



Woodlands Park Primary School

Inspection Report

Unique Reference Number 109841
LEA Windsor and Maidenhead LEA
Inspection number 278288
Inspection dates 31 January 2006 to 1 February 2006
Reporting inspector Olson Davis AI

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

Type of school	Primary	School address	Heywood Avenue
School category	Community		Woodlands Park
Age range of pupils	3 to 11		Maidenhead SL6 3JB
Gender of pupils	Mixed	Telephone number	01628 822350
Number on roll	154	Fax number	0
Appropriate authority	The governing body	Chair of governors	Mr Bob Horner
Date of previous inspection	8 May 2000	Headteacher	Mrs Jean Smithfield

Age group 3 to 11	Inspection dates 31 January 2006 - 1 February 2006	Inspection number 278288
-----------------------------	-----------------------------------------------------------------	------------------------------------

© Crown copyright 2006

Website: 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 two Additional Inspectors.

Description of the school

This is a small primary school. The vast majority of pupils begin school in the nursery class. The proportion of pupils entitled to free school meals is below average. The proportion of pupils with learning difficulties and disabilities is above average. The percentage of pupils from minority ethnic backgrounds 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: 4

The school assesses its overall effectiveness as good, but inspectors judge it as inadequate. Although the quality of teaching is satisfactory overall, there is too much inconsistency; weaknesses include slow pace, insufficiently high expectations and lack of sharp assessment. These shortcomings affect Year 2 in particular. These pupils make poor progress and attain exceptionally low standards in reading and writing. Conversely older pupils make satisfactory progress and standards are average by the end of Year 6. Standards and provision in the Foundation Stage are satisfactory.

Leadership and management are unsatisfactory. There is a lack of rigour in checking on and improving teaching which has resulted in uneven progress and some underachievement. Senior managers give insufficient direction for those responsible for developing subjects. The school has made insufficient improvement since the previous inspection and provides unsatisfactory value for money. There is capacity to build on the recent improvements in writing among older pupils and to apply what is being achieved to other areas for development.

The headteacher and staff provide good pastoral care and there are good procedures for safe-guarding pupils. Not all teachers provide sufficient guidance for pupils on how to improve their work. The school takes account of parents' views and, to their satisfaction, emphasises developing the 'whole child'. Attendance is satisfactory. Pupils enjoy school, particularly the good enrichment activities. Their personal development and behaviour are satisfactory.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to raising standards in reading and writing in Year 2, developing subject leadership and making teaching more consistent through effective monitoring.

What the school should do to improve further

- * Raise standards in reading and writing at the end of Year 2.
- * Improve leadership and management especially in relation to subject leadership and in monitoring the quality of teaching.
- * Improve some important aspects of teaching, particularly in raising teachers' expectations, increasing the pace of lessons and improving assessment.

Achievement and standards

Grade: 4

Children start in the nursery with broadly average levels of attainment. They make satisfactory progress in their communication, mathematical and personal and social skills. Progress is poor in Year 2 because of unsatisfactory elements in teaching. In

2005 standards at the end of Year 2 were exceptionally low in reading and writing and in the bottom five per cent of schools. Standards in mathematics were broadly average. Standards at the end of Year 2 have fallen over the last three years.

Pupils make satisfactory progress overall between Year 3 and Year 6 and standards are broadly average by the time pupils leave the school. The 2005 results in national tests indicate that pupils in Year 6 made good progress because of effective teaching. Pupils from minority ethnic backgrounds and pupils with learning difficulties and disabilities made satisfactory progress.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. The school is a friendly and safe environment. Behaviour is mostly satisfactory, but in class and assemblies a minority of pupils do not show adults respect. Pupils often have to be asked more than once to perform a task, or be reminded of school rules. Attendance is broadly average. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils mostly have positive attitudes to their work but in some classes they are given work that is either too difficult or easy for them to do. This means that some pupils lose interest and their progress is uneven.

Pupils have a good knowledge of healthy lifestyles. They bring in healthy snacks and know what to do in the event of an emergency. They enjoy the school's clubs and visits and participate eagerly in the many physical activities provided. The school council gives pupils a voice and members help to run a fruit stall. The house captains take their responsibilities seriously; they organise the distribution of play equipment and help to ensure that pupils come into the classroom safely after playtime.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Although there is some good teaching, there are also weaknesses which lead to some underachievement. In a good lesson in Year 4 and 5 the pupils were enthusiastic and fully involved in their learning. The work was exciting and challenged them well, resulting in good progress. In this, and in other lessons, teachers made effective use of the interactive whiteboards to lend interest and colour.

