



Woodlea Junior School

Inspection Report

Unique Reference Number 119208
LEA Lancashire
Inspection number 280492
Inspection dates 2 November 2005 to 3 November 2005
Reporting inspector Brian Dower

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

Type of school	Junior	School address	Woodlea Road
School category	Community		Leyland
Age range of pupils	7 to 11		Lancashire, PR25 1JL
Gender of pupils	Mixed	Telephone number	01772 421992
Number on roll	252	Fax number	01772 454364
Appropriate authority	The governing body	Chair of governors	Fred Hayworth
Date of previous inspection	1 November 2000	Headteacher	Philip Davenport

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Woodlea Junior School serves the town centre community of Leyland. Most of its 252 pupils are from white British backgrounds but a few have different ethnic heritages. Pupils come from a range of social and economic backgrounds. The proportions who are entitled to free school meals or who have learning difficulties and/or disabilities are above average. When pupils enter the school in Year 3, the attainment of the majority is average for their age.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Woodlea is a satisfactory school. This judgement is not the same as that of the school, which sees its effectiveness as good. The inspection, however, found many strengths in the school. It caters well for pupils' personal development and well-being, and is strongly committed to equality of opportunity and to the inclusion of all pupils in what it offers. Pupils behave well and are confident and courteous to each other and to adults. They feel safe and secure in the school. All are taught the value of healthy lifestyles and are given opportunities to contribute to the wider community. Standards are average and achievement is satisfactory. Pupils are eager to improve their work, although they are not always clear about how to do this. Teaching is satisfactory with good aspects. More needs to be done to match work in lessons to the learning needs of the more able pupils so that they are all challenged to do their best. The techniques used in the best lessons to stimulate and stretch pupils' learning are not used widely enough. Leadership and management are satisfactory. The headteacher has a sound vision for the future direction of the school. All staff and governors work together as a team for the welfare and success of the children. The school has successfully addressed the issues for improvement identified at the last inspection. Its capacity for further improvement is satisfactory and it gives satisfactory value for money.

What the school should do to improve further

- Adapt the work done in lessons so that it stretches all of the more able pupils to do as well as they can.
- Involve pupils in knowing more clearly how well they are doing and what they must do to improve.
- Improve the quality and consistency of teaching by sharing good practice so that all pupils make better progress.

Achievement and standards

Grade: 3

Pupils' overall achievement is satisfactory. The standards attained by pupils in 2004 were average and their achievement and progress were satisfactory. A particular strength was science, where pupils made good progress. The National Curriculum test results were better in 2005. The good progress in science was maintained and there was an improvement in pupils' performance in mathematics, particularly in the proportion of pupils exceeding the standard expected for their age. English standards also improved, although boys did less well than the girls in writing fluently and accurately. Overall, pupils make satisfactory progress in Years 3 to 6 and standards are average. However, although test results have improved, records show that a small number of higher attaining pupils do not achieve as well as they should. All other groups of pupils, including those from different ethnic backgrounds and those who have learning difficulties and/or disabilities, make satisfactory progress.

Personal development and well-being

Grade: 2

The school does well in this area and accurately judges pupils' personal development and well-being to be good. Pupils enjoy school and this is confirmed by parents. Most pupils pay attention in class and work sensibly, both on their own and with others. Behaviour is good. However, some pupils do not try hard enough to do the work set in lessons and a small minority, mainly boys, do not behave as well as they should during lunchtimes. Attendance and punctuality are satisfactory.

Pupils' spiritual, moral, social and cultural development is good. The work of the school council helps pupils to develop an awareness of democracy and to learn about the responsibilities of living in a community. Pupils think their views are listened to and have an influence on school improvement. For example, they have influenced improvements in the range of resources for use at playtime. Although pupils have a good understanding of the religious festivals of other faiths, they lack understanding of what it means to live in a multiracial society.

