

Woodland Primary School

Flinton Grove, Preston Road, Kingston-Upon-Hull HU9 5SN

Inspection dates

6–7 June 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching is not consistently good across the school. Leaders are taking strong action to improve teaching, but gaps in pupils' learning remain, particularly at key stage 2.
- Pupils' progress requires improvement because the expectations of some teachers of what pupils can and should achieve are not high enough.
- The proportion of pupils attaining the higher standards is not as large as it should be by the end of Year 6. This is because teachers do not set work or pose questions that offer a consistently high level of challenge, particularly for the most able pupils.
- The teaching of writing is improving steadily but pupils do not have sufficient opportunities to write at length. Neither do they apply their basic skills accurately in other subjects.
- There is a high focus on the development of pupils' problem-solving and reasoning skills in mathematics. Despite this, older pupils, who have not mastered these skills early on, do not make sufficient progress.
- Some teachers do not check closely enough how well pupils understand their learning. Pupils' errors sometimes go unchecked, and so subsequent work does not improve quickly.
- The low attendance of a few pupils, mainly older boys in key stage 2, hinders their progress.

The school has the following strengths

- The headteacher, ably supported by all school leaders and governors, leads with clarity and purpose. Her tenacious drive to improve all aspects of the school's work has been effective since her appointment in April 2016.
- Good teaching and strong leadership enable children in the early years to make good progress.
- Pupils have good opportunities to explore and understand the wider world in which they live because enrichment activities are good.
- The teaching of phonics and reading is strong. Pupils enjoy reading and achieve well in this subject.
- Staff, pupils and parents work together harmoniously, which creates an ethos in which pupils feel safe and happy.
- Pupils behave well and demonstrate a deep understanding of values; they appreciate diversity and show tolerance of others. The school promotes their spiritual, moral, social and cultural development very effectively.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in key stages 1 and 2, by making sure that teachers:
 - have sufficiently high expectations of what pupils can achieve and set appropriately challenging work, particularly for the most able pupils
 - improve the quality of questioning to deepen pupils' understanding and enable more pupils to work at greater depth
 - increase opportunities for pupils to apply their mathematical understanding in reasoning and problem-solving activities
 - increase the opportunities that pupils have to write at length in other subjects
 - check that pupils apply their basic literacy skills accurately in all their written work.
- Further improve leadership and management in order to urgently raise outcomes for all pupils by:
 - ensuring that all teachers and support staff have the training they need to teach problem-solving and reasoning skills in mathematics more effectively
 - holding staff to account more rigorously for the progress that pupils make in every class and every subject
 - making sure that every effort is made to promote higher attendance among those few pupils who miss school too often.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher's drive to raise outcomes for all pupils is relentless and she has ensured that the school is now in a position to move forward quickly. Improvements since the previous inspection have had rapid impact on raising standards at the end of the early years and key stage 1. Outcomes for pupils at the end of key stage 2 are rising, but less quickly, and still require further improvement, particularly in mathematics.
- The headteacher is well supported by other leaders, including governors, in addressing weak teaching. Leaders form a cohesive team, focused entirely on making the school as good as it can be. They know the school well and put pupils at the heart of all that the school does. The school is a very happy, safe place where pupils thrive in their personal development.
- The governors and headteacher have high expectations and a clear vision for good classroom practice. High staff turnover has been an issue since the previous inspection, but leaders have made some astute appointments since then. As a result, teaching is now improving strongly. The school was deemed to be 'coasting' in 2016, but pupils are now making better progress.
- Leaders ensure that all staff have access to high-quality support and training to improve their performance and secure good outcomes for all pupils. The school's assessment procedures are thorough, and more ambitious targets are now set for pupils.
- School leaders involve all staff and governors when developing their self-evaluation and school improvement plan. Senior and middle leaders demonstrate a clear focus on improving teaching through robust performance management procedures and an effective cycle of checking classroom practice. Staff know what is expected of them; any pay awards are linked appropriately to the progress that pupils in their classes make.
- Leaders' view of the school's performance, both for pupil progress and the quality of teaching, is accurate. Weekly scrutiny of pupils' workbooks ensures that all staff adhere to the school's policies on marking and assessment. However, the checks do not focus sufficiently on ensuring that the level of challenge is high for all pupils and that pupils respond promptly to any guidance they receive to improve their work.
- Middle leaders are having an effective influence in their subject areas. The English and mathematics leaders have a secure grasp of the key priorities for improvement and have been successful in raising pupils' outcomes at the end of Year 2. Following effective training, the greater emphasis now given to problem solving and investigation is starting to improve pupils' skills in mathematics in key stage 2. The new strategy to develop pupils' writing skills in English is being monitored closely. Leaders' checks on ensuring that pupils write accurately and at length in other subjects are less well developed.
- The leader for pupils who have special educational needs and/or disabilities is relatively new to the school and has had too little time to ensure that all these pupils make good progress. However, leaders are targeting funding to support these pupils more effectively and providing additional funding where necessary to call in specialists to

