

# Woodhouse Community Primary School

Walker Drive, Woodhouse Close Estate, Bishop Auckland, County Durham DL14 6QW

<b>Inspection dates</b>	26–27 January
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- Leaders, fully supported by the staff team, have taken decisive action to improve all aspects of the school. Standards are rising and pupils' progress continues to accelerate.
- Pupils feel safe and cared for in this warm and welcoming school. Their social and emotional welfare is extremely well nurtured by thoughtful, well-trained staff.
- Effective training and guidance are ensuring that teaching continues to improve. Teachers' good subject knowledge builds pupils' understanding systematically and accurately.
- Good teaching ensures that pupils, including those eligible for pupil premium funding and those with special educational needs, make good progress from their different starting points.
- Pupils behave well. They respond to the enthusiasm and good humour of staff by enjoying their lessons and being keen to learn. Playtimes are purposeful and pupils are encouraged to participate in sports and games organised by staff.
- Teaching in the early years is effective. Children settle quickly and learn how to share, take turns and play with each other. Adults act as very good role models, encouraging children to develop their language skills as they play.
- Middle leaders play a full part in driving school improvement. They know the strengths and weaknesses of the subjects they lead and provide appropriate support to further develop staff expertise.
- Governance is effective. Governors know the school and community well. Consequently, they provide good support and challenge when it is needed.

### It is not yet an outstanding school because

- Most-able pupils are not always challenged sufficiently when they are writing.
- Teaching assistants' subject knowledge in some areas of the curriculum is not as strong as in others and this hampers some pupils' progress.
- Pupils are not always clear about what they are trying to learn, which leads to some misunderstanding.
- Attendance is below average and the proportion of pupils who have high levels of absence continues to be above the national average.

## Full report

### What does the school need to do to improve further?

- Increase attendance overall and reduce the proportion of pupils who are persistently absent.
- Improve teaching and continue to accelerate pupils' progress, by:
  - providing the right level of challenge to most-able pupils when they are writing
  - ensuring that teaching assistants' subject knowledge is improved further
  - ensuring that pupils are always clear about what they are aiming to learn so they do not misunderstand the purpose of activities.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher, very ably supported by the deputy headteacher, middle leaders and governors has brought about a 'sea change' in the school. Staff and pupils recognise the changes that have taken place to create a calm and purposeful environment where children are nurtured, encouraged and supported to achieve well academically. Leaders continue to be ambitious for the school and have high aspirations for pupils.
- Staff development is well-targeted and based on an accurate understanding of the school's strengths and weaknesses. For example, training to increase staff knowledge in phonics (letters and the sounds they make) has resulted in standards rising year-on-year so they are now close to the national average.
- Staff performance is regularly checked to ensure continual and appropriate improvement for each individual, based on their strengths and stage of career. Teachers new to the profession receive valued tailored support. Any underperformance is swiftly tackled and governors ensure that only good or better teaching is rewarded.
- Checking of pupil performance and progress is regular. Most pupils in the school are eligible for pupil premium funding and any barriers, whether academic, social or emotional which will hamper their progress are swiftly identified and successfully addressed so they make good progress.
- Middle leaders effectively drive improvements in their areas of responsibility. They have a clear understanding of the strengths and weaknesses which need to be tackled because of the frequent checks they make. Appropriate steps to drive improvements are taken and, where necessary, middle leaders successfully draw on expertise from other organisations to enhance the quality of teaching and the curriculum.
- The curriculum is carefully designed to broaden pupils' experiences, to motivate and to provide a stimulus for developing their academic skills. For example, a visit to York for a group of pupils studying Vikings enriched their understanding and the quality of their writing. A range of after-school and lunchtime clubs add to pupils' enjoyment. Tailored programmes are in place to support pupils to catch up when their progress is in danger of slowing. The curriculum to promote pupils' personal, social and emotional development is very effective.
- Pupils' social, moral, spiritual and cultural development is promoted well and is responsive to the needs of the community. For example, pupils are asked to consider what 'family' means to different people and to appreciate the similarities and differences there are.
- The use of the sports premium is effective. Pupils are increasingly keen to participate in a range of sporting opportunities offered by the school's physical education apprentice. Staff confidence and expertise has been enhanced and the numbers of parents who enjoy healthy family cooking with their children has increased.
- Parents have confidence in the school and recognise the tireless efforts of staff on behalf of their children. They appreciate the information provided and the support offered to help them participate in the life of the school and their children's education.
- **The governance of the school**
  - Governors responded positively to a review which highlighted the need to be more effective. They have taken swift action to remedy their shortcomings and now have a continuous desire to improve and to help the school move forward.
  - Regular visits to school ensure governors know the school well. This is helping governors to prioritise appropriately and ensure that they hold school leaders rigorously to account. They have undertaken extensive training so they have the necessary skills to be effective.
  - Governors have a good oversight of the school's budget and prioritise spending with careful consideration of how pupils will benefit. They regularly check that pupil premium funding is making a difference to relevant pupils' achievement.
  - Governors have a clear understanding of pupils' performance, the quality of teaching and the new arrangements for assessment which are in place. As a result, governors know what needs to improve and ask searching questions of school leaders to maintain the pace of improvement.
- The arrangements for safeguarding are effective. Pupils' welfare has a high priority. Systems are checked regularly and thoroughly to ensure they remain fit for purpose.

