

INSPECTION REPORT

WOODHEYS PRIMARY SCHOOL

Sale, Cheshire

LEA area: Trafford

Unique reference number: 106299

Headteacher: Mrs L Daniels

Reporting inspector: Mr P Dennison
17736

Dates of inspection: 29th – 30th March 2001

Inspection number: 194952

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
School address:	Meadway Sale Cheshire
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Tolhurst
Date of previous inspection:	17 th February 1999

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Woodheys Primary School is situated in Sale. The school was built in 1938 and serves an established residential area. It is larger than most primary schools. Currently there are 369 on roll, taught in 12 classes. Fifty-two children attend the nursery class part-time. The number of pupils on the school's register of special educational needs is well below the national average. One pupil has a statement of special educational need. The number of pupils eligible for free school meals is below the national average. The number of pupils for whom English is an additional language is higher than most schools but only a small proportion of them are at an early stage of acquiring English. There is a wide range of attainment on entry to the nursery but overall it is above that expected for the age group.

The inspection of this school included a detailed inspection of its provision for pupils with special educational needs.

HOW GOOD THE SCHOOL IS

This is a very effective school which provides a good quality of education. Pupils achieve well and by the time they leave school, pupils' attainment in English, maths and science is well above the national average. The headteacher, governors and staff work well together to improve the school and maintain the high standards. Much of the teaching is good and this helps pupils to make good progress. The pupils have very positive attitudes to learning and their behaviour is good. Overall, the school provides good value for money.

What the school does well

- Pupils achieve well and standards of attainment in English, mathematics and science are well above the national average.
- The headteacher provides very effective leadership and manages the school well. She is well supported by governors and staff.
- The quality of teaching is good overall and was very good in 40 per cent of the lessons observed.
- The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.
- The provision for pupils' personal and social development is very good.
- The school has developed a very good partnership with parents.

What could be improved

- The effectiveness of the monitoring of teaching and learning.
- The use of assessment information to set individual targets for improvement.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

At the time of the previous inspection in 1997, Woodheys Primary School was found to be a successful school with many strengths. Since then it has continued to improve in many areas. The results achieved by pupils in the National Curriculum tests at the age of 11 have been well above the national average between 1998 and 2000 and the school's results have improved at a higher rate than the national trend. The quality of teaching has improved with a significantly higher proportion of teaching that is very good. All the issues from the previous inspection have been effectively addressed as a result of the clear leadership provided by the headteacher. Higher attaining pupils are provided with appropriately challenging work and an increased proportion achieve the higher levels in the National Curriculum tests. The headteacher and governors have established effective systems to evaluate the school's achievements and identify areas for development. The curriculum co-ordinators play an effective role in monitoring standards of attainment. The governors have also developed their role in monitoring standards and the quality of education. In addition, the provision for information and communication technology has been improved with a new computer suite. The school has also improved the provision and organisation of learning for children in the nursery and reception classes.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	All schools			similar schools
	1998	1999	2000	2000
English	A	A*	A	B
mathematics	A	A*	A*	A
science	A*	A*	A*	A*

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' performance in the 2000 National Curriculum tests at the end of Key Stage 2 in English was well above the national average. Their performance in mathematics and science was very high (in the top five percent of schools nationally). In comparison with schools with a similar intake, performance in the 2000 tests was above average in English, well above average in mathematics and very high in science. The test results between 1996 and 2000 have improved at a higher rate than the national trend.

Pupils achieve well. On the evidence of the inspection, their attainment is well above the national expectations.

Children in the nursery and reception classes make good progress. By the end of the reception year, attainment is well above that expected nationally.

Pupils' performance in the 2000 end of Key Stage 1 National Curriculum assessments was well above the national average in reading, above the national average in writing and well above the national average in mathematics. In comparison with similar schools, the results in reading were well above average. Results in writing were in line with the average and results in mathematics were above the average. Evidence from the inspection indicates that standards in writing have improved and standards in all three subjects are well above the national expectation.

