

Woodfield Primary School

Woodfield Road, Harrogate, North Yorkshire HG1 4HZ

Inspection dates	26–27 May 2016
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

- Very strong leadership from the headteacher, supported by a dedicated and committed leadership team, is setting a clear course towards rapid improvement. Weaknesses are not ignored.
- Teachers are well supported in their quest to become the best they can be. Clear targets for improvement and a wide range of training opportunities are helping all teachers to raise their game.
- Senior leaders have implemented a curriculum which motivates and engages pupils in their learning. They have ensured that teaching and outcomes continue to improve.
- Pupils of all abilities, including those who have special educational needs or disability, make good progress. They leave school well prepared for their secondary education.
- Teaching, learning and assessment are good, with teachers and teaching assistants using their strong subject knowledge to develop pupils' learning in all subjects.
- The teacher in charge of early years knows the children well and is able to plan work which moves their learning on. Children enter school with a spring in their step and a smile on their face.
- Pupils respond well to the expectations that staff have of them. They are focused during their lessons and treat each other with respect. They are proud of their school and enjoy their learning.
- Pupils are safe and they say that they feel safe. Leaders have developed effective safeguarding practices and ensure that all staff follow them.

It is not yet an outstanding school because

- Teachers' expectations of writing are not as high in other subjects as they are in English.
- Attendance is not good enough when compared with the national picture.
- There is inconsistency in teachers' application of the school's marking policy.
- Pupils in key stage 1 do not have a thorough understanding of internet safety.
- The school does not give parents and carers enough information about what is happening in school and pupils' progress.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - providing more effective guidance to pupils in Years 1 and 2 about internet safety
 - providing more information to parents in key stages 1 and 2 about pupils' progress and school developments.

- Improve the teaching of writing by:
 - ensuring that teachers help pupils to transfer their strong basic skills to sustained and extended pieces of writing in different subjects
 - making sure that teachers raise their expectations of pupils' spelling
 - consistently implementing the marking policy.

- Improve pupils' rate of attendance by:
 - strengthening relationships with the number of parents who do not send their children to school regularly so that they understand the role they must play in securing good learning
 - continuing to make use of all the powers available to school leaders to persuade parents to bring their children to school regularly.

Inspection judgements

Effectiveness of leadership and management

is good

- The dynamic and astute headteacher leads this successful school exceptionally well. She is an excellent role model for staff and pupils, setting the tone for respectful relationships, pride in the school and a love of learning. She has the confidence and trust of staff and governors within the school.
- Staff morale is high. The school has been through a turbulent time with staff changes. Now, teachers' enthusiasm is infectious and there is a strong team spirit. This is fundamental to the rapid improvements and progress made since the previous inspection and especially since January. Consequently, pupils are happy and most parents are overwhelmingly positive about the school's work.
- The headteacher knows the school's strengths and flaws exceedingly well because the systems to check on teaching and pupils' achievement are rigorous and effective. Weaker teaching has been tackled vigorously and clear targets for improvement help teachers to perfect their practice. She has introduced effective management of teachers' performance and a wide range of training which helps teachers refresh their skills and learn from each other.
- Leaders do not shy away from shortcomings. They spot weaknesses early and make changes. Priorities for improvement are accurate and plans to drive improvement are crafted carefully to ensure that actions improve teaching and pupils' outcomes. This all points to strong capacity to bring about further success.
- Nonetheless, weaknesses in teaching in the past have left a legacy of pupils' underachievement. The residual weaknesses are not due to any tardy intervention by current leaders. A considerable amount of work has taken place since the appointment of the headteacher to tackle these issues. This has been successful in ensuring that pupils now make rapid progress.
- The impact of other leaders in driving improvement across the school is having a positive influence on improving teaching and fostering pupils' readiness for life beyond the school. For example, the successful forest school initiative helps pupils to care for and make effective use of their surroundings.
- The pupil premium is used very well to help disadvantaged pupils have an equal chance to thrive. This extra money is used to support pupils' needs through effective small-group teaching sessions and additional adult support in class. Achievement gaps between disadvantaged pupils and other pupils nationally continue to close.
- Sports premium funding is used equally well to improve teachers' coaching skills and to provide a range of in-school and extra-curricular activities above and beyond typical competitive team games. Such opportunities meet pupils' interests and galvanise them into becoming fit and healthy. Participation rates in physical activities are improving rapidly for all age groups.
- The curriculum has been designed thoughtfully to meet the learning needs and interests of pupils. It is developing pupils' resilience, teamwork and ability to take measured risks. Good use is made of visits outside of school to enhance pupils' learning. For example, Year 3 and 4 pupils were able to gain a deeper insight into the history and geography of their local community through their visit to Harrogate. Visiting experts are used well to make up for any gaps in teachers' expertise.
- Pupils' spiritual, moral, social and cultural understanding is developed well through different subjects. Multifaith weeks help pupils gain tolerance and respect for others. Leaders and teachers are highly successful in nurturing young people who are prepared well to take their place in modern Britain.
- Relationships with a very few parents have been through rocky times and remain strained, but the school's own parental questionnaire indicates very high levels of satisfaction with every aspect of school. Nothing to dispute this positive picture came to light when inspectors talked to parents.
- Communication is effective, although the school fully accepts that more can be done to improve the information parents receive. This is especially the case when reporting pupils' progress in key stages 1 and 2. Parents have opportunities to work and play with their children through family assemblies and reading with their children and joining them for lunch. These are well attended. They are helping parents to gain greater insight into pupils' learning at school.
- The local authority has closely monitored the school for a number of years and has offered a great deal of support, including the development of leadership, behaviour and literacy. The school has also been supported well by a national leader of education. The support from a local teaching school alliance has proven to be a useful network for the sharing of good practice.
- The school is harmonious and inclusive. Everyone is welcomed. Increasing numbers of pupils from minority ethnic backgrounds and pupils who speak English as an additional language successfully join the

