



# Great Wood Community Primary School

## Inspection Report

**Unique Reference Number** 124138  
**LEA** Staffordshire  
**Inspection number** 281643  
**Inspection dates** 22 February 2006 to 23 February 2006  
**Reporting inspector** David Driscoll AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Vicarage Road
<b>School category</b>	Community		Upper Tean
<b>Age range of pupils</b>	4 to 11		Stoke-on-Trent, Staffordshire ST10 4JY
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01538 722370
<b>Number on roll</b>	158	<b>Fax number</b>	01538 722370
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Paul Buckley
<b>Date of previous inspection</b>	13 March 2000	<b>Headteacher</b>	Mrs Pauline Robins

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 22 February 2006 - 23 February 2006	<b>Inspection number</b> 281643
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Great Wood is a small, rural primary school serving an area that is socially and economically mixed. Very few pupils come from minority ethnic groups. The school is specially equipped to accommodate pupils with physical disabilities, although there are very few such pupils on roll at present.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

The school provides a satisfactory education in a safe and secure environment. Standards are around the national average and pupils make broadly satisfactory progress. Standards are higher in mathematics and science than in English. In reading, standards are improving, but writing still needs more work. The teaching is satisfactory, with some strengths in Years 1 and 2, but some of the more able pupils are not reaching their potential because they often receive work that is too easy. Pupils are known well by their teachers. They are happy at school and attend regularly. Pupils have good attitudes and behave well from Reception to Year 2. The older pupils' attitudes and behaviour are satisfactory. They become bored when work is too easy, and cannot always contain their enthusiasm when the work is interesting. The quality of provision in Reception is satisfactory, enabling the children to make satisfactory progress. The school is led and managed satisfactorily. The leadership's view of the school's performance is generally accurate. Leaders and managers know what is needed to improve the school's performance in broad terms, but they are not monitoring the teaching sufficiently well to judge its effectiveness. The school provides satisfactory value for money and has the capacity to improve further.

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

- Raise standards of writing by ensuring pupils write at greater length and make use of more complex language.
- Make better use of information on pupils' standards to ensure teachers set work that allows more able pupils to reach their potential.
- Increase the frequency of classroom observations to gain a clearer idea of the strengths and weaknesses in teaching in individual lessons.

## **Achievement and standards**

### **Grade: 3**

From their broadly average standards when they first start school, the pupils make satisfactory progress in all years, including the Foundation Stage. They leave at the end of Year 6 with standards that are close to the national average. Boys' standards tend to be slightly lower than girls' when they join Year 1, reflecting their slightly lower standards when they start Reception. By the end of Year 6, standards in mathematics and science are better than those in English. Across the school, most pupils make satisfactory progress, but the more able pupils are seldom pushed to reach their potential in any year group. This is most noticeable in English, where standards in both reading and writing are slightly below average. Standards in reading are improving as parents support the school's efforts to increase the amount of reading that pupils do both in and out of school. The same improvement is not yet so noticeable in writing, where pupils are not increasing the amount or complexity of what they write. The school's test results last year show that the more able pupils did not do as well as they should have in English. The school met its targets last year, but these targets were too low, especially for the proportion of pupils expected to reach the

higher levels. Targets for the current Year 6 pupils are suitable, given pupils' standards when they left Year 2.

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

### **Grade: 3**

Pupils' personal development is satisfactory. Attendance is good and pupils enjoy their time at school. Pupils behave well and have good attitudes until they leave Year 2. In Years 3 to 6, behaviour is satisfactory rather than good because pupils' enthusiasm is not always controlled well enough, so that they either shout out in lessons or do not get down to their work quickly enough. More able pupils in particular start to lose interest in their studies as they find that the work is sometimes too easy for them. Pupils' social and moral development is good and their spiritual and cultural development is satisfactory. Pupils learn to work and play happily together. They are always polite and show a keen interest in others. They behave well at playtimes and lunchtimes, when they show a good awareness of how to keep themselves and others safe. Pupils have limited opportunities to develop their understanding of different cultures. They have watched an African dance band and discussed environments in other countries, but they do not regularly discuss or experience a wide variety of cultural traditions. Pupils are well aware of what constitutes a healthy diet and lifestyle. They take part regularly in sport and eat the fruit which is made available at break times. Pupils develop their basic skills, which prepare them for life after they leave school. The school council gives the older pupils a good opportunity to have a say in how the school is run and they enjoy this responsibility and use it sensibly. They are currently discussing how the merit system can be improved, for example. They are also responsible for choosing charities to support and raise substantial amounts of money for local and international good causes, such as helping those with diabetes and dyslexia, or by contributing to the Tsunami appeal.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory, so pupils learn at an average rate. One considerable strength in the teaching is that teachers consistently present work enthusiastically and in a way that pupils find fascinating. For example, pupils enjoyed writing their own fables or finding out how much force is needed to pull their shoes across different surfaces. However, sometimes pupils enthusiasm is not controlled well enough so pupils shout out, especially in Years 3 to 6. The school makes good use of its links with a local secondary school to provide specialist teaching in foreign languages and science. The use of targets for individual pupils is relatively new in the school and teachers are not yet using the information they have about pupils' standards to plan work that really stretches the most able pupils. As a result, these pupils are more likely to lose interest in their work and let their concentration wander. This becomes more prevalent as pupils move further up the school and is most noticeable in English. The pupils want