## Quality of teaching, learning and assessment is good

- Throughout the school, teaching is now consistently good. Relationships with pupils are very good and based on mutual respect. Staff know pupils well. Pupils approach lessons with enthusiasm and good humour and consequently pupils work hard and want to do well. One example of this was the cheering which took place when the teacher announced a challenge in a grammar lesson.
- Teachers have good subject knowledge so pupils' understanding builds up accurately and logically during a lesson and over time. Teachers' probing questions check pupils' understanding carefully.
- Teachers provide good feedback to pupils, which helps to deepen their understanding. For example, they frequently check that pupils understand the technical terms used in mathematics or that vocabulary to make writing more exciting is understood.
- The school has adopted new assessment procedures which are used to check pupils' progress and depth of understanding every half term. This allows teachers to identify the gaps in pupils' learning which can be addressed with additional carefully targeted support. The use of this new system is helping to increase the proportions of pupils who are on track to meet end of year expectations.
- Staff have high expectations. They do not tolerate disruption and expect pupils to present work to the highest standard of which they are capable. Lessons begin promptly and time is used well to support learning.
- Most-able pupils receive the right level of challenge when they are reading or undertaking mathematical tasks. However, sometimes when they are writing they are given more support and guidance than they need and so their progress slows.
- Teaching assistants generally provide good support to pupils in class and when they are helping to develop pupils' skills in phonics. However, their knowledge of other subjects is not always as strong and this can lead to teaching which is not fully accurate or helpful.
- Occasionally, teachers have not ensured that pupils are clear enough about what they are aiming to learn and this leads to understanding which is not secure.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and secure in the calm and welcoming atmosphere. They know that trusted adults such as the learning mentors are there to help and support them to resolve any difficulties they may experience.
- Highly effective partnerships with a range of different agencies ensure that the school is able to call on specialist expertise to support pupils' social and emotional needs. This supplements the 'in house' support which is provided for those who need it.
- Programmes to develop pupils' team building and resilience help to develop their self-confidence so that they willingly take responsibilities such as 'e-learning ambassadors' within school. Pupils of all ages and abilities confidently read aloud in class when asked to do so.
- Those pupils who join the school at times other than the start of the year say that they are helped to settle quickly and that their classmates are welcoming. Another pupil in the class is assigned to support and help them get to know the school.
- The school offers good opportunities to develop pupils' physical well-being. The wide range of sporting opportunities offered at lunchtime and after school are popular. Healthy lifestyles are promoted through the breakfast club, with its healthy options and family learning sessions on healthy cooking.
- Pupils display a good understanding of bullying, of unacceptable discriminatory language and of how to keep themselves safe. They are particularly knowledgeable about cyber bullying and its dangers. Pupils spoken to during the inspection say that bullying is rare and that it is promptly dealt with by staff.
- Effective systems and procedures are in place to ensure pupils develop a good awareness of what they need to do next to make progress. Teachers regularly praise the improvements made by individual pupils in lessons, and as a result, pupils are aware of the gains they have made.

## Behaviour

- The behaviour of pupils is good.
- Pupils report that behaviour has improved considerably both in class and in the playground. This is evidenced by rapid reduction in the use of exclusion for unacceptable behaviour, which is now a rarity. Pupils say that the school's '5 Step' policy is helpful and clear so that they know the consequences of breaking the rules.
- Pupils and staff take pride in the school. Pupils move around in an orderly way, hold doors open for adults and are polite and helpful. The building is maintained to a very high standard with the grounds litter free and pupils' work attractively displayed.
- Learning in class is rarely disrupted. Pupils respond promptly to teachers when they are not on task and classrooms are calm and purposeful.
- Despite the diligence of staff to address the issue, attendance overall is below the national average but the rate of progress is slow. The proportion of pupils who have high levels of absence remains above the national average. This is preventing them from learning at a faster rate.