Woodfield community. These pupils do as well as others because racial intolerance, name-calling or prejudice-based bullying is a rarity and the school promotes equality of opportunity well.

■ **The governance of the school**

- The governing body has been re-energised by recent changes to its make-up and governors are clear about their role and the contribution they make to school life. They work well as a group, auditing their collective skills, attending training to make up for any shortfalls and ensuring that the expertise of each member is used to best effect.
 - Governors have a good understanding of the school’s strengths and weaknesses because they frequently review school data, visit the school, talk to pupils and teachers and receive accurate information from the headteacher. They are not afraid to ask searching questions in order to gain an insight into pupils’ achievement and well-being.
 - Governors have a realistic view of teaching and are aware that teacher performance needs to be taken into account when school leaders award pay rises.
 - A close watch on additional government funding means that governors can point to the positive difference this extra money is making to pupils’ involvement in physical activity and to closing the gap in achievement for disadvantaged pupils.
- The arrangements for safeguarding are effective. Governors and all staff are alert to their statutory duties and ensure that these are met in robust systems, good record-keeping and frequent training. This means everyone is aware of their responsibility to protect pupils from harm. Staff know the procedures and have the confidence to take their concerns to leaders if they spot any signs of abuse or neglect. Leaders are alert to any potential risks, including those caused by radicalisation. The school works well with parents in keeping pupils safe.

Quality of teaching, learning and assessment is good

- The quality of teaching is good across the school and in all subjects. Weak teaching has finally been eradicated. This is directly linked to the high-quality leadership, training and coaching, which are improving the skills and knowledge of each teacher.
- Leaders have challenged underperformance and, as a result, every member of staff in the school is now committed to raising standards. Staff have received a significant amount of training to improve their practice. For example, staff have received training in deepening the teaching of mathematics and in phonics (letters and the sounds that they make). This training has led to good, lively teaching and accelerated progress for pupils, including the most able.
- All of the current staff have had training, so teachers’ practice is consistently at a high level. Morale is high and staff are working together as a team, learning from each other and sharing ideas.
- Recently introduced schemes for the teaching of English and mathematics have improved teachers’ subject knowledge and skills. These have led to a whole-school approach to teaching in these subjects as teachers have the tools to plan sequences of learning and use resources effectively. This is a considerable improvement on the situation recorded at the previous inspection. Teaching is particularly strong in mathematics.
- Teachers plan lessons which motivate pupils and, as a result, pupils enjoy their learning. In Year 6, for example, some were so engrossed in their learning they did not want to stop when the lesson ended. Year 1 pupils could not disguise their excitement in writing about dinosaurs. This work was thoroughly enjoyed by boys, whose writing has been a major priority for school improvement.
- Teachers adapt the content of their lessons frequently so that it more accurately suits the learning stage of the pupil and builds well on their previous learning. As a result, they make the most of opportunities to deepen learning and quickly pick up any misunderstandings pupils may have.
- In writing, however, there are limited chances in some classes for pupils to write at length across a range of subjects. Some teachers do not have high enough expectations for pupils to use their skills of spelling and punctuation accurately.
- A positive feature of teachers’ work is the use of different techniques to check pupils’ progress, such as ‘over the shoulder’ marking, checking on learning during a lesson and more formal assessment activities. These techniques mean that teachers are using information to pitch lessons at the right level, including for the most able, and so secure good progress and improved standards for pupils.
- Teachers do not consistently apply the recently updated marking policy. This sometimes slows pupils’ progress because they do not know how to improve their work.