The school monitors and analyses progress and has set targets for achievement at the end of Key Stage 2, which provide a realistic challenge for the pupils concerned. Inspection evidence indicates that targets set for 2001 are likely to be met.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes. They work hard, concentrate well and show good levels of interest.
Behaviour, in and out of classrooms	Behaviour is generally good throughout the school.
Personal development and relationships	Relationships are very good. Pupils co-operate very well with each other and their teachers. Pupils are provided with opportunities to exercise responsibility and they respond well.
Attendance	Attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. Those with special educational needs are well supported and make good progress.

During the inspection, teaching was good or better in 84 per cent of the lessons observed and was very good or better in 40 per cent of lessons. In only one lesson was unsatisfactory teaching observed. The quality of teaching has improved since the previous inspection. This good quality teaching is founded upon good relationships and good classroom management skills. Lessons are well planned and organised. Work is usually well matched to pupils' needs and abilities, providing them with a clear challenge and thus supporting their progress. The teaching of English and mathematics is good overall and the skills of literacy and numeracy are taught well. Pupils in Key Stage 2 work in ability groups for English and mathematics, this helps teachers to meet their needs. Pupils respond well and learning is good overall. The great majority are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding. On occasions when class management is weak and work lacks sufficient challenge, a small minority lose interest and their behaviour is unsatisfactory.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant activities, well matched to the needs and abilities of the pupils. It is enhanced by visits out of school and a range of extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. They are well supported and make good progress.
Provision for pupils with English as an additional language	The provision for pupils with English as an additional language is good. They are well supported and make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for pupils' personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote moral and social development.
How well the school cares for its pupils	The school cares for its pupils very well. Staff know their pupils well as individuals and create a supportive environment in which pupils can develop.

The school provides a broad and well-planned curriculum. It emphasises the development of relevant skills within the context of interesting and challenging activities, which motivate pupils.

Pupils' academic performance and personal development is monitored effectively. There are good systems in place to analyse the results of assessments and to track progress. Procedures for child protection and for ensuring pupils' welfare, health and safety are very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides very good leadership and has established a positive climate for learning in the school. She is well supported by senior staff. The school is managed very effectively.
How well the governors fulfil their responsibilities	Governors are very supportive. They are aware of the needs and priorities facing the school and contribute effectively to its success. All statutory requirements are met.
The school's evaluation of its performance	Assessment results are analysed to monitor standards of attainment and the progress of pupils. This evaluation is used to inform the planning of further improvements. The monitoring of lessons and planning in order to make teaching and learning even better is not yet fully effective.
The strategic use of resources	Effective use is made of the school budget and additional grants for the benefit of pupils' learning. Financial planning is good and resources are used well to support the school's educational priorities.

The headteacher, staff and governors contribute very effectively to the quality of education provided and to the standards achieved by the pupils. The school development plan has been produced in consultation with staff and governors. This is based on an analysis of the school's needs. It clearly identifies the school's priorities and is reviewed regularly to evaluate progress. The school makes good use of the principles of best value to ensure that the available financial resources are used effectively to support the priorities identified in the development plan.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The school is well led and managed. • The school helps their children to become mature and responsible. • Teaching is good. • Children are expected to work hard and to achieve their best. • Children make good progress. • They feel comfortable approaching the school with questions or concerns. 	<ul style="list-style-type: none"> • A small minority of parents would like a wider range of activities outside lessons.

Parents' views of the school are very positive. They think, and the inspection team agrees, that the school is well led and managed, with good teaching which enables their children to make good progress and to become mature and responsible. Parents respect the teachers and find them very approachable. A few parents have reservations about the provision of extra-curricular activities but the inspectors consider the school's arrangements for these matters to be both adequate and appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve well and standards of attainment in English, mathematics and science are well above the national average.

- 1 There is a wide range of attainment on entry to the school, although overall, attainment is above that expected for the age group. Pupils make good progress throughout the school and by the end of Key Stage 2, their attainment in English, mathematics and science is good. The school has successfully implemented the National Literacy and Numeracy Strategies. Standards of literacy and numeracy are good and the school ensures that skills are not taught in isolation but are used to support learning across the curriculum.

