



Woodhouse Primary School

Inspection Report

Unique Reference Number 106332
LEA Trafford
Inspection number 277533
Inspection dates 26 April 2006 to 27 April 2006
Reporting inspector Mrs Marie Cordey CfBT Lead Inspector

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

Type of school	Primary	School address	Nursery Road
School category	Community		Davyhulme
Age range of pupils	3 to 11		Urmston, Manchester M41 7WW
Gender of pupils	Mixed	Telephone number	0161 7485844
Number on roll	232	Fax number	0161 7467891
Appropriate authority	The governing body	Chair of governors	Mrs M Delaney
Date of previous inspection	13 September 2000	Headteacher	Mrs E Wallworth

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average sized primary school in a residential suburb of Manchester. The vast majority of pupils are from a white British background. The proportion of pupils eligible for free school meals is below average. The proportion of pupils who have learning difficulties and/or disabilities is below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Woodhouse is a good school with outstanding features. It is a very popular school that provides a good standard of education and good value for money. Children enter school with attainment above the level expected for their age. They achieve well in the Foundation Stage because of the good quality of education provided. Pupils make good progress throughout the school and reach well above average standards by the end of Year 6. However, pupils' problem-solving skills in mathematics require further improvement and the school has rightly identified this as a priority. The headteacher and deputy have a good understanding of the school's strengths and weaknesses. They judge accurately that at least good provision is made in most aspects of the school's work, and that the pupils' personal development and well-being are outstanding. Good links with outside agencies ensure that all pupils are safeguarded and well supported and the level of care, guidance and support is good. Parents and children feel involved, respected and valued because they are made welcome and regularly consulted. There have been significant improvements since the previous inspection in raising achievement for pupils with learning difficulties and/or disabilities and in learning about different faiths and cultures. Teaching and learning are good overall, although in a small number of lessons the introductions are too long and they lack sufficient variety and activity to stimulate pupils' curiosity. Leadership and management are good and both the senior leadership team and governors are particularly strong and effective. The determination to raise standards of achievement further is a measure of the school's strong capacity to move forward.

What the school should do to improve further

The school is already aware of the need to improve pupils' problem-solving skills to raise their achievement further in mathematics. In addition, it should

- ensure that all lessons have a variety of interesting activities to encourage pupils to become absorbed in learning.

Achievement and standards

Grade: 2

Standards are well above average overall and pupils make good progress. Reception children achieve very well. Over three quarters of them exceed the learning goals expected. In 2005 the school's assessment results for pupils in Key Stage 1 and national test results for pupils in Key Stage 2 show that standards in English, mathematics and science are well above average. Assessment data indicates that pupils' achievement from Key Stage 1 to Key Stage 2 is satisfactory. However, this is misleading because of the high number of Year 6 pupils who maintained the high standards they gained in Key Stage 1. Pupils' good achievement is evident in their current work. There has been a notable improvement in the achievement of pupils with learning difficulties and/or disabilities, higher attaining pupils in mathematics and all pupils in writing since the previous inspection. Pupils' weaker problem-solving skills in mathematics

are receiving attention. Last year's dip in pupils' achievement in science is not reflected in current work in Year 6, where achievement is good and pupils are on course to meet the school's challenging targets.