- Staff work with a group of local schools to check that their assessments of pupils' work are accurate. This has increased their confidence and competence in assessing pupils' attainment and in setting high targets for pupils.
- Teaching assistants have gone from strength to strength. They effectively support a pupil or group of pupils based on the pupils' needs and their own specific skills. They join the teacher and senior leaders in meetings to discuss pupils' progress. Their contribution in helping pupils to achieve well is appreciated. Communication between the teacher and the teaching assistants is well established, so that both know how well pupils are learning. Consequently, there are frequent checks on pupils' progress so that staff can identify any underachievement quickly and carry out support programmes.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All areas of the school, inside and outside, create an attractive environment. Classroom walls are covered with displays which support pupils' learning. Pupils' work is tastefully displayed so that they recognise that their efforts are rewarded.
- Pupils who spoke to the inspector said they all enjoyed school as their teachers care for them and keep them safe. This view was echoed by the parents spoken to, who expressed satisfaction with many aspects of the work of the school. Safety is a priority in school and the headteacher has been active in dealing with issues around security on the site since the day she was appointed.
- Pupils are taught how to keep themselves safe by means of assemblies, the curriculum and visitors. Most pupils know that it is not safe to post personal details on the internet and know what to do if they receive strange messages on their mobile phones. Pupils in key stage 2 are extremely confident in their understanding of internet safety but pupils in key stage 1 are less secure.
- Pupils throughout school know exactly who to go to if they have any worries and spoke highly of the way that staff care for them in school. Pupils say that bullying is rare and that adults take action to sort it out if it does occur.
- Representatives of outside agencies, such as the police and the fire brigade, visit the school to give talks to pupils to remind them of possible risks. These links are fruitful as pupils learn about civic institutions and learn how to be law-abiding citizens.
- Pupils feel valued and are delighted when the headteacher walks around the school, calls them by their name and shows interest in what they are doing.
- Members of the school council, sports leaders and reading buddies take their responsibilities seriously. They see their role as important in making the school an even better place for learning.
- Pupils' spiritual, moral, social and cultural development strongly underpins the school. Assemblies and lessons explore a variety of topics such as respecting the views of others, voting, democracy and having confidence to express their own views. Pupils learn about other faiths through their lessons and, for example, multifaith weeks. Pupils recently considered the 'Festival of Light' and its celebration across faiths and other countries.
- A well-attended breakfast club provides a good, nurturing start to the day for those who attend.

Behaviour

- The behaviour of the pupils is good.
- The smartly dressed pupils move around the school in an orderly fashion, showing courtesy and good manners to each other and visitors.
- Pupils say that behaviour has improved significantly since the actions of a very small number of pupils have been sorted out. They consider that their work is now rarely interrupted by low-level disruption. They show mature empathy towards pupils in their classes who experience problems with their behaviour.
- The school's records of inappropriate behaviour are checked very carefully by senior leaders and show a substantial reduction of incidents, especially since January 2016. Prior to January 2016, there had been many exclusions, all of which involved a very small number of pupils. Records also show that the very few pupils needing guidance for their behaviour have been supported extremely well by the school's supportive welfare arrangements.
- Pupils understand the school rules and enjoy receiving a positive reaction when they have behaved well.

