

The Woodlands Community Primary School

Canning Road, Glascote, Tamworth, Staffordshire B77 3JX

Inspection dates 30 September–1 October 2015

Overall effectiveness **Good**

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

- The headteacher, senior leaders and governors have taken a determined and effective approach to improving teaching and pupils' achievement since the school was last inspected.
- Senior leaders check teaching regularly. They identify areas that need improving and provide prompt support and follow-up.
- Teaching is now good throughout the school and this has led to all groups of pupils making good progress, particularly in reading and writing.
- Teachers make good use of their regular and on-going assessments of pupils' learning and achievements to challenge pupils and make sure that all make good progress and achieve well.
- Children in the early years get off to a good start. Effective teaching ensures they make good progress and that children are prepared well to join Year 1.
- Staff have created an environment in which pupils feel respected and valued. Consequently, pupils behave well in lessons and around the school. They are polite and courteous to each other and to adults. This makes school a safe place for pupils.
- Governance has improved greatly under the new leadership of the governing body. Governors have quickly got to know the school well and play an important role in checking and planning for improvement. They now ask searching questions of the headteacher and other leaders, holding them to account for the school's effectiveness.

It is not yet an outstanding school because

- Although pupils progress well in mathematics, they do not study topics in sufficient depth, and their skills in setting out solutions clearly in order to be able to solve problems is not yet well enough developed.
- The mathematics subject leader is new to this responsibility. She has not yet had time to put in place her improvement plans to rectify weaker areas in the teaching of mathematics.

Full report

What does the school need to do to improve further?

- Raise further pupils' progress in mathematics by:
 - improving the teaching of mathematics by ensuring teachers enable pupils to study mathematics topics in greater depth
 - improving pupils' skills in setting out their solutions to solving problems so that their methods are followed more logically and any mistakes can be more easily identified
 - embedding the improvement plans of the subject leader in routine practice and ensuring improvements are checked frequently and carefully
 - involving governors in checking the impact of improvements.

Inspection judgements

Effectiveness of leadership and management is good

- A determined approach to improve the school's effectiveness by the headteacher and senior leaders has resulted in improvements in all key areas of its work. School leaders and governors have a high level of ambition for the school. They have created a culture in which everyone works and learns in partnership, where respect, care and courtesy are the expected norm and where everyone has high expectations of themselves and others.
- Regular checks on the quality of teaching, followed up by feedback and supportive action, have been effective in ensuring all staff strive to work at the best possible level. High expectations have been central to improving teaching. Senior leaders observe lessons, check the work in pupils' books and take account of ongoing assessments of pupils' progress to build a detailed profile on the work of each teacher. They use the information well to provide support to help teachers improve their skills.
- Leaders set challenging targets for teachers and these have helped improve the performance of both teachers and teaching assistants. Teachers new to the school are helped to settle in quickly and their work is carefully checked so that the good quality of teaching is maintained.
- The leadership of subjects and other key areas of the school's work has had a positive impact in most areas. Guidance for staff and well-chosen training programmes, designed to meet particular development needs, have resulted in good teaching throughout the school. Consequently, pupils' progress has improved.
- The curriculum is rich and helps pupils acquire skills, knowledge and understanding so they make good progress in their academic learning and personal development. It is planned to ensure pupils experience a programme of interesting activities that build on previous learning, while avoiding repetition in mixed-age classes. The curriculum prepares pupils well for life in modern Britain because leaders, adults and children promote and model fundamental British values in all areas across the school, in their ethos and values, and in their interactions with each other around school.
- Pupils' spiritual, moral, social and cultural development is promoted well through lessons and daily life in school. School assemblies are of a good quality and make a significant contribution to pupils' spiritual and personal development. The school celebrates pupils' achievements so that they appreciate their own success and that of others. Pupils develop a deep awareness of what constitutes acceptable and unacceptable behaviour through the school's strong code of conduct. Pupils respect diversity, and express caring views about other people in difficult circumstances in this country and overseas.
- Under the effective direction of the special educational needs coordinator, the school provides a good range of effective programmes to support the learning of disabled pupils and those who have special educational needs. These pupils make good progress and assessment information clearly shows they are catching up with others.
- Good use of the pupil premium has helped close gaps in attainment between disadvantaged pupils and other pupils nationally. Qualifying pupils receive small-group or one-to-one support to help them catch up. They are fully included in all school events and visits, and this helps to encourage positive attitudes.
- Leaders spend the primary physical education and sport premium effectively. A sports coach works alongside class teachers to improve the teaching of physical education and to provide a good range of sports activities after school and at lunchtimes. A strong focus is placed on providing swimming lessons for Key Stage 2 pupils with the aim of making everyone a competent swimmer. Leaders have noted an increase in the number of pupils attending sports clubs and this has resulted in improved physical skills among pupils.
- The governance of the school
 - Governance has undergone significant change, but the effective leadership of the Chair has led to governors quickly reconsidering the way they work. They have responded promptly to the findings of a recent external review, have taken necessary action and are now effective in their work.
 - Governors have specific links with staff in charge of areas of the school's work. Governors challenge leaders and hold them to account for the effectiveness of their work. They have regular meetings with senior staff to discuss school improvement.
 - Governors have a good understanding of the school's strengths and weaknesses through visits to the school, detailed reports from the headteacher and links with staff. They understand assessment information well and know how pupils' achievement compares with others.
 - Governors set challenging targets to ensure the effectiveness of the headteacher and staff. They know how good the teaching is and make sure that teachers' pay increases are linked to competence and its impact on pupils' achievement. The governors tackle underperformance of teachers effectively