to do their best. In one class, the most able group was told they would find the work difficult, and they all cheered! Marking is better in Years 1 and 2, where it is good, than it is in other years. In Years 1 and 2, the teachers comment on the quality of the work, praising what is good, but pointing out where improvements could be made. Further up the school, marking corrects errors, such as spelling, but does not point out to the pupils how the content could be improved.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. It is enhanced for the older pupils, who are taught a foreign language. The range of extra activities is as expected for a school of this size. The school makes good use of the local area for trips and visits but pupils do not often get the opportunity to go further afield, for example, in order to learn about different cultures. While the curriculum is well planned to cover national requirements, planning to meet the needs of individual pupils, especially the higher attainers, is much more limited.

## **Care, guidance and support**

### **Grade: 3**

Parents rightly feel that the school cares for their children well. They appreciate the way that staff are always available to help sort out any problems that may arise. The teachers know their pupils well and are adept at helping those with learning difficulties, but are not as good at planning to meet the needs of those who are particularly gifted or talented. Child protection and health and safety procedures are well documented and comply with requirements; any pupils who are at risk are identified and supported well. The school works successfully with outside agencies to help its pupils get the support they need. For example, staff are trained to deal with the special medical conditions that some pupils have and they liaise well with hospitals. Academic guidance for the pupils is satisfactory. Teachers track pupils' performance and the systems have been improved recently so that those who are likely to need extra help are given it more quickly. However, the systems are relatively new, so teachers' understanding of how to use targets to help them guide the more able pupils still needs further work.

## **Leadership and management**

### **Grade: 3**

Satisfactory leadership and management have enabled the school to make satisfactory progress since it was last inspected. The pupils' standards have been maintained, but the school has been slow to implement some initiatives, such as setting individual targets for pupils, that are now commonplace in other schools. The headteacher and governors have a clear understanding of the main issues facing the school. They have drawn up plans to improve standards that are now proving to be effective; for example, standards in reading are rising because parents have been fully involved with the reading diary scheme. However, these plans are relatively new and could have been

drawn up some years ago when underachievement first became apparent. The school's systems for identifying the main priorities for improvement are effective, because they analyse data well and take account of parents' views, the checking of what is going on in lessons is too infrequent and not recorded accurately enough. This means that the leadership is unable to focus on improving the work of individual teachers sufficiently.

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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>	<b>School Overall</b>	<b>16-19</b>
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### 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>	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	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	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>	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	3	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

<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**

Dear Children As you know, some inspectors visited your school recently to check on how well it is doing. Thank you very much for talking to us, and a special thank you to the members of the school council who told us about their life at school. We think you are very polite and have good manners. You told us that you enjoy school and feel safe there. The teachers take good care of you and you all have someone at school who will help when you have problems. Some of you told us that you sometimes find the work a bit too easy. We agree and so we have asked the teachers to make sure you are all given work to do that is hard enough, and also to get you to do more writing. You can help here by always writing as much as you can and trying to use more new words in your writing. The people who run the school know how to make it even better, but we have asked them to find out what things really help you to do your best in lessons, and which bits you feel do not work for you. Thank you again for helping us with our work. Yours faithfully Mr Driscoll (Lead inspector) Alexandra House 33 Kingsway London WC2B 6SE T 0207 421 6800 F 0207 421 6707 [www.ofsted.gov.uk](http://www.ofsted.gov.uk)