

Woodfield Primary School

Inspection report

Unique Reference Number	106402
Local Authority	Wigan
Inspection number	287504
Inspection date	27 March 2007
Reporting inspector	Jim Kidd

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	205
Appropriate authority	The governing body
Chair	Mr David Layland
Headteacher	Mrs Julie Charnley
Date of previous school inspection	12 March 2001
School address	Wigan Lane Wigan Lancashire WN1 2NT
Telephone number	01942 243675
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Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This smaller than average school is situated close to Wigan town centre and serves a mainly residential area. It moved into the new building nearly two years ago. The proportion of pupils eligible for free school meals is low. There are few pupils from minority ethnic groups and very few speak English as an additional language. The number of pupils with learning difficulties and/or disabilities is well below average. Woodfield is an Eco School and has a thriving gardening club. It is now working towards Sustainable Energy Status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

When asked what their school stands for, pupils speak with one voice and say, 'Challenging, caring and celebrating success!' This confirms their outstanding personal development and also the excellent care, support and guidance they receive in this good and ever-improving school. Parents agree with the comments of their children and add, 'There is a real sense of community in Woodfield and pupils' achievements are recognised and celebrated within the stimulating environment for learning.

A wide range of exciting activities in the Reception class gives children a good start to their school careers. Along with pupils in all years, they have the utmost trust in their teachers and teaching assistants and cannot wait to enter school in the morning. As governors comment, 'Our pupils run into school because they want to be there!' Good teaching and comprehensive support for all lead to pupils achieving well across the school and they reach well above average standards by the time they leave. The colourful displays of pupils' work on corridors and in classrooms demonstrate too that pupils enjoy their work and are proud of what they achieve.

As prefects and members of the school council, pupils have a real say in how their school is run. They are delighted to express their opinions and to support their classmates and younger pupils. Their behaviour is excellent and they treat other pupils, adults and the environment with respect and sensitivity. Indeed, they are delighted when other pupils succeed and even make suggestions as to why their peers deserve praise. Pupils are confident with visitors but are also modest about their achievements. This is reflected throughout the school and is the reason why the leadership underestimated the quality of its care, guidance and support. Both pupils and adults believe that nothing is ever perfect.

Inclusion is a byword in the school. Teachers and teaching assistants provide outstanding levels of care for all, irrespective of ability levels. Personal and academic progress is tracked comprehensively and each individual pupil has every opportunity to succeed in both personal and academic terms. The curriculum is complemented by a wide range of trips and visits but does not give pupils enough opportunities to follow their interests in music, drama and the arts.

The school is led and managed effectively. The headteacher leads by example and places an overriding emphasis on the welfare of the children and adults alike. The school knows itself well but checks on the quality of teaching and of pupils' work are not fully focused on key areas for improvement. Governors are well-informed critical friends of the school and are actively involved in all areas of its life. Parents are overwhelmingly supportive of what the school does for their sons and daughters and believe that it is improving day-by-day.

At Woodfield Primary School, mutual respect abounds and harmony and enjoyment are the order of the day. Pupils, parents and teachers are fully committed to the final sentence of the school prayer: 'Let us remember that as many hands build a house, many hearts build a school.' This is a school in which every child and every adult really do matter.

What the school should do to improve further

- Ensure that the checks on the quality of teaching and of pupils' work focus more rigorously on areas specific to the needs of the school.
- Provide more opportunities for pupils to practise and improve their skills in the arts.

Achievement and standards

Grade: 2

Many children enter the Reception class with skills above those expected for their age. They make good progress throughout the school and reach well above average standards by the end of Year 6. The strong focus on challenge, creativity and independent learning in the Reception class leads to children achieving well in communication, language and literacy and also in their personal, social and emotional development. This good achievement is maintained in Key Stages 1 and 2 and pupils do particularly well in English and science. The percentages of learners in Year 6 reaching National Curriculum Levels 4 and 5 in the three major subjects have been well above the national average since 2003. However, the school does not rest on its laurels and is concerned to ensure that pupils can transfer the skills gained in one subject to their work in other areas of the curriculum. Pupils with learning difficulties and also those with particular gifts and talents make the same progress as others because of the appropriate challenge and comprehensive support they receive from their teachers and teaching assistants.

Personal development and well-being

Grade: 1

Pupils behave impeccably, are very proud of their school and feel safe within it. Attendance is above average and both boys and girls enjoy everything the school offers them. As they say, 'In Woodfield there is always time for fun and always time for work!' Prefects set an excellent example to others, take care of younger children and escort all younger pupils into assembly. The school council has a high reputation and is responsible for a range of fascinating ideas to make the school even better. For example, members have suggested plans for an adventure playground. 'Our teachers encourage us to speak out when we have opinions', is the general view of how the school council operates.