Personal development and well-being

Grade: 1

This is an outstanding aspect and the school has a very positive moral ethos. Pupils have been involved in drawing up the codes of behaviour and partly as a result of that, their attitudes and behaviour are outstanding. Pupils are kind and caring towards one another and they have good opportunities to take responsibility in a meaningful way. They feel that their views are listened to and taken seriously. They act as class monitors and help to organise equipment at break times. Older pupils act as spelling and reading buddies and young road safety officers contribute to the walking bus project. Prefects and the active school council are supported in carrying out their roles. Pupils are proud of their school and their community. An extensive personal, social, health and cultural programme enables pupils to learn, amongst other things, about faiths and cultures from across the world. Attendance is excellent and pupils clearly enjoy coming to school. Pupils' excellent appreciation of the importance of healthy lifestyles is evident in group discussions and their participation in many additional activities. A highly productive partnership with the high school and involvement with local charities enables pupils to make an exemplary contribution to the community, and develop their interests in sport, music and art.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and leads to good progress. Relationships between teachers and pupils are caring and warm. Pupils' attitudes and behaviour are excellent in their response to teachers' high expectations of work and commitment. Lessons are well planned to meet pupils' different learning needs. Where teaching is excellent, a variety of activities is offered; these capture pupils' imaginations, for example, when studying biographies and sharing life stories. In a small proportion of satisfactory lessons, pupils are not given the chance to be as actively involved because teachers spend too long introducing their work and there is less variety. When this happens, support staff are less involved, and there are fewer opportunities for pupils to develop independent thinking skills needed to extend their problem-solving skills. Overall, however, lessons are well planned and teaching assistants provide good support for pupils with learning difficulties and/or disabilities. Assessment is a strength and pupils are aware of how well they are doing in their work and exactly what they need to do in order to improve it.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that promotes successful achievement. Well written individual education plans for pupils with learning difficulties and/or disabilities enable them to make good progress. The curriculum is well planned to meet pupils' different needs largely because subject leaders regularly evaluate how well pupils are learning. This is reflected in the school's achievement of the Basic Skills Quality Mark for the second time. Resources for information and communication technology (ICT) have improved and they are used effectively to excite and enhance learning. However, access to computers is not yet available for all pupils on a regular basis and the school is working to improve this. Opportunities to improve pupils' problem-solving skills are recognised as inconsistent and have been prioritised in the school development plan. A good range of extra-curricular events, including a sports partnership with a local high school, enriches the curriculum and attracts a high number of pupils. The governors have a good overview of the curriculum to ensure that all statutory requirements are met.

Care, guidance and support

Grade: 2

This aspect of the school's work is good. On most occasions, support staff work very effectively alongside the teachers and pupils benefit from their good level of care. Teachers and support staff understand pupils' needs well through careful assessment of their progress. This ensures that the meaningful and challenging targets set are firmly rooted in pupils' levels of understanding. Parents are kept well informed about their children's progress and there is an 'open door' policy to meet with the teachers at any point during the year. Good links with outside agencies help to support and safeguard the pupils. Pupils feel safe and cared for and this is reflected in their parents' views. Very effective behaviour management makes school a place where pupils can be secure, happy and work hard. Welcoming children to the nursery and preparing pupils for movement to high school are sensitively managed so that there is a smooth transition.

Leadership and management

Grade: 2

Leadership and management are good at all levels and effectively promote achievement. The headteacher and deputy headteacher are positive about what they want for the school and have a clear focus for attaining even higher standards. The school is also committed to making Woodhouse a happy and positive experience for the pupils and this is reflected in their commitment to ensuring outstanding personal development and well-being. Much work has been done to improve teaching and learning further and this has paid off because progress has improved, especially for the younger pupils in writing. Parents appreciate being involved in their child's education and the response to questionnaires shows that they are very pleased with the school and value it highly.

Inspectors agree with the concerns of a small number of parents regarding a few lessons, which they do not feel are as lively and interesting as the vast majority. Senior teachers have established a comprehensive monitoring and self-evaluation system to support and improve teaching and learning by sharing the best practice. Governors are very supportive and involved in the work of the school. They value the school and the headteacher highly and hold the school to account for its performance.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school. You were very friendly and looked after us well. We would like to share with you what we thought of your school.

- You really like being at Woodhouse and your parents and people in the community value the school highly.
- You work hard and make good progress.
- We think your behaviour and attitudes are excellent because of the way you look after each other, work so hard in lessons and care about people.
- We think that you act very responsibly and your teachers act upon your suggestions.
- You enjoy your lessons and you learn well because teaching is good.
- Your headteacher, teachers and support staff work very hard and want to make the school even better.

What we have asked your school to do now.

- We know that you get very good results but we have asked school leaders to improve your problem-solving skills in mathematics.
- We have asked teachers to make their lesson introductions a little shorter and include more varied activities to make learning more stimulating.