secure better outcomes.

- Disadvantaged pupils, who form the majority in this school, are well catered for because leaders and teachers know them well. The additional funding is used wisely to plan targeted interventions, provide a breakfast club and offer other activities to enhance these pupils' experiences and support their personal and academic achievements.
- The sport premium funding is used to good effect. The physical education specialist teaches across the school and works with staff to improve their teaching. In addition, participation in extra-curricular sport has risen sharply, particularly among disadvantaged pupils. Pupils are highly motivated by competitive events with other schools and take pride in representing their school.
- The curriculum, which offers rich experiences in school and beyond, engages pupils well but does not challenge the most able pupils sufficiently. Interesting topics help pupils to make links between subjects and deepen their understanding. Pupils' passion and knowledge of local history is strong. 'We know all about slavery and Amy Johnson and the blitz in Hull. Hull is a very old, important place to learn about.'
- Leaders promote pupils' spiritual, moral, social and cultural development very effectively. Pupils respect other faiths and cultures and discuss ethical issues well. They are taught values in a meaningful way through the curriculum and in assemblies. They celebrate the diversity in the school and in the wider world. They know that some communities experience severe hardship and that global issues are everyone's responsibility. A pupil said, 'Looking after the planet by stopping litter and pollution and not destroying forests matters'.

Governance of the school

- Governors are very knowledgeable and skilled in their roles. They know the school well and offer expertise to drive the school's improvement. Strong partnership with the school's prospective academy trust has strengthened the school's capacity to improve further.
- The governing body has developed good systems to enable governors to understand the school and provide challenge. The headteacher's reports are very reliable and informative. Governors scrutinise the assessment information presented to them following national test results and termly pupil progress meetings, and they question any weaknesses robustly.
- Governors examine the impact of any improvements being actioned to improve teaching and learning and check that resources are managed effectively. They are involved in the headteacher's performance management and they have a good understanding of their roles in pay progression for all staff.
- Governors carry out their statutory duties rigorously, including those in relation to safeguarding. They know that more pupils engage in sport through the many clubs that the school offers. They monitor the use of extra funding to support disadvantaged pupils and check that there is clear impact on the effective use of the funding. For example, they fund the breakfast club to provide a healthy start for all pupils and a home-link worker to support disadvantaged pupils and their families and to promote regular attendance.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders place high priority on pupils' safety and well-being and ensure that the robust systems in place are understood and followed by all staff. Staff are well trained in all aspects of safeguarding and are vigilant in looking out for any signs that a pupil may be at risk of harm or abuse. There are well-thought-out systems for recording any concerns relating to safeguarding. Leaders with responsibility for safeguarding are tenacious in following up any concerns and involving other agencies if necessary.
- Leaders ensure that all staff, pupils and their families are well supported in developing their understanding of how to combat extremism and the risk of radicalisation. They provide pupils and their parents with a clear understanding of how this, and internet safety generally, relates to them and their children, and of how to report concerns promptly.