- 2 Teachers provide a good range of opportunities to develop pupils' speaking and listening skills in a variety of settings, both in class and in the wider school context, such as assemblies. They are sensitive in building each individual's self-esteem and independence and have high expectations of achievement. From the earliest age the pupils communicate freely with their peers in imaginative role-play situations, take part confidently in large and small group discussions, and exchange relevant ideas in pairs. By the end of Key Stage 1, the vast majority of the pupils are confident and articulate. These skills are further developed in Key Stage 2 where pupils demonstrate the ability to listen attentively and contribute well to class discussion.

- 3 Great importance is attached to the use of reading as a tool for learning, as well as to the enjoyment of books. Progress is also enhanced by good home-school links through reading diaries. Pupils make good progress in reading, extending their interest and enjoyment of books as they develop confidence in their reading skills. Good teaching supports their progress and the school ensures that pupils systematically develop their knowledge and understanding of letters and sounds, thus providing pupils with the necessary skills and strategies to tackle new words. By the end of Key Stage 1, the majority of pupils read accurately and with growing confidence when reading a range of simple texts. Most pupils have a good understanding of the text and can explain clearly what they have read. By the end of Key Stage 2, pupils read for pleasure and are able to discuss a range of authors and their personal preferences. Older pupils have well developed research skills, using the school library and information and communication technology to support their work in subjects such as history and geography.

- 4 Pupils in both key stages make good progress in writing skills. Their work shows clear progression in knowledge of parts of speech, use of speech marks, different tenses and different writing styles matched to the needs of the audience. By the end of Key Stage 1, pupils write in complete sentences, which are generally correctly punctuated. Common short words are usually spelt correctly and attempts at longer words are sound. Pupils write for a number of different purposes including creative, descriptive and poetry writing. They are familiar with parts of speech such as adjectives and choose words to good effect. By the end of Key Stage 2, pupils are using punctuation with increasing accuracy and are developing skills in planning and redrafting to produce a final copy. They extend their range of writing across the curriculum in a number of subjects. By the end of the key stage, they are able to write descriptions, instructions and reports. Higher attaining pupils are able to compose sustained, well-organised pieces, which

demonstrate accurate sentence construction, punctuation and grammar. High standards of presentation are expected and most of the pupils write clearly and legibly in neat joined script.

- 5 Pupils make good progress in mathematics. They show gains in knowledge and understanding and in their ability to use mathematical skills. They develop a mathematical vocabulary through well planned activities. By the end of Key Stage 1 pupils carry out simple calculations accurately and have a good knowledge and understanding of number facts. They have a secure understanding of shape and can name and discuss the properties of a variety of shapes and solids. They develop skills of simple data handling and can construct and interpret graphs. They understand simple fractions and can calculate halves and quarters of numbers. They measure using metres and centimetres and calculate money using decimal notation. They are aware of the value of coins and have an understanding of the need for standard measures.
- 6 By the end of Key Stage 2, the majority of pupils of all abilities have a good knowledge of the number system. They can carry out calculations and are competent in long multiplication and division. Their skills in mental arithmetic are very good. They can use a variety of methods to collate and represent data they have collected. The higher attaining pupils have a good understanding of percentages and probability and use fractions and decimals accurately. The lower attaining pupils can apply the four rules of number effectively, use a wide range of units of measure competently and can construct simple graphs to illustrate data they have collected. Good use is made of mathematical skills in other areas of the curriculum. For example, pupils use skills of measuring and calculating to support their work in science and design and technology.
- 7 Pupils throughout the school make good progress in science. They develop their factual knowledge and understanding of science topics within the National Curriculum programmes of study and also develop early scientific skills such as the ability to devise their own experiments and conduct a fair test. Higher attaining pupils carry out their own investigations, record the results and explain their findings. By the end of Key Stage 2, pupils use accurate scientific vocabulary to describe what they know or observe. They present their results in a clear and methodical form, often making use of independent research, reflecting standards well above national expectations. The quality and organisation of the work seen in science books reflects good overall attitudes to the subject throughout the school and a clear interest and involvement in lessons. The presentation of work towards the end of Key Stage 2 is of a consistently good standard.

The headteacher provides very effective leadership and manages the school well. She is well supported by governors and staff.

