

# Woodlands CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	107317
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	287796
<b>Inspection dates</b>	16–17 July 2007
<b>Reporting inspector</b>	Robert Robinson

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Cullen
<b>Headteacher</b>	Mrs M Asquith
<b>Date of previous school inspection</b>	11 March 2002
<b>School address</b>	Mill Carr Hill Road Oakenshaw Bradford West Yorkshire BD12 7EZ
<b>Telephone number</b>	01274 678385
<b>Fax number</b>	01274 678385

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a smaller than average primary school. Most pupils are of White ethnic backgrounds. No pupils are at an early stage of learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. The school is an Investor in People and has gained the Healthy School award and awards for information and communication technology (ICT), including the ICT Kite Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. It meets its motto 'Sowing the seeds of excellence' exceptionally well. A member of the school council stated passionately, 'Woodlands is definitely a fantastic school.' The key strength is the first-rate leadership of the headteacher. She is supported superbly by the deputy headteacher and is respected highly by the capable staff and governors as well as pupils and parents. Typical parental comments include 'Pupils make very good progress academically and socially' and 'Woodlands provides a truly unique level of care and understanding for each child.'

Pupils achieve extremely well and reach well above average standards by the end of Year 6. They make very good progress because the teaching is outstanding. In Reception provision is good and the children have a wonderful start to full-time education. In Years 1 to 6, an outstanding curriculum meets the needs of all. Lessons are planned very well and matched to pupils' capabilities. Teaching assistants are deployed most effectively to help pupils, particularly lower attainers and those with learning difficulties/and or disabilities. Staff have high expectations of work and behaviour and lessons proceed at a fast pace. The marking of work is very good and celebrates good effort while suggesting how pupils can improve. The pupils have a very clear understanding of their targets to help them to take the next step of learning.

Excellent care, guidance and support for pupils underpin their personal development, including their outstanding spiritual, moral, social and cultural development. Pupils love school, attend well and appreciate all that the school provides. Their very good relationships with staff and one another ensure that the school is a harmonious place to learn. Behaviour is exemplary and this assists their progress too. From an early age pupils learn about healthy foods and increasingly as pupils get older they engage in physical activities and find out more about healthy lifestyles. Pupils take on responsibilities very willingly and have ample opportunities to express their views and concerns. They feel safe and trust all the adults they deal with. Pupils are very well prepared for future learning because of their very good acquisition of basic skills and their exemplary attitudes to learning.

Very thorough management systems to monitor pupils' learning help the leadership to identify areas for improvement. Financial management is a strength. The governing body is well informed by the senior managers and fulfils its responsibilities well. However, the governors are relatively inexperienced in monitoring the work of the school. The success of the school in consistently maintaining well above average standards provides it with outstanding capacity to continue to improve.

### What the school should do to improve further

- Develop the role of governors in monitoring all aspects of the school's work.

## Achievement and standards

### Grade: 1

Achievement is outstanding. Attainment on entry has varied from year to year because of the small number of children in each year group. Overall it is typical for children of this age. By the time pupils join Year 1 the vast majority exceed the national goals for their age because they have made good progress in Reception. Pupils continue to make good progress in Years 1 to 6. Since 2003, standards in the Year 6 national tests have been well above average. In English,

as well as in mathematics and science, almost all pupils reach at least the level expected nationally before they move to secondary school. In the 2007 national tests, provisional results indicate the school's targets for English and mathematics were met. Targets for the higher levels were exceeded.

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

### **Grade: 1**

Pupils have extremely positive attitudes to their work, and this helps them to achieve very well. By the time they leave the school they are confident and articulate. Pupils comment that bullying is not an issue. Pupils are proud of their school and through the school council make suggestions as to how it can be improved. They have a very well developed awareness for their age of how to keep healthy by what they eat and through physical exercise. Pupils benefit from the wide range of available physical activities, both as part of the curriculum and through out-of-school clubs. Pupils gain a very good understanding of the cultural diversity of the surrounding areas through carefully planned use of visits and visitors. Opportunities within the curriculum are also exploited to raise pupils' cultural awareness. For example, during a superb series of English lessons pupils gained a profound insight and understanding of the life and experiences of Caribbean immigrants into West Yorkshire cities and London in the 1950s. Pupils make an exceptional contribution to the local community, for example, through involvement in enterprise initiatives. Older pupils created and maintain a community website with sponsorship from local businesses.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are good and often better, resulting in pupils making very good progress during their time at the school. Teachers and teaching assistants are skilled at making learning enjoyable while pushing learning on at a fast pace and checking pupils' understanding. The organisation of lessons is superb and little time is lost when moving from one activity another. Teachers and teaching assistants are very well prepared and work extremely well together to provide help and challenge to pupils at all levels of attainment. Ample high quality accessible resources give pupils opportunities to develop their learning through the many practical planned activities. Pupils are encouraged to work with partners and to express their views during discussions.