The quality of teaching, learning and assessment

Requires improvement

- The quality of teaching is not consistently good, particularly in Years 3 and 4, where it still requires further improvement.
- Expectations of what pupils are capable of are not consistently high enough. Teachers do not challenge all pupils sufficiently. This is especially so for the most able pupils, who are not set sufficiently challenging work or moved on swiftly in their learning to make better progress.
- Teachers' use of questioning varies in quality between classes. When pupils are asked questions that make them think about their learning and reason out their answers, they enjoy the challenge and respond well. However, pupils have not been supported sufficiently in the past in thinking for themselves, and so a number of pupils still find this difficult.
- In mathematics, some teachers' subject knowledge lacks consistency and accuracy when teaching problem solving and reasoning skills. The school is addressing this effectively. Improvement in the teaching of mathematics is supporting pupils' fluency in their basic skills. However, gaps remain due to weaker teaching in the past, especially among the older pupils in key stage 2, who find multi-step calculations or word problems difficult.
- Following effective training last year for all staff, the teaching of writing is improving steadily. Teachers provide appropriate tasks for pupils to practise their basic writing skills in English, but often in their writing in other subjects pupils make unacceptable errors. These sometimes go unchecked and hence they persist. This is especially the case regarding spelling, punctuation and grammar where teachers' expectations are often not high enough.
- The teaching of reading is strong. Children in the early years gain a good grounding in phonics, and there is high emphasis placed on all pupils, throughout the school, reading every day. Pupils have good opportunities to discuss plots and characters, develop comprehension skills and learn new vocabulary. Those who read at home regularly receive certificates to value their efforts and motivate them further. A love of

reading is nurtured successfully across the school.

- Teaching assistants are deployed well in most situations to support pupils in their learning. They work with a range of pupils and help them to make effective progress. However, this valuable resource is not used to maximum effect to challenge the most able.
- Pupils who have special educational needs and/or disabilities receive appropriate support, often personalised to meet their individual needs. Staff seek guidance from other providers on what each pupil needs to do to make good progress and they ensure that parents are kept fully informed of their child's developing needs.
- Teaching staff are skilled at supporting pupils' language acquisition, particularly for those few pupils who speak English as an additional language. Most staff model language clearly and precisely and this supports pupils' learning well. Despite this, errors in learning spelling can sometimes persist.
- Teachers' accuracy and understanding of assessment are generally secure. Teachers check pupils' progress regularly and plan interventions for any pupils that are at risk of falling behind. However, too frequently work is not closely matched to pupils' abilities, particularly for the most able pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff show kindness and respect to the pupils and their families. Pupils value this and learn from their teachers how to treat others. Parents speak highly of the care and courtesy that staff extend to them, saying that all staff are friendly and approachable at all times and that their children are very happy at school.
- Pupils feel safe, have positive attitudes to learning and are proud of their school. As one pupil explained, 'I went to another school before but this is miles better!' When asked why, the pupil replied, 'Teachers really care about you and want you to do well.'
- Pupils are well cared for; expectations of all staff are high and robust procedures ensure that any concerns regarding pupils' health and safety are dealt with promptly. Pupils know this and trust staff to look after them as well as helping them to learn.
- Pupils are considerate to and tolerant of others. Through assemblies, class discussions and the day-to-day ethos of the school, pupils learn to understand fairness, prejudice, equality and being inclusive of others, regardless of their background. Pupils have a good understanding of the important values that prepare them well as young citizens.
- Pupils develop clear understanding of what constitutes bullying and what to do if they have any concerns. Older pupils know what homophobic language is and why it is inappropriate to use. They said that no name-calling is tolerated in school. Pupils know about e-safety and the dangers associated with social media and cyber bullying.
- Pupils take on responsibilities such as befriending new pupils in the school and listening to younger children read. The school council is elected by the pupils to represent their views about the play equipment they would like and ways to raise funds for charity.

The voting system has helped pupils to understand what a democracy is, as they explained the parallels with the general election that was happening at the time of the inspection.

- The school has a breakfast club that is free to all pupils. A high number of pupils attend regularly, which ensures a prompt, positive start to the day. As one pupil explained, 'It is great to have breakfast with our friends and get help with our reading or homework.'