- 8 The school is very well managed. The headteacher's very positive leadership provides clear educational direction for the school. This has a very positive effect on pupils' attainment. The senior management team provides very effective support. Governors, teachers and non-teaching staff have clearly defined roles and responsibilities and work well together to support the headteacher in promoting the school's aims. The very positive and supportive atmosphere and the sense of commitment displayed by all who work in the school reflect the effectiveness of the leadership. There are high expectations of pupils' standards of achievement and behaviour, very good relationships and equality of opportunity for all.

- 9 The governing body plays a very effective and supportive role. The governors are aware of their responsibilities and ensure that statutory requirements are met. They are regular visitors to the school and have a good awareness of the issues to be addressed. The establishment of a committee structure provides for efficiency in strategic decision making. Financial planning to support educational initiatives is very good. The finance committee provides effective support for the head teacher in decision making and uses the budget effectively to achieve educational targets. Funds available for staff development and for special educational needs are used well. The school development plan has been produced in consultation with staff and governors. This clearly identifies the school's priorities and is a useful and effective management tool. It is linked to the school budget, has clear criteria for success and is reviewed regularly. The school has established a climate of continuous improvement and has achieved the Investors in People Award. Staff development is well managed to address both school and individual teachers' professional needs.
- 10 All staff have curriculum responsibilities. Co-ordinators make a very positive contribution to the management of the school. They are responsible for managing their subject and providing curriculum support. They have developed effective policies to support teachers' planning and they are involved in monitoring the quality of pupils' work. Teachers work closely together when planning their work and the senior managers who have responsibility for each key stage play an important and effective role in the leadership and evaluation of this planning. The headteacher monitors the quality of teaching and learning. This provides teachers with useful feedback and has helped to improve the quality of teaching. However, the system is not yet fully effective in ensuring that the good quality teaching observed in most classes is consistent throughout the school.
- 11 Daily management and organisation is efficient and unobtrusive. The administrative staff work hard to assist the smooth day to day operation of the school. This has a positive effect on the quality of learning and standards of achievement.
- 12 Parents are very supportive of the aims and values promoted by the school. The school has high expectations of the pupils in terms of their personal and academic development. There is a clear sense of shared values and a unity of purpose. Consequently, the school is well placed to make further progress.

The quality of teaching is good overall and was very good in 40 per cent of the lessons observed.

- 13 The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. During the inspection, 84 per cent of the teaching observed was good or better and 40% was very good or better. The teaching in only one lesson was unsatisfactory. Teachers identify what they wish pupils to learn and share these objectives with the class. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Relationships are very positive and most pupils respond well to teachers' expectations of good behaviour and show good levels of concentration.
- 14 The main strengths of teaching in the nursery and reception classes are the very good relationships between adults and children; a very good understanding of the

curriculum for children five years and under and of how young children learn. The children are respected and valued. Activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. A good example was the lesson on floating and sinking in the nursery class. The teacher made very effective use of skilful questioning to encourage pupils to make predictions and begin to think of explanations for what they observed. Good classroom management ensured that children had opportunities to experiment on their own as well as taking part in a more structured session when they were encouraged to record the results of the experiment. The two reception class teachers work closely together and have provided a stimulating classroom environment. There are clearly structured activities such as learning the initial letter sounds or learning to recognise coins. Children are also provided with opportunities to practice and reinforce this learning when they write their own letters to each other, share books or use the 'flower shop' for role play activities.

- 15 Teachers throughout the school plan work carefully. Lessons proceed at a good pace and are well organised. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give more intensive support to others. Teachers have high expectations and take great trouble to present learning in ways which challenge and motivate pupils; as when setting problems in mathematics, encouraging pupils to undertake scientific investigations or providing a wide range of experiences in English.
- 16 Teaching of English and mathematics is good overall and much of it is very good. Teachers have high expectations and provide work which is well-matched to pupils' needs and abilities. Pupils respond well and make good progress. In Key Stage 2, pupils are grouped by attainment for literacy and numeracy lessons and this helps teachers to provide appropriate support and challenge. Good use is made of the frameworks provided by the National Literacy and Numeracy strategies. This good quality teaching makes a very positive contribution to maintaining and raising the standards of attainment. Mental and oral activity is used very effectively in mathematics lessons to provide appropriate challenge, well matched to pupils' needs.
- 17 Classroom support staff and volunteer helpers are used very effectively and make a significant contribution to pupils' learning. During a well organised numeracy lesson in Year 1, for example, the pupils benefited greatly from the group activity led by the classroom assistant. This enabled them to concentrate on their counting and sequencing work. The activity was well matched to their needs and abilities and was challenging but fun. The very good relationships meant that children were keen to contribute to an activity which they enjoyed, and which helped them to develop good mathematical skills.