Spiritual, moral, social and cultural development is outstanding. It is reinforced by the 'Celebration Assemblies' when both pupils and staff recognise achievements in school and beyond. Pupils have a strong sense of social and moral responsibility and a generosity of spirit. They have a keen awareness of their own and other cultures and faiths. Pupils participate eagerly in sporting activities and they have a good understanding of how to eat healthily. Pupils' enviable skills in information and communication technology (ICT) and their well above average standards in English and mathematics, demonstrate just how effectively they are being prepared for life beyond school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and there are examples of outstanding practice in Key Stage 2. Pupils are fully engaged in their learning and are often desperate to make contributions in class. They say that their teachers and teaching assistants are approachable and are always there to help. Teachers use electronic whiteboards very effectively to motivate their pupils and the pupils themselves have many opportunities to practise their skills in ICT. In an excellent Year 6 lesson, for example, pupils used the Internet with consummate skill to research world rivers in preparation for a joint PowerPoint presentation on a waterway of their choice. Relationships are a major strength and both pupils and adults are treated with dignity

and respect. On occasions, teachers direct learning activities too much and the pace of lessons suffers as a result.

Marking is both regular and detailed. Teachers celebrate their pupils' success and also offer them accurate advice on how they may improve their work. Pupils have a very good understanding of the standards at which they are working. They are also aware of their targets and what they need to do to reach and even exceed them.

Curriculum and other activities

Grade: 2

The school is accurate in its judgement of the quality of its curriculum, which makes a good contribution to pupils' academic and personal development. Themed weeks, 'World Week' and 'Literacy Week' for example, ensure that pupils see the links in learning across all subjects. Music and the arts are underdeveloped and pupils do not have sufficient opportunities to enhance their skills in these areas. ICT is a strong feature of the curriculum and older pupils make positive comments about the annual residential week, which, they say, helps them to develop skills of teamwork and cooperation. Pupils in Key Stage 2 study French, which adds well to their cultural development.

There is a wide range of extra-curricular activities and the vibrant gardening club is just one example of pupils giving of their time for the benefit of the environment in this Eco School. The variety of educational trips is similarly impressive and pupils benefit, for example, from excursions to Bolton Museum, Wigan Pier and the St Helens Glassworks.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding and better than the rather modest judgement of the school. Pupils have no doubt about how well they are looked after and comment, 'Our school has a feeling of belonging and there is always someone to look out for you.' Indeed, older pupils support younger ones and the hardworking and talented team of teaching assistants ensure that pupils with learning difficulties have full access to everything the school provides. Vulnerable pupils are identified rapidly, are supported very effectively and along with all members of the school, are challenged appropriately to achieve well. Checks on adults working in the school meet statutory requirements. Child protection procedures are fully in place about which all members of staff have received relevant training. There are strong links with a range of outside agencies helping the school to do all it can to make sure that the needs of each individual pupil are met.

Pupils' personal achievements both within and outside school are recognised and celebrated. Similarly, procedures for tracking academic progress are robust and pupils themselves feel very well guided towards their targets for improvement.

Leadership and management

Grade: 2

Leadership and management are good. The dedicated headteacher, well supported by the senior leadership team, encourages teamwork amongst all staff and gives clear direction for school development. The evaluation of overall school performance is accurate but checks on the quality

of teaching and learning and of pupils' work is not fully effective and are not sufficiently focused on specific school needs. Nonetheless, staff share a common vision for the future and there is a strong sense of purpose to improve pupils' experiences in all areas of school life. Staff want their pupils to enjoy school and to do as well as they can in everything they do. As a result, personal development and care, guidance and support are outstanding. The governing body is fully aware of the school's strengths and supports what it is trying to achieve. However, governors are never afraid to challenge the leadership when they feel this is necessary.

The school has operated on a tight budget for a number of years but prudent financial management has ensured that it continues to be well resourced and maintained. Effective leadership has ensured that the school has improved well since the previous inspection and that it provides good value for money.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Woodfield Primary School, Wigan Lane, Wigan, Lancashire, WN1 2NT

Thank you all so much for the warm welcome you gave me when I visited your school recently. You were very kind and friendly to me and I enjoyed meeting you and talking with you. I know you are all very interested in how the inspection went and I would now like to tell you some of the really good points about your school.

Woodfield is a good school and you are right to be very proud of it. Your behaviour is outstanding and the care you show for your classmates is a joy to see! Adults in the school care very much for you as well, and they want you to succeed in everything you do. Teachers teach you well and you make good progress, particularly in English, mathematics and science. Your standards in these subjects are much better than the average in England.

The school council has so many ideas to make your school even better and the prefects help the younger children in assembly and in the playground. Woodfield is a school where teachers listen to and often act upon the views and opinions of pupils. It is also a school where your achievements are recognised and celebrated and where you yourselves have opportunities to say kind things about other pupils. The Celebration Assembly was a delight to attend and I know you all look forward to it every week.

There are many extra-curricular activities you can attend and some of them, like the gardening club, show that you care for the environment. The fact that Woodfield is an Eco School means that you have a good understanding of how we can help to preserve our planet.

I have now asked your teachers to give you more opportunities to practise your skills in music, drama and art. I also think it would be good if your teachers took an even closer look at your work and also how they teach you so that Woodfield can become an even better school!

Thank you again for making such a wonderful contribution to the inspection. I enjoyed watching you learn.