



Woodlesford Primary School

Inspection Report

Unique Reference Number 107834
LEA Leeds
Inspection number 277849
Inspection dates 9 November 2005 to 10 November 2005
Reporting inspector Mr Anthony Painter CfBT Lead Inspector

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

Type of school	Primary	School address	Church Street
School category	Community		Woodlesford
Age range of pupils	3 to 11		Leeds, West Yorkshire LS26 8RD
Gender of pupils	Mixed	Telephone number	0113 2146 306
Number on roll	473	Fax number	0113 2880 314
Appropriate authority	The governing body	Chair of governors	Catherine Steel
Date of previous inspection	4 April 2000	Headteacher	Mr M Rossiter

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Introduction

Three additional inspectors carried out the inspection.

Description of the school

Children come from a range of residential areas around this larger than average primary school. Overall levels of deprivation are low. The proportion of children eligible for free schools meals is below average. Attainment on entry is above average. Few children come from minority ethnic groups or have English as an additional language. A significant number of children recently transferred to the school when a nearby school closed, requiring substantial building works. The proportion of pupils with learning difficulties and/or disabilities (9 %) is lower than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Inspectors agree with the school that its overall provision and value for money are outstanding. The headteacher and other staff ensure the school constantly examines its own effectiveness and tackles all relative weaknesses. For instance, children's writing is currently being developed. Significant improvements have therefore continued since the last inspection. Successful action to use assessment to establish challenging targets has maintained the high quality of teaching and learning. As a result, all children achieve extremely well and reach high standards.

Extremely good provision in the Foundation Stage sets a secure basis for further learning. Children make good progress overall and reach above average standards by Year 1. Throughout the school, because children with learning difficulties and/or disabilities are identified and supported very effectively, they make significant progress.

All adults in school work together extremely well to provide a happy, safe and secure environment that ensures all children's care and well-being. Children are provided with an outstanding range of opportunities to learn, including many successful visits to places of interest and sessions led by visitors. Extremely positive relationships contribute substantially to success in lessons by giving children confidence and encouraging enquiring minds. This consistently very good provision ensures children's personal development is first rate. They develop great respect for others and behaviour is exemplary.

Very strong teamwork ensures everyone makes significant contributions to identifying strengths and further priorities. The school's planning therefore sets out a wide range of appropriate developments but a small number of these lack sufficient clarity when identifying how to judge success.

What the school should do to improve further

The school has an extensive and appropriate range of priorities identified in its development planning. To improve the process further, the school should:

- ensure that evaluations focus more precisely on how developments impact on pupils' learning and achievement.

Achievement and standards

Grade: 1

Children's overall attainment is above average when joining the school. They make strong progress and, for many years, have consistently reached extremely high standards by Year 6. The school recognises correctly that this is outstanding achievement. Part of the success is that teachers set challenging targets to promote progress.

Good overall progress in Foundation Stage classes improves children's personal development, speaking and listening and, particularly, aspects of number work. Good progress in Key Stage 1 ensures well above average standards by the end of Year 2.

Year 6 results have mostly been in the top 5% nationally in all tested subjects. The 2005 results were a little lower than usual, primarily because the children's levels were slightly lower when they started the school; however, progress was still very strong. In particular, fewer children were writing at the higher Level 5, although high numbers reached this level in reading. The school has responded well with very effective measures to encourage and promote better writing. The positive impact can be seen in the strong progress being made by current Year 6 children. Standards in 2006 look set to be considerably higher.

Children with different backgrounds and abilities achieve equally well. Those with learning difficulties and/or disabilities make very good progress because support focuses on their accurately identified needs.

Personal development and well-being

Grade: 1

Because the school is currently reviewing provision in this aspect, it evaluated its work as good. However, inspectors find it outstanding.

Children's extremely good attitudes and behaviour are founded in strong mutual respect and consideration and reflected in very good attendance and timekeeping. Children demonstrate care for others throughout the school, sharing well and taking turns. These strong attitudes showed very well during 'House Day' when children worked exceedingly well in teams, with older children showing great care for the younger ones' needs. Bullying is rare and children are confident that any incidents are quickly dealt with. Children enjoy learning and appreciate the ways teachers make learning meaningful and fun.

Children enjoy keeping healthy, taking advantage of the school's extensive sport opportunities and making sensible eating choices. Children value their voice through the school council and are proud of their achievements. They enthusiastically raise money for charities. Their work in small groups successfully promotes skills and attitudes to ensure future economic well-being.

Children's spiritual, social, moral and cultural development is good. Although they gain a good understanding of other cultures and religions, the school recognises that it needs to prepare children a shade better for life in a multicultural society.