- 18 Teachers have good subject knowledge and their own enthusiasm for the work leads to pupils responding well to the teachers' high expectations. In a Year 6 mathematics lesson on number sequences the teacher ensured a very lively pace and provided work that was challenging. Her high expectations were met by the pupils. In a Year 6 literacy lesson based on 'Leaving Home', the teacher's personal enthusiasm stimulated energetic participation from the pupils. Challenging questions enabled them to extend their ideas of narrative structure.
- 19 Very good classroom management is a strength of most lessons. A good example was observed in a Year 4 design and technology lesson. The class were making sandwiches as part of a food technology project. The teacher's very good organisation and high expectations of pupils' behaviour and attitudes resulted in a very effective lesson where pupils worked hard. They responded well to an interesting and exciting activity, producing work of a high quality.

The curriculum is broad and relevant. A good range of activities is provided to meet pupils' interests and abilities.

- 20 Provision for children in the nursery and reception classes is good. The curriculum is rich, broad and balanced. It reflects the teachers' very good knowledge and understanding of the ways in which young children learn, and provides a wealth of well organised experiences which are closely matched to the children's level of development, and challenge them to make progress. Planning is based on the six areas of learning appropriate for this age group, moving on to the National Curriculum as the children achieve the early learning goals. Assessment is carried out carefully and regularly and used to plan future work.
- 21 In Key Stages 1 and 2, the school provides a very good, broad and balanced curriculum which fully meets the requirements of the National Curriculum and religious education. It reflects the school's aims, provides equal opportunity for all pupils to learn and make progress and provides effectively for sex education and drugs awareness as part of the wider curriculum of personal, social and health education. The timetable is well balanced giving appropriate allocations of time to subjects. The teachers have high expectations of pupils' attitudes and attainment not only in English and mathematics but across the whole curriculum. This provides pupils with opportunities to achieve good standards of work in a wide range of activities. Much evidence of good quality artwork is displayed around the school and there are good opportunities for sport. The provision for information and communication technology has been significantly improved since the previous inspection. It is used very effectively to support learning in a wide range of subjects. Many pupils play musical instruments and the school has a choir who perform to a good standard.
- 22 There are appropriate policies in place for all subjects and the very effective long-term and medium-term plans ensure a continuous, progressive and systematic approach both across year groups and through the key stages. Planning is thorough and work increases in challenge appropriately. Work is clearly matched to pupils' needs. The decision to group pupils according to their prior attainment in English and mathematics is having a very positive effect upon the quality of their learning. There is an effective programme for pupils' personal and social development.

- 23 The school promotes pupils' intellectual development well, especially through the encouragement and opportunities given to them in most lessons to question and investigate aspects of the curriculum. This is particularly evident in mathematics and science and is a strength of the school. The curriculum is purposeful and often exciting. There is a great deal of fun included in the learning without sacrificing the standards which the pupils are expected to attain. Indeed, the interest created has a very positive effect on pupils' progress and attainment.
- 24 The provision for pupils with special educational needs is good and they make good progress in relation to their ability. The co-ordinator manages this area very well. There are effective systems in place to identify pupils with special needs at an early stage in their education. Relevant individual educational plans are drawn up, and implemented with good regular support in individual or group sessions. The guidance in the Code of Practice on the identification and assessment of special educational needs is fully implemented. Work is well planned to meet pupils' individual needs and enable them to make good progress.
- 25 A particular strength of the school is its work related to the environment. The school has recently been awarded Eco-school status. Pupils demonstrate great commitment to a range of environmentally friendly schemes. The school's Eco-council includes pupil representatives from all classes from Years 2 to 6. They meet regularly to discuss issues and ideas which could improve the school environment. These activities have a beneficial effect on pupils' personal and social development. In addition to the environmental awareness they also help to develop pupils' understanding of community and citizenship.
- 26 Visitors to the school are used effectively to enliven the curriculum and a wide range of visits is arranged for pupils. These include residential visits for pupils in Year 5 and 6. These experiences are particularly effective in helping to build confidence and social skills as well as developing pupils' awareness of the wider community.

