



# The Woodlands Primary School

## Inspection Report

**Unique Reference Number** 134236  
**LEA** Doncaster  
**Inspection number** 282503  
**Inspection dates** 19 September 2005 to 20 September 2005  
**Reporting inspector** Mr Bob Thompson 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>	The Crescent Woodlands Doncaster, South Yorkshire DN6 7RG
<b>School category</b>	Community		
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01302 722367
<b>Number on roll</b>	393	<b>Fax number</b>	-
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Chris Blount
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr J McEnaney

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 19 September 2005 - 20 September 2005	<b>Inspection number</b> 282503
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

Woodlands Primary School is a large community school for pupils aged 3 to 11. The school was newly formed in September 2003 following the amalgamation of two local schools. It is in an area with high levels of social and economic deprivation and attainment on entry is very low. The school occupies three buildings on two sites. There are 405 pupils on roll, evenly split between boys and girls. The population is predominately white British with very few pupils of other heritages. The number of pupils entitled to free school meals is high and the number of pupils with statements of special educational need is above average. Many of the pupils start school with much catching up to do. Much refurbishment and building work has been taking place since March 2005 and is not due for completion until the end of 2005. This has caused disruption which leadership has managed exceptionally well to keep the effects on children's learning to a minimum.

## 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 and rapidly improving school. The amalgamation of the two original schools into one new school has been superbly managed. A shared vision, strong teamwork and drive to improve have quickly emerged. The headteacher is inspirational and the senior management team are providing very clear direction and support for staff. Middle managers are developing their roles very well. The quality of teaching and learning in lessons is monitored extremely effectively so that everyone is clear about what needs to be done to improve the school even further. This is partly how the management spotted that achievement could be better in Year 1. Overall, the progress of pupils is good with some making very good progress from a very low starting point. The school is very well placed to improve. Self-evaluation is outstanding, and senior staff and governors have a first-class view of the school's strengths and areas to improve. This is why the inspectors found that they agreed completely with the school's judgements about areas of school life apart from the headteacher's modest view on leadership and management. Whilst pupils' attainment on entry to the Foundation Stage is very low in comparison with national expectations, they make good progress year on year. Personal care and the safeguarding of pupils are very good. Behaviour is excellent; pupils are secure and happy and this is a school where every child matters. Pupils have very positive attitudes to their learning, although their levels of attendance are slightly below average. The curriculum is well matched to their needs and interests. Teaching is predominately good. The school provides good value for money.

### What the school should do to improve further

- Revise the styles of learning in Year 1 in order to raise achievement.
- Improve attendance by analysing attendance data to monitor trends and contacting families the first day that their children are absent.

## Achievement and standards

### Grade: 2

The school's evaluation that pupils make good progress is correct. They make good progress because they are taught well, enjoy school and are eager to learn. Although pupils' standards are still below expectations at the end of the Foundation Stage, pupils' progress well. The school is aware that progress is less rapid in Year 1 and has already planned to improve progression from the Foundation Stage. Achievement picks up again in Years 3 to 6 so that many pupils make very good progress, particularly those who have learning difficulties.

Pupils are supported very well by both teachers and parents - a Year 5 pupil commented 'we don't get pushed on our work, we get helped'. Consequently, standards are rising at a faster rate than nationally. Different groups of pupils all make good progress over their time in the school and there are no significant differences in the performance of boys and girls. Standards of literacy, numeracy and communication are very low on

entry to the school. The school sets challenging targets and exceeds them. The school's organisation of reading and number work, supported by many parents, leads to good progress. By Year 6, pupils attain above national levels in the core subjects.

Pupils make outstanding progress in art and design because work appeals to their imagination and gives them carefully planned opportunities to develop their skills.

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

### **Grade: 2**

The school's evaluation of this aspect of its work is correct. Pupils' personal development and well-being is good.

Achievements in all areas of school life are celebrated. Pupils have many opportunities to make a positive contribution to the school community, to take responsibility and to help others. The school is a harmonious, safe and happy place. As a caring community, it reflects the high quality of pupils' social and moral development. Pupils behave excellently in lessons and around the school. Relationships are very good.

Pupils' level of attendance is a focus of school development. Steps taken to improve attendance are showing signs of being effective. Attendance has improved well year on year, but is still marginally below average.

The school makes well-planned provision for all aspects of pupils' well-being. Talking to pupils at lunch shows that they are well aware of the benefits of healthy eating and pursuing healthy lifestyles. Pupils have opportunities, linked with local businesses, to develop their economic and technical knowledge through initiatives such as the local area Technology Challenge, which was won by Woodlands' pupils.

Older pupils have a clear sense of the differences between right and wrong. The open, unlocked cloakrooms show the trust placed in pupils and the trust they put in each other. Pupils are proud of their school and come to it ready to participate and learn. Pupils enjoy their work, take pride in it and respect the work of others.

