



Woodlands Primary School

Inspection Report

Unique Reference Number 131539
Local Authority North East Lincolnshire
Inspection number 293776
Inspection dates 28–29 November 2006
Reporting inspector Rosemary Eaton

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

Type of school	Primary	School address	Pinewood Crescent
School category	Community		Grimsby
Age range of pupils	3–11		DN33 1RJ
Gender of pupils	Mixed	Telephone number	01472 500900
Number on roll (school)	355	Fax number	01472 500903
Appropriate authority	The governing body	Chair	Mrs Pat Vessey
		Headteacher	Mr Robert Beel
Date of previous school inspection	1 February 2001		

Age group 3–11	Inspection dates 28–29 November 2006	Inspection number 293776
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a much larger than average primary school. A far greater than average proportion of pupils are eligible for free school meals, reflecting the high levels of social and economic deprivation in the school's locality. Around one third of the pupils have learning difficulties and disabilities, including some with social, emotional and behavioural difficulties. There are very few with statements of special educational need. There are no 'looked after' children or pupils learning English as an additional language. The school is part of a consortium which forms a Full Service Extended School offering, for instance, adult education and after school clubs. A day-care centre is managed by the school, providing pre-nursery child care during the day; morning and evening out of school provision; and child care during school holidays. Woodlands has gained the 'Activemark' award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Woodlands is a satisfactory and improving school, where pupils benefit greatly from the efforts made to boost their self-esteem and encourage them to enjoy learning. Very warm relationships with all the adults in school contribute to pupils' outstanding behaviour. In turn, this means that, as well as being able to get on with their work without interruption, they confidently and safely take part in the very many and varied activities provided out of school hours. Pupils' good attendance and ability to accept responsibility are among the qualities that will stand them in good stead in their future lives. They feel secure in school, appreciating that they are looked after very well. For example, a breakfast club and early morning football coaching offer a healthy start to the day. The work of learning mentors and courses for parents help to demonstrate clearly how much the school values every pupil and their families.

Currently, pupils' academic progress is not quite as well served as their personal development. Standards in English, mathematics and science are below average, though not exceptionally so. Achievement is satisfactory, reflecting the overall quality of teaching but, in a minority of lessons, high attaining pupils do not make fast enough progress. Teachers have plenty of accurate information about what pupils know, understand and can do. They do not always make the best use of this in order to pitch tasks correctly, so every pupil can move forward quickly enough, whatever level they are working at currently. Children start in the Nursery with skills weaker than those typical for their age. They make satisfactory progress but many do not reach the standards expected by the end of Reception.

The headteacher has a clear view of how well the school is performing. In the last year or so, this knowledge has begun to be used to much greater effect. Local authority support has been welcomed and has prompted an increased determination to raise standards. More rigorous management systems are leading to improvements in the quality of teaching and so pupils are beginning to learn more effectively. Their progress is tracked more carefully and action taken quickly when problems are identified. This has led to better results in mathematics, previously the weakest subject. Working in partnership with the deputy headteacher, the headteacher has ensured that all staff share his resolve to keep and build on what the school already does well but also to make sure that pupils' future lives are not disadvantaged by low academic standards. This all contributes to the school's current good capacity for improvement. Parents think very highly of Woodlands and respond enthusiastically to invitations to share in their children's education. As one said, 'The school is not just child friendly, but parent friendly'.

What the school should do to improve further

- Raise standards in English, mathematics and science.
- Ensure that teachers make full use of assessment information in order to match work closely to each pupil's needs, particularly to provide challenge for the high attainers.
- Improve the quality of teaching so lessons are of a consistently high standard.

Achievement and standards

Grade: 3

Although standards are a little below average, the pupils' achievement is satisfactory. Results in national tests have fluctuated over the past few years. They have usually been better in Year 2 than in Year 6 and have typically been just below average. The school's results in the national tests for 11-year-olds declined somewhat in 2006. The school attributes this to disruptions to their progress in Key Stage 2 caused by staffing difficulties. The school took concerted action and the pupils made rapid gains in Year 6, but still did not achieve as well as they should have done. The school's assessments of its current population, including pupils in Year 6, show that the large majority are on course to attain or exceed the levels expected for their age.