In some classes insufficient use is made of assessment to modify planning so that the needs of all learners are fully met. Although the teaching seen in Year 2 was satisfactory, the pupils' books show that progress is poor because the teacher's expectations are low. The pace of learning is sometimes too slow. In some cases, pupils spend too long on the carpet during the introduction to a lesson, or the teacher talks for so long that pupils lose interest. The support for pupils with learning difficulties

and disabilities is satisfactory, but sometimes teachers do not use classroom assistants effectively.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Pupils have satisfactory opportunities to learn about keeping safe and staying healthy through personal, social and health education, the science curriculum and assemblies. Enrichment of the curriculum is a strength. There is good participation in the wide range of extra-curricular activities. The curriculum is further enhanced by a good variety of visits and visitors, which contribute well to pupils' enjoyment. Residential visits make a sound contribution to pupils' personal and social development.

Teachers are beginning to plan for the use of information and communication technology (ICT) across different subjects. However, the computers are outdated and hamper pupils' use of ICT in other subjects. The main curricular weakness lies in planning which pays insufficient attention to raising pupils' attainment in reading and writing especially in Year 2.

Care, guidance and support

Grade: 3

Pastoral care is satisfactory, with robust procedures in place for child protection and health and safety. Potential risks are dealt with effectively. Parents are happy with the care their children receive. The high level of staffing makes care for children in the Foundation Stage satisfactory. Pupils feel safe and say they have an adult to go to if they are worried. There is good support for those with statements of special educational need. The use of assessment data is adequate although there is scope for further improvement. Information is not easily accessible or fully analysed to support teachers in giving guidance to pupils. Targets are of a very general nature and not sufficiently focused on raising achievement. As a result, pupils are not always sure what they need to do to improve their work.

Leadership and management

Grade: 4

Leadership and management are unsatisfactory. School leaders are not sufficiently focused on raising standards and underachievement has not been sufficiently recognised and tackled. Their expectations of what pupils can achieve are too low and this is reflected in poor performance in Year 2. Self-evaluation is weak because it is not based on a rigorous appraisal of the school's performance. Current monitoring of teaching is not rigorous enough to provide robust feedback to teachers and to deal with shortcomings. School improvement planning does not identify accurately the most urgent areas for development especially in relation to raising standards and improving teaching. Subject leaders are not given sufficient time and guidance on how to lead and manage their subjects effectively.

The headteacher and staff promote a good level of pastoral care for pupils and there are good procedures for safe-guarding children. There are also effective procedures for gathering parents' and pupils' views and these are acted upon when appropriate. The school is inclusive and pupils from a variety of backgrounds feel accepted and valued. Governors are very supportive of the school but they are not sufficiently diligent in holding it to account for the standards achieved. Resources are not deployed effectively. Only a very small proportion of the budget is used to support the curriculum resulting in a lack of resources for pupils. The school has made unsatisfactory progress since the previous inspection. However, the recently introduced measures to raise standards in some areas of writing illustrate the potential for satisfactory improvement.

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.

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
--------------------------------------------------------------------------------------------------------------	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	3	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	3	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?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	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

Pupils

We enjoyed our visit to your school. Thank you for being so friendly and willing to talk to us. We are writing to tell you about what we found.

You enjoy school, especially the many opportunities it gives you for swimming, involvement in clubs and visits. Your parents think that your school is doing a good job in caring for you and we agree. Your teachers are helping you to become responsible members of the school community and you know how to keep safe and to stay healthy.

We do not think that you are making as much progress as you should and have given the school a Notice to Improve. This means other inspectors will visit in the near future to make sure that the school continues to improve. We have asked the staff and governors to help you to improve your reading and writing especially in Year 2. This should help you to do even better in your lessons by the time you get to Year 6. We have also asked the staff and governors to be much clearer about what they need to do to next to help the school to improve. The headteacher and other senior staff need to keep a much more careful check on how well you are being taught. We hope that you continue to enjoy your school.

Yours sincerely

Olson Davis and Nick Butt

Additional Inspectors