Pupils have opportunities to take an active role in decision-making through the school council. Those given responsibilities are conscientious in discharging their duties. They are developing well the social skills that will contribute positively to their adult lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall and this leads to the pupils' good progress. Inspection evidence matches the school's view that the strongest teaching is in the Foundation Stage and in Years 3 to 6. Common strengths include a good range of teaching methods with opportunities for pupils to learn through participation in discussion, often prompted by well-chosen questions. Good, detailed planning ensures that work is well matched to the pupils' needs. Relationships and behaviour

in classrooms are excellent and pupils work hard because they want to please their teachers, enhancing their learning. Teaching assistants are well deployed and informed enabling the pupils with learning difficulties to make very good progress. Assessment is used well to track what pupils know and what they need to learn next. In the Foundation Stage, learning resources are used very well to develop children's capacity to learn through making choices and finding out for themselves. The change to a formal style of learning at the start of Year 1 is too abrupt for the majority of children. This means, for example, that pupils are expected to sit for too long and they have relatively few opportunities to learn through practical activities. As a result, their learning slows.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets the needs of all pupils well. It fulfils statutory requirements and provides pupils with a broad and enjoyable curriculum. That for English and mathematics has been sensibly adapted to help pupils with learning difficulties, providing extra support and additional short bursts of instruction to reinforce basic skills, enabling pupils to make very good progress. Similarly, the provision for pupils with special gifts and talents is strong: these pupils say their weekly lesson, largely mathematically based, 'makes us think and it's fun'. Despite current accommodation restrictions, pupils follow a good programme of sporting activities and are well aware of the importance of exercise on health. Class work is enriched by a good range of extra-curricular activities, educational visits and visitors to school, including well-known artists and authors.

## **Care, guidance and support**

### **Grade: 2**

Pupils are well cared for. Child protection procedures are secure and all members of staff are fully aware of them. The inspection team agrees with the school's views and confirm that the school pays detailed attention to the arrangements to secure pupils' well-being. Parents are very appreciative of all the school does for their children and large numbers of parents attend the early morning reading session to work alongside their children. Pupils have a say in what goes on at school and they grow in confidence as they mature. From an early age, pupils are involved in setting their own targets and monitoring their progress towards them, assisting their good overall progress. Underachievement is identified at an early stage and high-quality monitoring systems effectively track pupils' progress. The help given to vulnerable children matches the good quality of care given to others.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. The headteacher provides inspirational leadership. He and his senior management team are held in high regard by staff and

pupils. The headteacher, governors and senior management team have provided extremely high-quality leadership and management through a difficult transitional period in forming the new school. This has resulted, for example, in keeping disruption of the pupils' learning to a minimum from the building alterations going on around them. The headteacher and management have worked wonders and successfully amalgamated the two schools, which was the central aim initially. The excellent way in which this was done has been recognised by the local authority as a fantastic achievement. Governors have worked very effectively to get organised and to support the new school through the changes. They are fortunate to have considerable expertise among their members, and some governors are now fully involved in the school's programme of monitoring lessons. As a result of this work, there is acceleration in the rate of achievement for pupils as they progress through the school, and this is clear from the national assessment results in 2005.

Through the school's robust self-review procedures, senior staff and governors have an accurate view of the school's strengths and areas to develop. In the short time since amalgamation, the school is clearly showing its commitment to continual improvement.

Subject leaders are extremely effective. They track individual pupils' progress, know their strengths and weaknesses and what to do next in order to improve, which in turn enhances pupil progress. A significant programme of lesson observations has commenced, including those undertaken by governors and local authority advisers. Feedback from these has made a valuable contribution to staff development and the pupils' progress.

The headteacher, for example, regularly takes into account views of pupils, parents and governors and acts upon them. Parents complete questionnaires and support the school strongly on occasions such as the weekly assembly to celebrate achievement. Equal opportunities are prominent in the school's work and every child matters. A new information and communications technology suite and school library will be fully up and running following the school's refurbishment. This is an illustration of the governing body's commitment to ensuring that the school is very well resourced. The school shows clear evidence of the capacity to build extremely well on its current strengths in order 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>	<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>	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	1	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	3	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	2	NA
The behaviour of learners	1	NA
The attendance of learners	4	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	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>	2	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>	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	1	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	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 we recently visited you to find out how well your teachers are helping you with your learning.

Thank you for being so friendly and willing to talk to us. It was useful to know what you think about your school.

There are some things that we think are really good about your school. These are:

- The teachers and other adults in your school want you to do really well.
- The headteacher and all adults make decisions with your best interests in mind. They are trying to improve your school all the time.
- You are given a good start to school life by all the staff in the nursery and reception classes.
- Your behaviour is excellent and you are learning to be safe and have healthy life styles.
- Those of you who need a little bit of extra help in your work and relationships have someone to turn to.
- You look out for each other and want to be helpful in everything you do.
- Your parents are happy with the school and all it does for you.

We have asked your teachers to improve a couple of things to make your school even better.

These are:

- To help those of you who take more time off school than you should, to improve your attendance. (You can help here, by trying your best not to have any time off school!)
- Help the children in Year 1 to make even more progress by giving a wider range of activities.

We hope you carry on enjoying school and help your teachers all you can.