through not awarding pay rises when teachers do not meet their targets. They monitor the impact of any actions taken to improve teaching.

- Governors make sure that all statutory requirements are met, including those relating to safeguarding.
- The arrangements for safeguarding are effective. Staff place a high priority on safeguarding and child protection. The safety of children is built into the school's culture and permeates all aspects of its work. There is a strong ethos of care through which pupils learn from example and become caring and concerned people themselves. Thorough checks are made on all adults coming into contact with pupils. Child protection and first aid training are both up to date for all staff. Staff are vigilant and know what to do if they suspect that any child is in potential danger. Links with support agencies are strong.
- Leadership in mathematics has lacked a consistently strong approach since the previous inspection. Consequently, there are some important areas that require further development so pupils can make the same progress as they do in writing. An experienced mathematics coordinator has recently joined the school. She has already checked thoroughly the provision and outcomes in mathematics and has, as a result of this, devised an initial action plan. She has not yet had time to implement all the identified improvement plans.

Quality of teaching, learning and assessment is good

- Teaching is of a consistently good quality across the school and promotes good learning in a wide range of subjects. Literacy is taught effectively so that pupils write well and develop enjoyment for reading.
- Good quality questioning that is targeted to pupils' abilities, and based on building on what they already know, encourages pupils to think and work out solutions for themselves. In this way, teaching encourages pupils to be independent learners.
- Teachers typically have high expectations of pupils at all levels of attainment. They use ongoing assessments of pupils' progress and learning to set challenging tasks that make sure all pupil groups throughout the school make good progress and achieve well. As a result, those pupils who need to catch up are doing so quickly.
- Marking of pupils' work and the feedback given to them by teachers are of a good quality. This ensures pupils are aware of what they do well and how they can improve. Teachers expect pupils to respond to their comments by correcting mistakes and, in turn, they acknowledge pupils' responses.
- Through the good quality of professional development provided for teachers and teaching assistants, adults have good subject knowledge and a secure understanding of how pupils learn. Teaching is precise. It is clear that teachers know which skills and what knowledge pupils are expected to develop and where pupils are expected to be for their age in their learning. New learning is explained clearly, so pupils readily understand.
- Deployment of additional adults is effective. Knowledgeable teaching assistants provide pupils with good additional support to improve the progress of pupils needing to catch up, or in danger of falling behind.
- Teachers manage pupils' behaviour well and in a consistent way across the school. Adults have high expectations of pupils' behaviour, courtesy and manners. Rare instances of unsettled behaviour or disengagement are dealt with immediately and in a calm and respectful way.
- Although teaching in mathematics is good overall, there are some aspects that are not yet fully developed. There are too few opportunities for pupils to apply mathematical skills to problem solving. As a result, pupils have not yet developed ways of setting out strategies they need in order to work out the answers to complex problems. Teaching in mathematics often provides too much breadth, with topics not explored to sufficient depth, particularly for the most-able pupils.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good.
- Pupils show good levels of self-confidence and are very proud when they achieve. They value the rewards given to them to acknowledge when they have done something well or achieved highly in academic or personal issues. They have a good sense of how to achieve well and settle very quickly into their tasks. From a very early age, pupils persevere when they experience difficulties in their learning.