The marking of pupils' work is consistently of a high standard. Teachers' comments celebrate pupils' successes, and targets help them to appreciate what they must do to improve. Posters on wall displays and sheets in pupils' exercise books show small steps of learning in English and mathematics. These help pupils to see how well they are doing and what they must do to reach the next level of the National Curriculum.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum meets the needs of all pupils extremely well. Provision in the Foundation Stage (Reception) is good. The well planned and exciting range of activities captures the children's interest in all the areas of learning both indoors and outdoors. Throughout the school the strong emphasis on developing basic skills is planned very carefully to add interest and enjoyment

to learning. Links between subjects are successfully planned. As a result, literacy and numeracy skills are developed and practised very well in other subjects. ICT aids learning very effectively. For example, Year 3 and Year 4 pupils searched for information on the Internet about the Aztec civilisation. They then produced highly informative and attractive booklets, which included word processing, graphics and timelines. These accounts were available for others to read in the library. The joy and pride in the work was almost tangible. For example, a pupil wrote, 'The Aztecs used to cut and kill and do many other brutal things but they were not all bad. When you read this project you will know their true story.' Personal, social, health and citizenship education is very well established. Learning French is a recently introduced opportunity. Pupils appreciate the extensive extra-curricular opportunities, educational visits and residential experiences.

## **Care, guidance and support**

### **Grade: 1**

Child safeguarding procedures are fully in place. Health and safety and risk assessment procedures promote a safe environment. Pupils agree that they are looked after extremely well. Individual education plans for pupils with learning difficulties and/or disabilities help them to make very good progress, and many achieve nationally expected standards by the end of Year 6. The tracking of pupils' progress is very thorough and is used very productively to assist the school to identify pupils who are not doing as well as expected. Individual learning plans are written for these pupils to speed up their learning. Progress towards their targets is checked rigorously.

## **Leadership and management**

### **Grade: 1**

The headteacher's leadership and management of the school are outstanding. She is highly regarded by staff, governors, parents and pupils. A comment which encapsulated the feeling of staff was 'The head is a driving force, she drives from the top but everyone is included in the vision, everybody knows their areas for development.' This strength in leadership involving everybody, at every level, is a major reason why high achievement and well above average standards have been achieved year on year.

Partnership with parents is a particular strength and they applaud the excellence of the leadership and all other aspects of the school. However, a few parents have concerns that the breakfast club may cease to operate because of lack of funding. Parents acknowledge that their children are cared for extremely well both academically and pastorally.

The senior leaders monitor the quality of learning extremely thoroughly. Targets linked to levels of the National Curriculum are set for each pupil termly in reading, writing and mathematics. Progress is rigorously checked by the leadership and any significant underachievement is picked up and acted upon. This close monitoring of pupils' rates of progress supports their outstanding achievement. It also provides opportunities to identify school improvement issues as well as professional development needs.

The governing body fulfils its roles well because it is supported very effectively by the headteacher and other staff. Training of governors has been a recent priority because of changes in the composition of the governing body. The governors are enthusiastic though their role in monitoring all aspects of the school's work for continued improvement is limited. Financial

management is very good and the school seeks best value in all aspects of its work. The school provides outstanding value for money because resources, accommodation and staffing are used extremely well, resulting in high achievement of pupils. Its view of its overall effectiveness is too modest. The school has improved since its last inspection and is very well placed to continue to maintain its current standards.

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## Annex A

## 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>
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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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	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	1
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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

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

I really enjoyed the two days I spent with you. I agree with the school council that yours is an outstanding school and that 'Woodlands is definitely a fantastic school.' This is because it is led and managed extremely well by the headteacher, who has the full support of other staff and governors. It was great to celebrate with you the last week of term and to mark the retirement of your headteacher, who has served the school so well for over a decade. (Do you know what a decade is?) I join with you, the staff and governors to wish her a wonderful retirement and to thank her for her dedicated service to the school.

I was very impressed by your outstanding behaviour and interest in lessons. Your attendance is above average - so keep it up. Staff look after you extremely well and I was pleased that you get on so well together. The standard of your work by the time you leave the school is well above average because you are taught extremely well and make very good progress. I have asked the governors to work with the staff in order to gain a better understanding of how well the school is doing so it continues to improve under the leadership of your new headteacher.

I appreciated talking to you about your work and watching you learn. I trust that you will continue to work with the staff and your new headteacher to help them to continue to improve the school. I wish you well for the future.