lead inspector checked pupils' books together and found that assessments in writing and mathematics were too generous. None of the pupils, for example, who had been awarded a Level 5 in writing or mathematics had work in their books that met the required standards.
- The failure of teachers to assess accurately has led them to give pupils work that is not matched well enough to their abilities. This slows pupils' progress. Some of the work for the most able is too easy or superficial. In mathematics, for example, these pupils are only dealing with decimal numbers to one

decimal place when they should be using three decimal places. For other pupils, the work is too hard and they do not understand what they are expected to do. Those pupils who speak English as an additional language do not receive good enough support in lessons. They do not always understand what they are supposed to be doing.

- Although assessments are accurate in the early years, teachers do not always use them to ensure that children build upon what they have previously learnt. This means that they do not make good progress.
- Throughout the school, teachers do not check frequently enough that all pupils are working hard and making the best possible progress. Teachers often leave pupils to their own devices and so they continue working when they are not secure in their understanding. In writing, for example, some pupils in Key Stage 1 did not understand exactly what they were to do, but wrote a lot before the teacher realised they were working on the wrong task.
- Pupils' speaking skills are weak because teachers do not expect them to answer at length. Pupils do not develop their vocabulary well and often use grammar incorrectly when speaking, using 'am' instead of 'are' for example, which the teacher does not correct.
- Teaching assistants provide disabled pupils and those who have special educational needs with good support in lessons in all year groups. Consequently, such pupils concentrate on their work better than others. However, their progress is inadequate overall because the extra support they receive is not having a significant impact on raising their standards. All such pupils receive three 20-minute lessons each week with individual support, regardless of their individual learning needs. Leaders do not evaluate the impact of these lessons on pupils' progress so they continue even when it is clear that progress remains slow.
- Teaching is better in Key Stage 1 than it is in other years, so pupils make good progress. The teaching of early reading is good. Teachers use imaginative tasks, such as reading 'alien' words, which engage pupils and make them think about what they are reading.
- Teachers assess pupils' work accurately at Key Stage 1 and use the results well to set challenging tasks for most pupils. Teachers give pupils targets that are demanding but achievable if they try hard. In reading, for example, teachers assess pupils very frequently and move them quickly up through the reading scheme. Even the lowest attainers in Year 2 now use their phonics knowledge well to read unfamiliar words, and are becoming avid readers.

The achievement of pupils

is inadequate

- There is no difference in the achievement of groups at Key Stage 2; all, including disadvantaged pupils and those from minority ethnic backgrounds, underachieve and do not reach the standards of which they are capable. Pupils are not equipped with the basic skills they need for the next stage of their education.
- Pupils who left Year 6 in 2014 started the key stage with standards that were broadly average. They left Year 6 with low standards in reading, writing and mathematics. They made slow progress while in Year 6 and in previous years. Standards at the end of Key Stage 2 are falling each year as pupils continue to make inadequate progress through the key stage.
- Although the gaps in standards between disadvantaged pupils and other pupils nationally narrowed in 2014, the gaps were still too wide. Disadvantaged pupils left the school with attainment that was around four terms behind pupils nationally in reading and writing. They were more than two years behind in mathematics.
- The gap in standards between disadvantaged pupils and others in the school narrowed significantly in 2014, but much of this was because the attainment of other pupils fell significantly. Disadvantaged pupils were around a term behind their classmates in reading and writing, and two terms behind in mathematics.
- The most-able pupils make inadequate progress at Key Stage 2. The work they are given does not stretch

them. Few reach the higher levels of which they are capable in reading, writing or mathematics.

- Disabled pupils and those who have special educational needs make inadequate progress. They leave the school with very low standards. The extra support they receive is not adapted quickly enough when it is clear that such pupils are making only limited progress. The school's current tracking shows that disabled pupils and those who have special educational needs continue to underachieve.
- Pupils who speak English as an additional language make inadequate progress. They do not always know what they are supposed to be doing in lessons and are confused by the tasks they are set.
- The achievement of children in the early years requires improvement. Almost all staff had long periods of absence in 2014 and children did not make the progress they should have. Consequently, standards on leaving the Reception classes were low. However, staffing is now stable, teaching has improved and children are on track to make adequate progress by the end of the year.
- Pupils make good progress and achieve well at Key Stage 1. Standards in phonics in Year 1 were below average in 2014, but are now average as pupils make better progress. Standards in reading, writing and mathematics at the end of Year 2 are all average, which reflects good progress from pupils' below-average starting points.

The early years provision

requires improvement

- Children join the Reception classes with skills and knowledge that are below the level typical for their age in all areas of learning. Last year, children made inadequate progress and started Year 1 with low standards. They were ill prepared for Key Stage 1.
- Children's progress has improved to the stage where it is no longer inadequate. It requires improvement because it is not yet good. Standards remain below average in all areas of learning, but are much better than they were in 2014. Nevertheless, children are still not well prepared for starting Year 1.
- Teaching requires improvement. Teachers assess children accurately but do not always use the results of such assessments to plan activities that build well upon what children already know, understand and can do.
- When children are working at tasks, teachers question them to test their understanding. However, teachers do not expect children to answer at length or explain themselves in order to help develop their speaking.
- Children's behaviour requires improvement. Children often behave well when engaged in a practical activity. In a physical education lesson, for example, they paid good attention to following rules and took their responsibilities as team members seriously. When listening to instructions, however, children sometimes lose interest and do not pay attention to what the teacher is saying.
- Teachers pay good attention to keeping children safe. The setting is secure and teachers are insistent on good hygiene. They make sure that children wash their hands, for example, even when the children are reluctant.
- Leadership and management require improvement. The local authority has provided a good level of support to help the setting respond to the inadequate achievement in 2014. The leader now tracks children's progress closely and is raising the quality of teaching by targeting actions at those areas most in need of improvement. However, much remains to be done before the teaching is consistently good.

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	103817
Local authority	Dudley
Inspection number	462575

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	340
Appropriate authority	The governing body
Chair	Ellen Parkes
Headteacher	Sally Bloomer
Date of previous school inspection	9 May 2013
Telephone number	01384 818245
Fax number	01384 818246
Email address	info@woodside.dudley.sch.uk

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