- Pupils are very keen to do well. They concentrate hard in lessons and approach the work set for them confidently and with enthusiasm. They are quite used to finding things out for themselves and do not rely on teachers for help.
- Pupils are very happy to come to school. Pupil surveys show overwhelmingly that they enjoy school and feel safe when there. Pupils are fully aware of safety issues and know how to keep safe in and out of school. They say there is no bullying at Woodlands, and even if there was, it would not be tolerated. Pupils are mature enough to discuss difficulties and say 'through talking, we can usually sort things out for ourselves'. Parents feel their children are safe in school.
- Pupils are cared for very well in the popular breakfast club. This has a positive impact on pupils' health and nutrition, as well as their ability to socialise, and on attendance and punctuality.
- Pupils do not always take enough care over the presentation of their work. Presentation is not consistently good across all subjects. It is better in literacy and the quality of this is reflected in writing in topic books. However, setting out of work in mathematics, particularly in problem solving situations, is not as good, and illustrations in topic work show too little attention to good presentation, colouring and labelling.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct in lessons and at other times throughout the school day is good and often excellent. Pupils are exceptionally polite and considerate towards each other, adults and visitors to the school. Discussions with pupils show they have very clear and secure ideas about what is good or unacceptable behaviour.
- Pupils say they greatly enjoy school because they feel behaviour is good. Attendance is above average and punctuality good. The number of pupils missing large amounts of school is low.
- Pupils with behavioural issues, and some who have failed in other schools, stay settled and make good progress in their learning as a result of the robust and consistent implementation of the school's behaviour management systems. The number of behavioural issues recorded over time is very low. Only very occasionally do pupils become disengaged from their work, and this is a direct result of teaching that is less stimulating than usual.

Outcomes for pupils

are good

- Outcomes for pupils have improved a great deal since the school was previously inspected. Better teaching, closer checks on pupils' progress and increased levels of challenge for pupils at all levels of attainment have resulted in all groups of pupils making good progress and standards that are steadily rising throughout the school. Assessment information, including a scrutiny of pupils' work from across the school, confirms that pupils make good progress at all key stages.
- Pupils are prepared well for the next stages of their education. They gain the knowledge and understanding on which they can securely build good learning skills and positive attitudes to succeed in their next steps.
- Disadvantaged pupils make good progress, and gaps in attainment between these pupils and others in the school and nationally have narrowed significantly in recent years. Standards achieved by disadvantaged pupils are now within a term of others in school, and nationally, in reading, writing and mathematics. Throughout the school, the proportions of disadvantaged pupils now working at the levels expected for their ages are similar to others.
- Most-able pupils make good progress to achieve the levels they are capable of reaching. There has been a sharp increase in the number of pupils gaining the higher levels at Years 2 and 6, showing improved, good progress for this group of pupils.
- Disabled pupils and those with special educational needs make good progress. From low starting points on entry, the attainment of these pupils is closing in on the nationally expected level for the end of Key Stage 2. Pupils are on track to achieve in line with the end-of-year expectations for their ages.
- Pupils who are working at levels lower than those expected for their ages and who need to catch up make good progress. High proportions of these pupils are making good progress towards reaching levels of attainment that are nationally expected for their age.

- Writing is of a good quality throughout the school and compares well to end-of-year expectations for pupils' ages. Pupils at all levels of attainment are set challenging targets. Most meet them and a good number exceed them. Writing is fluent, with longer pieces being well structured and ordered. Spelling and grammar are generally accurate and work is well presented. The good quality writing seen in literacy books is reflected in other subjects, particularly in topic books.
- Pupils read well. They read fluently and have a secure understanding of what they read. If they come across difficult words, they have strategies to work out for themselves how to read the words. They have very positive attitudes to reading. They read regularly at home with parents and this supports the good progress they make in developing good reading skills.
- Pupils have a secure understanding of number and calculate competently. They apply their number skills well across different areas of mathematics and in other subjects. Skills in recording their solutions to solving problems are not developed well enough. Written solutions are often difficult to follow and it is not easy to identify where they have made mistakes.