The provision for pupils' personal and social development is very good.

- 27 This is a caring school which makes good provision to ensure pupils' welfare, health and safety. Pastoral care is the responsibility of the class teachers who, together with support staff, know their pupils and their families well, are sensitive to their pupils' needs and thus are able to provide good personal support and guidance. The school provides pupils with a safe, caring environment in which to work and play. Good procedures are established for child protection and ensuring pupils' welfare. Parents report that their children are happy and enjoy coming to school. This has a beneficial influence on pupils' attitudes to their work and helps to develop their self-esteem and supports their progress.
- 28 Procedures for monitoring pupils' academic progress are good. Assessment results are analysed and used to track the progress of individuals and groups. Pupils identified as having special educational needs are well cared for; targets are set and their progress is regularly reviewed. Pupils' personal development and behaviour are effectively promoted through all areas of school life. Praise and rewards are used appropriately to encourage effort, and significant achievements are celebrated. Procedures for monitoring and promoting good behaviour are good. High expectations of behaviour and good classroom management are in place from the time pupils enter the school. Any instances of inappropriate behaviour are dealt with swiftly and effectively.

- 29 The school's provision for pupils' spiritual, moral, social and cultural development is very good and permeates its work, both in the planned curriculum and through incidental opportunities which occur or are created. Opportunities for spiritual development are very good. Assemblies contribute appropriately to spiritual development by offering chances to pray and reflect quietly. Moral development is promoted very well. Pupils are given a clear sense of right and wrong and are expected to consider their intentions thoughtfully and to make decisions about actions on the basis of this understanding.
- 30 Pupils are always encouraged to relate positively to each other, to be considerate and courteous and to play together. All adults in the school set a good example in this area. In class there are many opportunities to work together responsibly and share resources fairly. Pupils also learn to work effectively as a team through participation in sporting and musical events and school productions. Residential visits provide opportunities for older pupils to grow in independence and learn to get on together in less formal situations. Pupils are involved in fund raising for charities and are regularly involved in events in the local community. All pupils are expected to behave responsibly as monitors in class. Older pupils are given extra responsibilities as prefects, or perform minor administrative tasks around school. The school's Eco Council offers pupils the opportunity to make their voices heard and to put forward the ideas of the pupils they represent.
- 31 Cultural development is well promoted both within the curriculum and through extra-curricular opportunities. Through religious education, history, art, literature and music pupils gain understanding of their own culture and the cultural traditions of other countries. There are regular visits to places of educational interest. Visitors are also used effectively to support the curriculum and enrich pupils' experience.

The school has developed a very good partnership with parents.

- 32 There is a real sense of community at Woodheys. Parents, carers, family members and friends are very much in evidence, supporting learning in the classroom, discussing concerns with teachers, assisting with practical activities or planning fundraising. Through the questionnaire and in discussions with inspectors, parents have expressed much satisfaction with the school's provision. They have a high regard for the leadership and management of the school and appreciate the fact that their children are happy, behave well in school and make good progress, both academically and personally. They respect the teachers and find them very approachable.
- 33 The school successfully encourages parents to be active partners in their children's development. They support school events such as assemblies and concerts. Through the Parents Association they raise substantial sums of money for the school. They have recently made a major contribution towards the new computer suite. Parents have been given the opportunity for basic computer training using this facility and the school also organises courses relating to the National Literacy and Numeracy strategies, 'Keeping up with the Children'.

- 34 Parents feel welcome in school and many of them regularly give up their time to help with classroom activities, run the library and help to organise the gardening club and other practical activities. When they do so, they are well briefed and used effectively.
- 35 The school has very effective and constructive ways of communicating with parents. The prospectus and governors' annual report are well written, very well presented and comply fully with statutory requirements. A member of the governing body has responsibility for links with parents and regularly shows new parents around the school. Parents are kept well informed about life generally in the school through correspondence and regular newsletters. They feel that the school is approachable if they have any worries or concerns, and consider that any matters raised are handled well. Parents of pupils with special educational needs are kept fully informed about developments and invited to review meetings.
- 36 The arrangements for informing parents of their children's work and progress are good. Formal parents' consultation evenings are held twice a year and there is a very good response to these from parents. Reading diaries and homework books provide an effective medium for day-to-day, written communication between school and home whilst teachers make themselves readily and routinely accessible to speak with parents who have any concerns.