None of the pupils like the idea of losing privileges because they have misbehaved. They feel that teachers use the behaviour systems consistently and fairly.

- Attendance is improving as a result of the actions leaders have taken. It is now broadly in line with the national average. The level of persistent absence is reducing year on year. However, there is a small minority of families who do not take their responsibilities seriously enough regarding getting their children to school and on time. Robust action to improve this situation is being taken and a newly appointed attendance officer and senior leaders are working tirelessly to resolve the matter.
- Pupils have good attitudes to learning and they want to learn. Such positive attitudes go some way to pupils' improving progress. Most concentrate well in lessons and persevere with tasks. This is not always the case. On rare occasions, mostly when pupils are overexcited, they can become a little fidgety and noisy.
- Parents say that their children enjoy coming to school. Typical parent responses included, 'My son runs from home to the gates every morning' and another added, '...all they say to me each day is can we go to school now, Daddy?'

Outcomes for pupils

are good

- At the time of the previous inspection, the progress made by pupils during their time at Woodfield was judged to be inconsistent and requiring improvement. This was because teaching was variable in quality and standards in reading and mathematics were not high enough. This is no longer the case because teaching is consistently good, standards are rising and progress overall is improving rapidly.
- Inspection evidence shows that attainment and progress are now consistent across classes and subjects; a direct link to the quality of teaching. Pupils' work, observations of learning in classrooms and an evaluation of the information the school holds on pupils' achievement show that throughout the school pupils are making good progress. However, there is still some 'catching up' to do in terms of attainment because the underachievement caused by weak teaching in the past is taking time to be sorted.
- The number of pupils from Year 1 reaching the expected standard in the phonics check has been inconsistent. In 2015, the proportion reaching the expected standard was well below average while in 2014 it was above average. There have been significant improvements in the teaching in Year 1 since January. Further development of phonics has enhanced pupils' understanding of the relationship between sounds and letters, and they read and write well. Evidence shows that pupils in Year 1 are likely to achieve much higher standards in their phonics check this year.
- In 2015, attainment by the end of key stage 1 was above average in reading, writing and mathematics and the proportion of pupils achieving higher levels was significantly above the national average in all subjects. The proportion of disadvantaged Year 2 pupils that attained the expected level was broadly average when compared with others nationally.
- The current group of Year 2 pupils have made good progress but are unlikely to do as well as Year 2 pupils did last year. In 2015, the achievement of current Year 2 pupils was not good enough when they were in Year 1 and there has been much to do for them to catch up. Progress has been good in Year 2 this year but there is still some way to go.
- In 2015, the proportion of Year 6 pupils making expected progress was broadly in line with the national average in reading and writing and a little above average in mathematics. The proportions making better than expected progress were above average in mathematics and slightly below average in reading and writing. A major improvement since the last inspection was that every boy made at least expected progress in all subjects.
- Disadvantaged pupils did particularly well and made progress which exceeded that of other pupils nationally. However, standards in Year 6 in 2015 were below average in all subjects, significantly so in reading and spelling, punctuation and grammar.
- Pupils now make made good progress from their starting points across the school and improvements are rapid. High proportions of pupils are making better than expected progress, especially in key stage 2. Pupils in Year 6 are well prepared for the next stage of their education at secondary school.
- The most able pupils are made to think very deeply and make good progress, especially in mathematics.
- A new mathematics approach enables pupils to gain a deeper understanding of the subject and pupils are able to relate this learning to solve real-life problems and improve their reasoning skills.
- Leaders identified reading as an area for improvement following results in the Year 6 tests last year. They have made every effort to tackle this by improving resources for reading. The local authority has also led

training in reading. Teachers are ensuring that pupils develop their reading comprehension skills through exploration and investigation of text. Teachers and leaders check the progress very carefully through regular, standardised reading assessments.

- Pupils make good progress in writing but in some classes it is not as good as it could be because some teachers do not make the most of opportunities to plan extended writing across all subjects and tackle pupils' spelling errors rigorously.
- Pupils understand the benefits of learning and want to please their teachers by trying their best. They appreciate the different subjects they now learn. One child explained, 'We have fun, and we celebrate our successes'.