## Outcomes for pupils

are good

- Pupils in all year groups, most of whom are eligible for pupil premium funding, make good or better progress from their different starting points in reading, writing and mathematics. In 2015, proportions making expected progress were higher than those seen nationally and proportions making more than expected progress were above or in line with proportions nationally.
- Standards in phonics are now close to the national average and have improved year on year. As a result of pupils acquiring these skills more rapidly, they are learning to read and write at a faster rate.
- At the end of Key Stage 1 in 2015, proportions reaching the expected standard in reading, writing and mathematics were close to the national average as a result of the good progress made. At the end of Key Stage 2 proportions reaching the expected standard were similar to the national average in reading and mathematics but below in writing and English grammar, punctuation and spelling. Actions taken by school leaders to improve pupils' spelling and writing have successfully ensured that more pupils are now working at the expected level.
- Despite fewer than average proportions of pupils reaching higher standards, most-able pupils are challenged effectively and make good progress in reading and mathematics. This is not always the case in writing, and progress sometimes slows.
- Disabled pupils and those with special educational needs are effectively and appropriately supported to achieve well. Adults help to break down tasks into more manageable steps and encourage pupils to persevere.
- Pupils are increasingly well prepared to move onto the next stage of their education. More pupils are reaching the standard expected of them and they are given good support to develop the social and emotional skills to deal with the changes of moving to a new school.

## Early years provision

is good

- Nearly all children start school with levels of development which are below those expected for their age, particularly in social and communication skills. Children settle quickly, aided by the school's strong partnerships with parents, and progress well to reach standards which are at or close to the expected standard. Consequently, they are ready to begin Year 1.
- Some children now begin school when they are two. They have their own special space in the early years unit to help them feel secure. The 'Little Rainbows' room is carefully organised to help very young children learn and develop appropriately. They are supported by sensitive and caring adults who help them to acquire skills quickly such as turn taking and drinking from a cup.
- Within the main early years unit for Nursery- and Reception-aged children, resources and equipment are thoughtfully selected and organised to encourage imaginative play and exploration. Children become fully absorbed in what they are doing and concentrate for increasing periods of time.

- Adults skilfully support children’s play. They effectively model communication skills, such as speaking in sentences, effortlessly introduce new vocabulary and ask questions which help children to think more deeply.
- Academic skills are developed well through short purposeful tasks, based on children’s interests. Children are encouraged to use these skills as they play, for example reading a label so they can choose the most appropriate equipment.
- Adults carefully observe children as they play and track their learning and development over time. They quickly identify children who need additional support and put this in place. Other agencies are effectively utilised where there is a need for more skilled expertise to support children and their families.
- Leadership in the early years is effective and there is a strong team spirit. All are committed to doing the very best for children. The early years leader has an accurate picture of the unit’s strengths and weaknesses and a clear focus on continuing to improve.

## School details

<b>Unique reference number</b>	131919
<b>Local authority</b>	Durham
<b>Inspection number</b>	10002148

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

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	223
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Keith Taylor
<b>Headteacher</b>	Tracy Page
<b>Telephone number</b>	01388 602885
<b>Website</b>	<a href="http://www.woodhousecommunity.durham.sch.uk">www.woodhousecommunity.durham.sch.uk</a>
<b>Email address</b>	<a href="mailto:woodhouse@durhamlearning.net">woodhouse@durhamlearning.net</a>
<b>Date of previous inspection</b>	22–23 October 2013

## Information about this school

- Woodhouse Community Primary School is smaller than the average-sized primary school.
- Nearly all pupils are of White British heritage and all speak English as their home language.
- The proportion of disabled pupils and those with special educational needs is over twice the national average.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is over three times the national average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and those who are looked after.
- The proportion of pupils who begin and leave during the school year is higher than the proportion nationally.
- Children in the room for two-year-olds attend the school part time as do those children of Nursery age in the early years unit. Children of Reception age attend the early years unit full time.
- The school runs a daily breakfast club which was inspected as part of this inspection.
- The school has received support from a national leader in education, the headteacher of Wingate Infant School and St Josephs RC Primary School, Blackhall. The schools continue to work in partnership.

## Information about this inspection

- Inspectors observed teaching and learning in all classes. Joint observations were conducted with the headteacher and deputy headteacher.
- Inspectors scrutinised pupils work with the headteacher and deputy headteacher.
- Inspectors met with pupils to discuss their work and school life.
- Meetings were held with senior and middle leaders, other staff, members of the governing body, a representative from the local authority and a national leader in education.
- Inspectors observed pupils moving around school and during breaks.
- Inspectors had discussions with parents at the beginning of the school day and analysed the school's own survey of parents. There were insufficient responses to the online questionnaire, Parent View.
- A range of school documentation including the school's view of its own performance, attendance and safeguarding was scrutinised.
- The 14 responses to the Ofsted questionnaire completed by staff were also considered.

## Inspection team

Susan Waugh, lead inspector	Ofsted Inspector
Geoff Dorrity	Ofsted Inspector
Suzette Garland-Grimes	Ofsted Inspector



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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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