Early years provision

is good

- Effective leadership of the early years has created an environment in which children can grow and learn effectively. From starting points that have been typically below those expected for this age, children make good all-round progress to attain average standards at the end of the Reception Year. Children are well prepared to start Year 1. Arrangements for transition in and out of Reception are good, especially for the children who do not achieve the nationally expected levels.
- The early years' leader and staff have worked to good effect with the large number of feeder settings and parents of children before they join Reception. Staff make clear their expectations of what young children should be able to do by the time they start Woodlands and have provided advice and training to support and encourage parents. This has had the impact of raising attainment on entry. Simple language, number and personal care skills have improved. This year children are showing skills and knowledge typical for age on entry.
- Teaching is good. Adults are fully aware of what each child knows and is capable of achieving. They plan activities that are challenging and extend children's knowledge and understanding well. Adults help children to develop very secure basic skills. Reading, writing and mathematics are taught well so that children's progress is good in these areas. In mathematics, children are good at using numbers to count. Although gaps are closing, there is still some opportunity to make sure that support arrangements improve outcomes further for some groups of children that are attaining lower than others.
- Adults talk a lot with children to extend vocabulary and encourage curiosity, which is particularly valuable in developing children's speech and their confidence in interacting with adults and other children. This helps them to play and learn effectively alongside other children. Adults are fully aware of those children who need to catch up through early assessments, including knowledge gained before children start, through contact made with parents and feeder settings.
- Children behave well. They get on well with each other and work successfully in groups, sharing ideas and equipment willingly. Children interact well with adults, listen carefully and concentrate. They remain focused on their tasks. Children respond to requests quickly, listen politely to adults and each other. Adults are vigilant in making sure that children are safe and secure during their learning and play activities.
- Children experience a lively and interesting day, which keeps them fully occupied. There is a good balance between teacher-led activities and those that children can choose for themselves. Children have good opportunities to deepen their learning and think critically. Learning activities are constantly reviewed and revised in response to ongoing assessments of children's progress and learning. Adults monitor children's involvement levels to ensure all children receive a good balance of all areas of learning and are fully engaged at all times.
- The setting is lively and stimulates children's learning well. The learning environment is equipped well to enable children make good progress across all areas of learning. At the time of the inspection, children joined in role-play activities to care for 'babies'. Play in the sand-pit was effective in helping children work out practical strategies to solve problems. A variety of physical activities developed their physical skills well. Children were engrossed in the 'London Corner' where they looked at books about London. They concentrated well on writing and drawing pictures about what they had discovered.

School details

Unique reference number	124159
Local authority	Staffordshire
Inspection number	10002486

This inspection 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	295
Appropriate authority	The governing body
Chair	Vicki Blundell
Headteacher	Jonathan Baker
Telephone number	01827 475567
Website	www.woodlands.staffs.sch.uk
Email address	office@woodlands.staffs.sch.uk
Date of previous inspection	26–27 September 2013

Information about this school

- The school is an average-sized primary school.
- Most pupils are White British. Very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils supported through the pupil premium (additional funding for pupils known to be eligible for free school meals or looked after by the local authority) is about average.
- The proportion of pupils who are disabled or have special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There is a breakfast club before school each morning. This is managed by the governors and was included in the inspection.
- Since the previous inspection, six teachers have joined the school. The senior leadership team has been restructured. The deputy headteacher took up post in October 2013 and two assistant heads have been appointed. There are new subject leaders for English and mathematics. The Governing Body has reconstituted under a new Chair. There are two new governors.
- The school is supported by a Local Leader of Education, the headteacher of Glascoate Academy, Tamworth.

Information about this inspection

- Inspectors observed pupils' learning in 13 lessons. Joint observations were carried out with the headteacher and deputy headteacher. In addition, inspectors completed 'learning walk' observations to get an overview of one-to-one and small-group support for focus groups of pupils, and the quality of the curriculum.
- Inspectors listened to pupils read and looked at the work in pupils' books.
- Meetings were held with governors, senior leaders, subject leaders, teaching assistants and pupils. A meeting was held with a representative of the local authority.
- Inspectors looked at a wide range of documents, including the school's own judgements on its strengths and weaknesses, and the data it collects on pupils' progress. Documents detailing the school's arrangements for safeguarding were reviewed and discussed.
- Inspectors considered the views of 61 parents who responded to the online questionnaire, Parent View. Additionally, inspectors looked at the results of the school's recent questionnaires, giving parents' views of the school. Inspectors spoke to parents at the beginning and end of the school day. Inspectors took account of two letters received from parents.

Inspection team

David Speakman, lead inspector	Ofsted Inspector
John Demmerling	Ofsted Inspector
Sarah Malam	Ofsted Inspector

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