WHAT COULD BE IMPROVED

The effectiveness of the monitoring of teaching and learning.

- 37 The headteacher monitors the quality of teaching and learning. However, the systems in place are not yet fully effective in supporting a consistent approach amongst all teachers. The deputy headteacher has had additional training to enable her to support the headteacher in this work but has been absent from school for some time due to illness. There are plans to involve other senior managers in the monitoring and evaluation of teaching but this has not yet taken place. Whilst teaching is good overall, there is some inconsistency in the quality of teaching between classes. There are times when the work does not provide sufficient challenge for the higher attaining pupils. Classroom management is not always effective, leading to unsatisfactory behaviour from some pupils and a loss of interest and progress.

The use of assessment information to set individual targets for improvement.

- 38 Very effective use is made of assessment information to monitor pupils' progress and to set very clear individual targets for improvement in literacy. There are effective systems to monitor progress and set general targets for improvement in other subjects. However, assessment information is not yet being used to develop clear individual targets in mathematics and science. The very effective systems used in literacy would provide a clear model for such developments.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

39 In order to further improve the quality of education and the standards of attainment, the headteacher, governors and staff should:

1. Make more effective use of the systems for the monitoring and evaluation of teaching and learning in order to promote a greater consistency throughout the school and to extend the very good practice already in place. Ensure that all members of the senior management team play a greater role in monitoring and the provision of support where this is required;
2. Develop the use made of assessment information to set clear individual targets for improvement, using the very effective systems already established in literacy as a model.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	40	44	12	4	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	26	317
Number of full-time pupils known to be eligible for free school meals	N/A	12

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	39

English as an additional language	No of pupils
Number of pupils with English as an additional language	25

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence	%
School data	3.7
National comparative data	5.2

Unauthorised absence	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	28	23	51

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	27	26	27
	Girls	23	23	23
	Total	50	49	50
Percentage of pupils at NC level 2 or above	School	98 (90)	96 (95)	98 (93)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	27	27	28
	Girls	23	23	23
	Total	50	50	51
Percentage of pupils at NC level 2 or above	School	98 (100)	98 (93)	100 (100)
	National	84 (82)	88 (86)	88 (87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	24	21	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	23
	Girls	20	20	20
	Total	42	42	44
Percentage of pupils at NC level 4 or above	School	93 (96)	93 (94)	98 (98)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	22	24
	Girls	20	19	20
	Total	41	41	44
Percentage of pupils at NC level 4 or above	School	95 (94)	93 (96)	100 (96)
	National	70 (68)	72 (69)	80 (75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	1
Black – African heritage	2
Black – other	2
Indian	6
Pakistani	6
Bangladeshi	0
Chinese	1
White	246
Any other minority ethnic group	12

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	12
Number of pupils per qualified teacher	26.4
Average class size	28.8

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	82

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26

Total number of education support staff	1
Total aggregate hours worked per week	27

Number of pupils per FTE adult	13
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FTE means full-time equivalent.

Financial information

Financial year	1999/2000
	£
Total income	530,396
Total expenditure	533,263
Expenditure per pupil	1,555
Balance brought forward from previous year	5,013
Balance carried forward to next year	2,146

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	369
Number of questionnaires returned	80

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	38	8	0	0
My child is making good progress in school.	45	50	5	0	0
Behaviour in the school is good.	34	58	4	0	5
My child gets the right amount of work to do at home.	41	51	5	0	3
The teaching is good.	56	40	4	0	0
I am kept well informed about how my child is getting on.	34	58	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	55	40	1	3	1
The school expects my child to work hard and achieve his or her best.	56	39	1	0	4
The school works closely with parents.	40	46	9	0	5
The school is well led and managed.	51	48	0	0	1
The school is helping my child become mature and responsible.	48	50	1	0	1
The school provides an interesting range of activities outside lessons.	33	43	10	5	10