Pupils understand the importance of healthy lifestyles and the need for regular exercise. They know not to speak to people they do not know, and how to use equipment carefully. They develop satisfactory basic skills of literacy, numeracy and information and communication technology (ICT), which equip them for their future education and lives.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Work in lessons does not consistently challenge all of the more able pupils. Pupils seldom receive clear guidance on what to do to improve their work. In the best lessons, the learning objectives were made clear at the start, and at the end pupils reflected on what they had learned. As a result, pupils understood their new learning more clearly and took more responsibility for it. Explanations and demonstrations are clear because teachers have good subject knowledge. Effective use of ICT supports pupils in their learning. Relationships are good; pupils behave sensibly in lessons and work well collaboratively. In their marking and in lessons, teachers are at pains to encourage and praise pupils. The impact of such teaching is seen in the satisfactory progress pupils make in their work. That impact would be greater if the school used a rigorous system for identifying and spreading the best practice in teaching.

Curriculum and other activities

Grade: 2

The curriculum is good, with all the required subjects taught in all age groups. National strategies and guidelines are used well to ensure that learning is steadily built upon,

year by year, for all pupils. A strength of the curriculum is the priority given to the use of ICT in all subjects. 'Creative weeks', such as those for art and design, mathematics and science, make the curriculum more stimulating, practical and challenging. Pupils speak enthusiastically about how they enjoy 'book week'. There is a strong emphasis on ensuring that the pupils develop their confidence and self-esteem in all subjects. The school actively promotes a healthy lifestyle and makes the pupils aware of risks that they might meet and of the need to keep safe when faced with these risks. There are numerous clubs, such as homework, dance, football and netball clubs, and also visits, including a residential visit for Year 6. This rich range of additional activities promotes pupils' physical and creative development, extends their interests and increases their eagerness to learn.

Care, guidance and support

Grade: 2

The school makes good provision for pupils' care, guidance and support. Its arrangements for dealing with child protection are good. It works closely with a range of external agencies, including the educational welfare officer, in order to safeguard the welfare of pupils. Although opportunities are missed to help pupils to take more responsibility for their own learning, the school guides their progress carefully. Pupils with learning difficulties and/or disabilities are cared for well, strongly supported in their learning, and included in all activities. The school has identified the need to raise the achievement of a small number of more able pupils. Older pupils are encouraged to take responsibility for looking after the younger ones and they carry out these tasks responsibly. Satisfactory links exist with the local feeder infant school and the secondary school. Year 6 pupils undertake work in their final term that prepares them for the transition to Year 7. Relationships between pupils and staff are warm and supportive. The pupils feel that there are people who would help them if they had a problem. The majority of parents support the work of the school.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has a clear vision for the school's future direction and is supported by experienced and well-qualified teachers. The school's satisfactory self-evaluation and assessment systems accurately identify its main strengths and weaknesses. However, the school does not do enough to check that planned improvements have the intended effect. For example, the school does not evaluate the impact of the use of assessment to guide pupils' understanding of how well they are doing and how they could do better. All staff work effectively to promote the well-being of pupils and equality of opportunity pervades all they do. This is seen, for example, in the satisfactory progress made by pupils with learning difficulties and/or disabilities. The school is responsive to the views of parents and pupils. It is well staffed and has an appropriate range of good quality resources to support pupils' learning. These are put to good use to achieve satisfactory value for money. Teaching assistants are effective in supporting pupils in their learning. The

governors know the school well and they fulfill their role as critical friends. They and the senior management team know what needs to be done to improve. The satisfactory improvements made since the last inspection confirm the school's capacity to improve further.

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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?	3	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	NA	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	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?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	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?	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707

www.ofsted.gov.uk

Woodlea Junior School

Woodlea Road

Leyland

Lancashire

PR25 1JL

4 November 2005

Dear Pupils

You know that we recently came to inspect your school and we would like to tell you what we found. First we want to thank you for talking to us and for making us feel welcome. We enjoyed being in your school and were impressed by how hard you are working.

We found that you are making satisfactory progress in your work and that your school does many things well.

You have good personal qualities which will enable you to succeed in life.

You have respect for each other and for the adults who work in your school.

Your behaviour is good.

You enjoy all that the school has to offer, especially the clubs, activities and trips.

You are well cared for, feel safe from any form of intimidation or bullying, and you know how important it is to do things which make you healthy.

Your teachers and the inspectors found three things for your school to work on to make your education even better.

To organise the work you are given in lessons so that all pupils, no matter what their ability, have to do their best.

To give you clear information about how well you are doing and what you must do to improve.

To make sure that teaching in all lessons stretches you and makes you think.

We would like to wish you and your school every success in the future.

Yours sincerely

Brian Dower, Lead Inspector.

Annex B