Behaviour

- The behaviour of pupils is good. It has improved since the school's previous inspection.
- Most pupils work hard in lessons and try their best. Leaders have ensured that pupils' behaviour has improved over time. Teachers are quick to make sure that any disruption is dealt with smoothly in line with the school's behaviour policy. Occasional lapses in attentiveness do occur when teaching does not engage pupils' interest fully, resulting sometimes in poor presentation, careless errors and unfinished work from a few.
- Pupils' behaviour around school is very good. They conduct themselves sensibly even when not supervised directly and know the consequences of unacceptable behaviour. They explained clearly the school's colour-coded approach that it is 'Good to be green and you must not go to amber or red!' Pupils' behaviour at playtime and lunchtime is good. Pupils show high regard for all staff, including lunchtime assistants who ensure that pupils play safely and look after others.
- Leaders monitor pupils' attendance rigorously. Staff make sure that they follow up any unexplained absences promptly, especially regarding any vulnerable pupils. Attendance is high profile in the school and the vast majority attend regularly. The system for analysing pupils' attendance is very effective. This has led to an improvement in the school's overall attendance. So far this year, attendance is close to the national average, which is an improvement on previous years. Despite the school's efforts to raise attendance, including by going to collect pupils from home, a few boys in upper key stage 2 continue to miss too much school.

Outcomes for pupils

Requires improvement

- The progress that pupils make varies in the key stage 2 classes, where the teaching has been particularly inconsistent over time in its quality. Here, some pupils have not made enough progress because of the weaker teaching that they have experienced in the past or are still receiving. In Years 5 and 6, where teaching is strong, progress is more rapid, and pupils make up for the slower progress they have made elsewhere in key stage 2. This inconsistency is evident in pupils' work in books and in the school's assessment information; it is not securing good progress over time.
- Current progress in Year 3 is particularly slow and is not building effectively on the good progress that these pupils made when they were in Year 2. Throughout the school, the level of challenge is not high enough to accelerate pupils' progress rapidly, particularly for the most able pupils. Hence, too few pupils currently achieve at greater depth by the end of Year 6.

- In 2016, pupils who left the school at the end of Year 6 made progress that was below that of all pupils nationally in English, writing and mathematics. Their progress was particularly poor in mathematics, where their performance placed them in the bottom 10% of all schools nationally. Pupils' progress in reading and writing was close to that of all pupils nationally.
- Leaders recognised that progress and attainment were not good in mathematics at the end of key stage 2 in 2016. Effective steps were taken immediately to address this. Work in the current Year 6 books shows that, while most pupils are now making good progress, gaps in their learning over time still remain and this limits their performance.
- Across the school, most pupils' progress and attainment in reading and writing are better than in mathematics. A higher proportion of pupils, in most year groups, is attaining age-related expectations in reading and writing than in mathematics, but the gap is closing effectively this year.
- The school's assessment information and pupils' workbooks, mainly in key stage 2, show that too few pupils are working at greater depth in writing and mathematics. This is because in writing, pupils make too many basic errors that often go unchecked, and pupils' stamina for writing, especially in subjects other than English, is not developed effectively. In mathematics, while pupils are now making better progress, those in key stage 2 have gaps in their learning from the past. Stronger teaching in Years 5 and 6 is having an impact on closing these gaps, but the legacy remains.
- In Year 2 in 2016, the proportion of pupils attaining the expected standard in reading, writing and mathematics was close to that of all pupils nationally. Many of these pupils entered Year 1 at lower than typical starting points in the basic literacy and numeracy skills, and so made good progress through key stage 1. The proportion of Year 2 pupils working at greater depth was also in line with the national average in 2016, representing good progress from their starting points. Pupils are working at similar standards this year.
- The proportion of pupils meeting the expected standard in the phonics screening check in Year 1 in 2016 was close to the national average, and this proportion continues to increase. This improvement effectively supports pupils' good progress in reading.
- Disadvantaged pupils in the school form the majority. In 2016, these pupils at the end of Year 6 made less progress in mathematics than other pupils nationally. They were close to other pupils nationally in reading and writing. This is not consistently the case this year. The school's assessment information indicates that disadvantaged pupils make progress in line with and often better than other pupils in the school because they are supported well in their learning. As with other pupils, the level of challenge for the most able disadvantaged pupils in the school is not high enough for them to achieve as well as they could.
- Most pupils who have special educational needs and/or disabilities make steady and often good progress across the school. Carefully matched interventions are helping pupils to access work that is closer to or at age-related expectations. Those who have very complex needs or medical issues have the appropriate support to help them achieve as well as they can from their often very low starting points.

