



# Wood Fold Primary School

## Inspection Report

**Unique Reference Number** 106427  
**LEA** Wigan  
**Inspection number** 277556  
**Inspection dates** 27 September 2005 to 28 September 2005  
**Reporting inspector** Mr Arthur Markham CfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	Green Lane
<b>School category</b>	Community		Standish
<b>Age range of pupils</b>	4 to 11		Wigan, Lancashire WN6 0TS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01257 400271
<b>Number on roll</b>	445	<b>Fax number</b>	01257 400649
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr T Morris
<b>Date of previous inspection</b>	22 November 1999	<b>Headteacher</b>	Mrs G Lloyd

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 27 September 2005 - 28 September 2005	<b>Inspection number</b> 277556
-----------------------------	---	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

The school serves a residential area in Standish, Wigan. It is larger than most schools nationally. The vast majority of children are of white British background. Most come from professional and semi-professional families. The percentage of children entitled to free school meals is well below average. The percentage with learning difficulties and/or disabilities is below average. The school provides before and after school care for its pupils. When they start, reception children's skills are broadly average. The school recently gained two Achievement Awards, has Healthy School and Eco School status and is recognised with Investors in People status.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

This is a good school with some outstanding features. The school judges itself this way and the inspectors agree. Children attain standards that are above those expected nationally. Teaching and learning are good. Parents and children hold the school in high regard. Children enjoy the lively, stimulating lessons, make good progress and achieve well throughout the school. They are given outstanding care, guidance and support and a high emphasis is given to ensuring that all their needs are met. Those with learning difficulties and/or disabilities and those with particular gifts or talents are supported well. Children's personal development is very good. Their spiritual, moral, social and cultural development is outstanding.

Children in the Foundation Stage make good progress because teachers present a wide range of interesting and stimulating activities. They reach average standards overall, but a significant minority reach standards that are above those expected nationally by the end of the reception year.

The headteacher provides outstanding leadership with a clear focus on providing high quality care and education for all children. She has successfully developed a strong team approach throughout the school and all staff share her commitment to improvement. The school is managed well. Monitoring and evaluation systems are well organised and the school consequently has a clear understanding of its performance and those areas that need further improvement. The school has maintained the strengths identified at its last inspection and is well placed to improve further. It provides good value for money.

### **What the school should do to improve further**

- Improve the overall quality and consistency of teaching, making use of examples of outstanding teaching in the school to support this.
- Develop the use of questioning by teachers to individual children to ensure that all are fully engaged in learning.

## **Achievement and standards**

### **Grade: 2**

Standards have been maintained above national averages over the last five years. There was a slight drop in performance in English and science in 2004, but 2005 test results show improvement. Determined action is being taken to continue this trend.

Children start school with broadly average levels of skill. Lively and very effective teaching in the reception classes ensures they make at least good progress in all areas of learning, and outstanding progress in personal development. By the end of the year, most achieve the levels expected and a significant minority exceed them.

Children continue to make good progress in Years 1 and 2 and reach above average standards in reading, writing and mathematics, with a good proportion achieving high

levels. Throughout Years 3 to 6 this good progress continues. Close attention is paid to meeting the needs of children with learning difficulties and/or disabilities and as a result they make very good progress and many achieve nationally expected standards by the end of Year 6. Similarly, those children who are gifted or talented are suitably challenged and achieve highly. Throughout the school the strong emphasis placed on developing children's skills as independent learners results in all making good progress and the vast majority successfully achieve the challenging targets they are set. It also helps pupils to prepare well for adult life and the world of work.

Children develop good skills in using computers, which they apply effectively in other subjects.

## **Personal development and well-being**

### **Grade: 2**

Children clearly enjoy their education. The school's positive ethos plays an important part in ensuring that all feel highly valued. Attendance is above average and punctuality is good. Children's attitudes and behaviour are mostly good, although there are occasions in lessons when some let their attention wander. Children feel safe in school and those spoken to during the inspection all felt there were many adults they could approach if they were in difficulty or distress. Members of the school council take their responsibilities very seriously. Children are encouraged to make suggestions as to how their school might be improved and their views are acted upon. They are encouraged to value the environment. The 'Eco Warriors' group work very hard to support the environment, for example, by encouraging children and staff to turn out lights and to make savings in the consumption of water.

Provision for spiritual, moral, social and cultural development is outstanding with all areas being very strong. Children have a very good understanding of Christianity and many other world faiths. Moral and social provision are used very well for the promotion of healthy eating and staying safe and cultural provision is supported by visits into the community including churches and mosques. A wide range of extra-curricular clubs, educational visits and residential trips enhance children's personal development, well-being and self-confidence.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall and some is outstanding. Throughout the school, teachers use their detailed knowledge of the curriculum and of how well each child is attaining in order to plan lessons that build systematically on previous learning. For instance, during an English lesson, higher attaining children in Year 1 replied to a 'letter from Teddy', writing several sentences independently with very effective support from a teaching assistant. They made good progress, motivated by a task which required just the right amount of effort.