Quality of provision

Teaching and learning

Grade: 1

Teaching is outstanding, ensuring children learn very well. This reflects the school's own evaluation. Teachers establish relationships of the highest order that give children confidence to take part in lessons, particularly when answering questions and giving opinions. Extensive discussion opportunities help children develop strong speaking and listening skills. There are particular strengths in the ways teachers organise and

manage their classrooms. Very effective routines, strong positive discipline and reward systems successfully encourage children's exemplary behaviour and contribute to the rapid pace of much learning.

The school ensures that new teaching developments are thoughtfully introduced and have a positive impact on standards and progress. Teachers make increasingly effective use of assessment systems to track children's progress. They mark work very carefully, giving useful comments and establishing targets to help children's learning. The effectiveness can be seen in the rapid ways improvement points are taken up by children and incorporated in later work. Children know their targets and what they need to do to improve. As a result, they are keen to work and do better.

Good systems help teachers to identify and support children with learning difficulties and/or disabilities. Effective teaching assistants make a very positive contribution to ensuring children's progress by supporting individuals and groups.

Curriculum and other activities

Grade: 1

Curriculum provision is outstanding. Children are taught effectively to be self-confident, cooperative and to work together harmoniously. Through their work on the school council, children are developing a good awareness of how their decision-making can have a positive impact on the school's provision; they are adopting skills that will serve them well in later life.

The house system, where children of differing ages work together is innovative and purposeful. It contributes very positively to children's personal development and stimulates their interest well. As one Year 3 child said, 'I like visiting other classrooms - they have interesting things on the walls'.

The curriculum is enriched remarkably with an outstanding range of additional activities including very many sports, arts activities and residential visits. Children are particularly well aware of healthy food options and have very effective opportunities to exercise regularly, such as running 'The Golden Mile' around the school grounds. They are thoroughly encouraged to consider lifestyle choices.

Care, guidance and support

Grade: 1

The school offers outstanding care, guidance and support. An ethos of care runs through the school and children feel safe. This is recognised by children; as one child commented, 'everyone here looks after us'. The school's rigorous procedures ensure that children are able to enjoy school. There are very good arrangements for child protection which are followed rigorously.

Children are very strongly encouraged to adopt healthy lifestyles. The school has recently achieved the 'Activemark Gold' award to celebrate the many and varied opportunities for children to undertake physical activity. Parents have a very good partnership with the school and are appreciative of its efforts in caring for their children.

The majority of children, including those with learning difficulties and/or disabilities, are supported skilfully. Children are aware of their targets for literacy and numeracy and they know what they need to do to improve their work. They appreciate the advice and guidance given by teachers and support staff.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher has the confidence of staff, governors, children and parents and has acted with vision and strong resolve to lead the school through its recent expansion following the closure of a neighbouring school. Performance is monitored carefully and analysed frequently, ensuring that standards remain high as well as maintaining the richly diverse curriculum.

Governors know the school well and fulfil all their responsibilities. They have an accurate picture of children's standards and achievements and clear understanding of how efficiently resources are used to achieve value for money. Subject leaders support their colleagues very well offering advice and monitoring teaching effectively.

Parents and children are strongly appreciative of what the school has to offer and there are very high levels of enjoyment in learning throughout the school. There are very good opportunities for adults and children to express their views and opinions, and have a positive influence on actions taken.

The school has a very accurate picture of its strengths and areas of further development. Very strong teamwork means that everyone is involved to ensure the right issues are identified. These are clearly prioritised in extensive planning. Although there are measures for identifying success, these sometimes focus too much on the action being taken. Greater attention to evaluating the impact of developments, for example in terms of children's learning, would help the school have a clearer picture of the successes.

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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?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	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?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	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	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	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	1	NA

The quality of provision

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

When we recently visited your school, we were all very impressed with the warm welcome you gave us. Thank you very much for being so polite and helpful. We were impressed by your extremely good behaviour and how you were all so friendly. It's clear that all the adults and children get on very well together and this helps you to learn well in your lessons.

We were very pleased with the way your teachers work together to make sure you all do so very well in your lessons. They plan a lot of interesting things for you to do and make sure you are safe and well cared for. You certainly showed lots of enjoyment of all the sport and the other activities you took part in!

A very good thing in your school is the way teachers are always checking how well things are going and planning new ways to teach. To help them do this even better, we have asked them to make sure they check even more closely how well your learning improves each time they change how they teach.

I am sure they will continue to make a very good job of it and ensure the school keeps up the very high standards that it has already set. We very much enjoyed talking with you and your teachers and wish you and the school the very best for the future.