Early years provision

Good

- Children in the early years get off to a good start in the Nursery because they form strong relationships with other children and staff and feel safe, secure and happy at school. Expectations from staff are high. Children adopt school routines quickly as new starters mingle with older children and learn by following their good example.
- The early years leader demonstrates good leadership and is extremely knowledgeable about how young children learn. Although relatively new to the school, she has established high-quality practice and strong teamwork among staff.
- Staff know the children well because they assess them regularly and accurately. They use assessment information to plan interesting learning activities that challenge children and ensure that they develop a wide range of knowledge and skills. They modify plans to accommodate individual needs effectively and encourage parents to support their children's learning in school and at home.
- Parents are frequent visitors in the classroom as they settle their children and listen to them read or watch them write or count. Staff use this time to coach parents in the different areas of learning and they talk to parents about their child's progress or raise any issues or concerns that parents might have.
- From often lower than typical starting points in the Nursery, particularly in their communication and literacy skills and their personal development, the percentage of children who reach a good level of development at the end of Reception is improving rapidly. In 2016, it was very close to the national average. Children make good progress over time, as is evident in their work and from the school's assessment information. High priority is given to developing children's language so that they can access the breadth of the early years curriculum. As children gain in confidence, they learn effectively.
- Children enjoy books and read well in the early years because of the good quality of phonics teaching. They also have good opportunities to write and extend their fine coordination through writing notes and labels, progressing to whole sentences unaided because they want to communicate their ideas and tell their own stories. Children particularly enjoy role-play and 'let's pretend', because they like talking, learning new vocabulary and practising what they hear from their teachers.
- Children arrive eagerly because the activities that staff plan grab their attention. Children behave well and play safely at all times. They make good gains across the early years curriculum. Children explained to the inspector, 'The sun can burn you so you must have sun cream and a hat if you go outside.' They also said that they had planted potatoes and that, 'potatoes don't grow on trees like apples, because they grow in the ground and then we eat them.' Another group chased their friends on wheeled toys and said that the wind was making them go faster because, 'even though we can't see it, it does push you about and it makes your clothes dry fast.'
- Staff support children well, encouraging them to try things that they find difficult, for example, carrying out simple calculations involving 'more than and less than'. A number have very limited vocabulary but learn quickly. However, some children, especially the most able, are not asked consistently challenging questions that enable them to think deeply about their learning and extend their learning further.

- Partnership with parents is a strength. Induction arrangements are good. Home visits establish a strong link with parents, and this accelerates children’s love of learning effectively when they start school. This close partnership gives parents the confidence to ask for help and advice if their child has specific needs. Parents value this dialogue, knowing that the school has their child’s best interests at heart.
- The school meets all the statutory welfare and safety requirements for the early years. Care arrangements are very good and any concerns are followed up promptly.

School details

Unique reference number	117933
Local authority	Kingston upon Hull, City of
Inspection number	10031970

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

Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Caroline East
Headteacher	Kirsten Bradley
Telephone number	01482 787000
Website	www.woodlandprimary.org.uk
Email address	admin@woodland.hull.sch.uk
Date of previous inspection	17– 18 June 2015

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of disadvantaged pupils supported by the pupil premium funding is above average.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average.
- In 2016, the school did not meet 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 has had a high number of staff changes since the previous inspection. The present headteacher was appointed on a permanent basis in April 2016.
- The school runs a breakfast club for its pupils.
- The school is transferring to the Humber Education Trust (HET) at the end of this academic year.

Information about this inspection

- The inspectors observed pupils' learning in lessons or parts of lessons. A number of these observations were undertaken with the two senior leaders.
- The inspectors looked at work in pupils' books and listened to pupils read. They met with pupils to gain their views of the school and observed pupils' behaviour at various times of the day and in lessons.
- The inspectors held meetings with the headteacher, senior and middle leaders, and with subject leaders. They met with three members of the governing body. The lead inspector also met with two members of the academy trust that the school is transferring to in August 2017.
- The inspectors looked at a range of documentation, including assessments and records of pupils' progress, the school's checks and records relating to safeguarding, child protection and attendance, records of how teaching is managed and the school's improvement plans.
- With only five responses to Ofsted's online questionnaire, Parent View, inspectors took into consideration the results of the parent survey conducted by the school. Inspectors spoke to a number of parents on the school site and recorded the five text messages that parents submitted. Inspectors also considered the 13 responses to the staff questionnaire.

Inspection team

Rajinder Harrison, lead inspector	Ofsted Inspector
Joanne Spencer	Ofsted Inspector

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