

# Inspection of a good school: Wood Lane Primary School

Wood Lane, Bignall End, Stoke-on-Trent, Staffordshire ST7 8PH

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Inspection date: 21 October 2021

## Outcome

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## What is it like to attend this school?

Pupils are happy to come to school and they are cared for well by staff. The pupils who spoke with inspectors say they feel safe in school. If they have concerns, pupils tell a member of staff or post their worries in a locked 'worry box'. Pupils are confident that their concerns will be listened to and dealt with.

Staff have high expectations regarding pupils' independence. Many pupils appreciate the opportunity to be involved in clubs, educational trips and residential visits. This helps develop pupils' confidence and encourages teamwork through the activities they undertake.

Pupils behave well at the school. They play happily together at breaktimes. They move around school sensibly and are polite to visitors. Pupils are engaged in their learning. Staff and pupil relationships are highly positive. Pupils say there is hardly any bullying.

Pupils who struggle are given additional support. However, there are inconsistencies in how staff teach pupils to read. A new approach to teaching phonics is being trialled. Currently, however, a mixture of different reading schemes are used. Staff will soon begin using one system, so they can teach everyone in the same way.

## What does the school do well and what does it need to do better?

Leaders are at different stages of designing and rolling out the school's curriculum plans. In many subjects, leaders have not made clear the intended knowledge and skills pupils should learn. Not enough thought has been given to building on pupils' prior learning, so they can know and remember more, term by term, and year on year.

In mathematics, leaders have ensured that teachers use a consistent approach to delivering the curriculum. This means that staff are clear about what to teach pupils and when. This is enabling pupils to practise methods of calculation and develop their fluency. However, there were examples of work where the lower-ability pupils did not access the problem-solving and reasoning tasks. This stops pupils from deepening their learning over time.

Many pupils enjoy reading. Leaders have introduced a rewards system that encourages pupils to read at home. Staff ensure that the youngest pupils, including pupils in the early years, practise their phonics knowledge daily. Teachers are quick to identify those who need support with their reading. That said, pupils receiving support are often taught using a mix of approaches and this risks confusing pupils and hinders their progress.

Pupils, including children in the early years, behave well and demonstrate positive attitudes to learning. Classrooms are bright and attractive and reflect the achievements of all pupils. Staff know and understand the individual needs of pupils with special educational needs and/or disabilities (SEND). This ensures this group of pupils receive appropriate support. This support is carefully monitored by leaders.

Pupils take part in a wide range of experiences to support their broader development and broaden their horizons. Some activities were paused due to the COVID-19 (coronavirus) pandemic. However, the vast majority of these have now resumed.

Members of the governing body have provided effective support for leaders. Due to the pandemic, governors have been unable to make their usual visits to check on different subjects. This has made it more difficult for them to monitor leaders' actions to develop the curriculum. However, they are aware that several subjects need development. Staff say that senior leaders and governors are mindful of their workload. Staff who responded to the staff survey say they are happy to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured that appropriate systems are in place to make sure that adults who work in school are suitable to work with pupils. Leaders support the whole family when they need to, so that families are in a better position to support their children. Leaders have an in-depth knowledge of each pupil. Staff know what to do if they have concerns about a pupil. Leaders work with a range of professionals to ensure pupils and their families get the support they need. Leaders ensure pupils learn to keep themselves safe. For example, pupils learn how to keep themselves safe near rivers and water.

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

### (Information for the school and appropriate authority)

- There is not yet a consistent approach to the teaching of early reading. Not all staff have had the training to deliver the new phonics scheme effectively. Leaders need to ensure the new scheme is fit for purpose, and that all staff are trained in its delivery. Leaders should monitor delivery of the scheme, so there is a continuity of approach.
- Leaders have given insufficient attention to mapping out the knowledge and skills pupils need to learn in each subject and how these will build progressively over time. Leaders need to support and challenge subject leaders to adjust their long-term planning and delivery, so that pupils receive the most challenging curriculum possible in all subjects.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in February 2012.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	124057
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10200282
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	113
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andy McCreedy
<b>Headteacher</b>	Gaynor Rogers
<b>Website</b>	<a href="http://www.woodlane.staffs.sch.uk/">www.woodlane.staffs.sch.uk/</a>
<b>Date of previous inspection</b>	1 November 2016, under section 8 of the Education Act 2005

## Information about this school

- Since the previous inspection, a new chair of the governing body has been appointed.
- The headteacher is currently employed on a 0.8 contract with the assistant headteacher leading the school on a Friday.
- The school does not use any alternative provision for its pupils.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During this inspection, inspectors met with the headteacher, the assistant headteacher, staff, parents and pupils.
- Inspectors did 'deep dives' into these subjects: reading, mathematics and physical education. As part of the deep dives, inspectors met with subject leaders; groups of pupils; visited a sample of lessons, and scrutinised reading logs.

- To inspect safeguarding, inspectors reviewed a range of documents, met with the office manager, the governor responsible for safeguarding and reviewed leaders' checks on the suitability of adults to work at the school.
- Inspectors considered the responses to the online questionnaire, Ofsted Parent View. Inspectors also reviewed responses to Ofsted's staff questionnaire.

### **Inspection team**

Heather Phillips, lead inspector

Her Majesty's Inspector

Julie Griffiths

Ofsted Inspector

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