Early years provision

is good

- Children start in Nursery with skills which are below those typical of their age. They make good progress and by the time they reach Reception age their skills and knowledge are broadly typical for their age.
- Children make good progress and those who are behind catch up quickly. By the end of the Reception Year in 2015, the proportion of children who reached a good level of development was above the national average. Current learning and records of children's progress represent a significant improvement from last year and the previous inspection. Children are doing well in all areas of development and are well prepared to continue their education in Year 1.
- The impact of good leadership and management is evident in children's improved achievement. Staff work well as a team and the quality of teaching, learning and assessment is good. Stimulating activities are planned that take the interests of the children into account so they are motivated and engaged in their learning. Reading and writing, including phonics, are taught well and children are given a wealth of opportunities to use their developing skills. A love of reading is promoted from the moment children start school. The story of the 'Mouse and the lion' inspired children to write impressive sentences and encouraged children to be friendly and helpful to others.
- Adults use assessments well to plan the next steps for children's learning. All groups, including disadvantaged children and those who have special educational needs or disability, make similarly good progress because adults meet their needs well.
- There are good opportunities for children to learn and play inside and outside the classroom. The outdoor environment provides children with good opportunities to explore nature. They develop their imaginative and creative skills as well as developing enquiring minds and the ability to work things out for themselves.
- Children learn to work and play together well. They are caring and supportive of each other. They are visibly happy and enjoy all that they do. They quickly develop good levels of confidence and independence. One little girl delighted in showing the inspector her shelter and explaining how she had supported the roofing sheet with rope and chairs.
- Behaviour is good. Children follow instructions carefully and support each other. They try hard and are showing resilience and are happy to tell others to do so too. One boy advised the inspector to persevere when trying to thread beads onto a string.
- Staff create a welcoming atmosphere, so children start the day happily and settle quickly into the routines. Adults know the children well and there are good procedures to get to know them and their families before they start at school.
- Children's health, safety and well-being are paramount. Safeguarding policies are fully adhered to and arrangements for reporting concerns are clear and understood by all. Conscientious staff ensure that children are very well supervised to ensure that they are safe.
- Good relationships with parents ensure that they are well informed about their children's progress and can work in partnership with the school to support their children's learning.

School details

Unique reference number	121469
Local authority	North Yorkshire
Inspection number	10011976

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	144
Appropriate authority	The governing body
Chair	Graham Hyde
Headteacher	Lucy Patrick
Telephone number	01423 566494
Website	www.woodfieldprimary.org.uk
Email address	admin@woodfield.n-yorks.sch.uk
Date of previous inspection	14–15 January 2014

Information about this school

- This is a smaller than average-sized primary school.
- Since the last inspection, the school leadership has changed at all levels. There is a new headteacher and deputy, who started their roles in the autumn of 2015. Almost every member of the teaching staff has been appointed since the last inspection. The governing body has changed significantly over the past two years and has a new chair of governors.
- The proportion of pupils known to be eligible for the pupil premium is above average (pupil premium is additional funding for those pupils who are known to be eligible for free school meals, and those who are looked after by the local authority).
- Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is below the national average but is increasing. The proportion of pupils who speak English as an additional language is also below the national average.
- The proportion of pupils with special educational needs or disability is broadly in line with the national average. The proportion identified for additional support or with an education, health and care plan is also broadly average.
- In 2015 the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school provides a daily breakfast club.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- The inspector observed learning in all classes and almost all observations were carried out with the headteacher or the deputy headteacher.
- The inspector talked to pupils about their work and looked at the work in pupils' books alongside senior leaders. He also observed pupils at playtimes and lunchtimes and asked them for their views on the school. He also heard some pupils read.
- An assembly and the breakfast club were also observed.
- Meetings were held with the headteacher and other staff with key leadership responsibilities.
- Discussions were held with governors, a representative from the local authority and a national leader of education who has supported the school.
- The inspector looked at a wide range of documents, including: the school's own check on its performance and the quality of teaching; the school development plan; governor meeting minutes; information on pupils' progress; and records relating to attendance, behaviour and safeguarding.
- The inspector looked at the 39 responses to the Ofsted online questionnaire, Parent View, including all the written comments. He also spoke to some parents at the start of the school day. Additionally he looked at 16 responses to the staff questionnaire and responses from the pupils' questionnaire.

Inspection team

Steve Bywater, lead inspector

Ofsted Inspector

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