Teachers' use of questions generally encourages children to think hard and express their ideas. However, in some lessons, opportunities are missed to target questions at particular children to test their thinking and establish how well they are learning.

Teaching assistants mostly contribute strongly to children's learning. They work well with groups of children, but occasionally teachers do not make full use of their skills during whole class discussions. Where effective use is made of assistants during such sessions, they work unobtrusively alongside children with learning difficulties and/or disabilities, helping them to understand and answer the teacher's questions.

Formal systems for measuring and recording the levels at which children are working are comprehensive and enable teachers to see easily how fast children are making progress. The information collected is used well in a variety of ways, for example, to identify those who need additional challenges or extra support.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets statutory requirements and has several outstanding features. The school constantly reviews and develops its curricular planning to ensure it caters well for all groups of children and for individuals whose needs differ from most, for instance, in the first language they speak. Subjects other than mathematics and English are now being planned with a focus on key skills, such as problem solving, which children will use all their lives and which help them to learn in all subjects.

The curriculum in the reception year provides very relevant experiences in all the areas of children's learning and plenty of opportunities for them to learn through play and at first hand. Children's independence is nurtured especially well.

A wide range of activities outside lessons enriches the curriculum. This successfully stimulates children's desire to continue learning and promotes their health and safety. Take-up rates are impressive, with activities as diverse as football, drama, listening to stories, and country dancing all very popular.

## **Care, guidance and support**

### **Grade: 1**

The school provides care, support and guidance of the highest standard. Inspectors found it to be even better than the school judgement. The provision, which includes all children, is embedded in its ethos and can be seen in the way that teaching and support staff care for every child and provide sensitive support whenever it is needed. Child protection procedures are very effective. Very good recording and reporting systems are in place for accidents, medical administration, fire drills and risk assessments.

The school has very effective monitoring procedures for the support, welfare and guidance of all children. These often include self-review and evaluation by children themselves in addition to useful comments and suggestions made in workbooks by teachers. Strong support and guidance are given to any vulnerable children and those

identified as having learning difficulties and/or disabilities, through the wide use of both internal and external support staff. Parents are kept very well informed of their children's progress. All this very good work makes for happy and successful learners.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with some outstanding aspects. The leadership of the headteacher is excellent. She has a clear understanding of the school's strengths and areas for development. Her very clear educational vision is well communicated to all staff. She is well supported by senior managers, who share her commitment to developing the skills of all staff. This high quality leadership has successfully developed a strong team approach with a commitment to improvement, which has enabled the high level performance found at the last inspection to be maintained. It means that inspectors agree that the school's capacity for further improvement is outstanding.

The effective use of information from well organised monitoring procedures creates a strong and effective ethos of self-evaluation throughout the school. Procedures for monitoring pupils' performance in English, mathematics and science are very good, but are at a relatively early stage of development in the other subjects. Teachers' performance management targets are linked to priorities in the school improvement plan, ensuring that the whole school works together effectively to make changes. Equality of opportunity is at the heart of the school's work. Performance data are carefully analysed so that any children underachieving or with learning difficulties and/or disabilities are given support and have equal opportunities to succeed. Parents' and children's views are sought and the information used to influence future planning. New initiatives are examined carefully and implemented effectively. The school's Investors in People status is clearly reflected in a determined approach to the continued development of all staff.

Governors are actively involved in the life of the school and make sure that they meet their legal obligations. They have a good awareness of the school's strengths and weaknesses and provide effective challenge and support to the headteacher and staff.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

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

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	2	NA
The attendance of learners	2	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	2	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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

As you know, three inspectors recently visited your school to find out how well your teachers are helping you with your learning. Thank you for being so friendly and talking to the inspectors. It was really interesting to listen to what you had to say. I am pleased to say that we decided that you have a good school. The things that we particularly liked were:

- the way your headteacher runs the school. She listens to what you all think could make it better and works hard to make the changes happen
- the way all school staff take very good care of you
- the way you work hard for your teachers and they do their best to help you learn
- your good behaviour in lessons and around the school and the way you help each other
- the way you are trying to improve your writing.

We have asked your teachers to improve two things to make your school even better. They are:

- make all lessons as lively and interesting as some of the very good lessons we saw
- make sure that they ask the sort of questions that keep you thinking and help you to answer in sentences.

Thank you for helping us so much while we were inspecting your school. We hope that you will continue to work hard in school and help the teachers so that Wood Fold becomes an even better school.