Because pupils enter the Nursery year with levels of attainment that are below those typical for their age and many having learning difficulties and disabilities, the school knows it needs to work very hard to enable them to reach high standards. In the Foundation Stage, children make good progress and achieve the standards expected in personal, social and emotional development, because teaching and the curriculum support this area of learning well. Their progress in other aspects of learning is satisfactory but they achieve standards below those expected by the end of the Reception year. Elsewhere in the school, pupils make satisfactory progress overall, the exception being the high attaining pupils who are not always challenged sufficiently by the teaching. Nonetheless,

senior staff are tracking progress more carefully and working with teachers to take firm action if pupils are not moving on as well as predicted. Tracking shows that pupils with learning difficulties and disabilities are making broadly the same progress as other pupils. The relative results of boys and girls vary from year to year, depending on their particular starting points.

Personal development and well-being

Grade: 2

Pupils are never at a loss for something to do or someone to talk with. For instance, at lunchtime, games are available and staff join in pupils' play. Pupils have a clear understanding of what they must do to ensure a healthy lifestyle and they are very aware of how they can keep themselves safe and free from harm. They know they can approach adults in the school for support and guidance if they have concerns or worries. Behaviour is extremely good at all times. Pupils mirror the staff's care for them in the way they treat each other with affection and consideration. They are confident that the rare instances of bullying are dealt with quickly. A very large majority of pupils regularly take part in school clubs, indicating their eagerness to learn new skills and mix with their friends. The Film Club, organised by the school council, has audiences of around 120. 'Clubs are fun', as one pupil said. There are a number of ways in which pupils are involved in the life of the school, for example, as a member of the school council, as a 'Book Buddy', and by helping those younger than themselves. Skills which will be useful to pupils in the workplace are well developed, for instance, their ability

to concentrate, be co-operative, and use information technology. Spiritual, moral, social and cultural development is good overall, but pupils are unsure about the diversity of cultures and backgrounds in a modern multi-cultural society.

Quality of provision

Teaching and learning

Grade: 3

Teaching is satisfactory overall. A key strength throughout the school is teachers' effective management of pupils' behaviour. This is founded on the very warm and mutually respectful relationships between adults and pupils. Pupils behave so well because they want to please their teachers and they appreciate the need to learn. When necessary, teachers are usually very quick to correct any inclination on the part of pupils to fidget or otherwise be inattentive, so lessons run smoothly and all can enjoy working together.

The teaching of basic skills is accorded suitable importance in all classes and lessons reflect teachers' sound knowledge of suitable teaching methods in English, mathematics and science. Good use is made of ICT and in the most effective lessons, the teachers have adapted their planning to take into account the pupils' learning from the previous lesson. Teaching assistants make strong contributions to pupils' learning, especially by giving extra help to those with learning difficulties and disabilities. Teachers do not always match tasks precisely enough to what pupils of different abilities need to learn next. This has a particular impact on high attaining pupils who mark time when they are repeating steps in learning that they have already mastered. Marking is generally helpful and pupils know the levels they are working at and those they are aiming to reach.

Curriculum and other activities

Grade: 3

The curriculum complies with the requirements of the National Curriculum, with a suitable emphasis on promoting skills in literacy and numeracy. Led by the deputy headteacher, teachers are working to 'rejuvenate' the curriculum and provide a more innovative approach. For instance, they are making stronger links between subjects, to help pupils to consolidate their learning by applying it in different contexts. Personal and social skills are very well promoted through the wealth of activities and experiences the school offers. These are very effective in building confidence and self-esteem, especially in the Nursery. Clubs include ballet and skipping and pupils regularly go on visits. Years 5 and 6 pupils, for example, enjoyed seeing a performance designed to promote interest in mathematics. Links with the community, for instance the local football club, make a strong contribution to the very good range of sporting opportunities and so promote pupils' health and personal development well.

Care, guidance and support

Grade: 2

The arrangements to keep pupils safe and cater for their emotional and social needs are very good. Child protection procedures are in place and independent audits of health and safety take place regularly. Very good attention is paid to promoting pupils' attendance, with parents left in no doubt as to whether their children are reaching the school's high expectations. Learning mentors are involved in following up any concerns. Their work is hugely important in supporting pupils and their families, for example, by working with the parents of pupils with behavioural difficulties. A wide range of agencies are recruited to enhance the support for pupils with learning difficulties and disabilities. Pupils have long term targets for the levels they are expected to reach and their progress towards these is followed closely by senior staff. Teachers also set literacy and numeracy targets, linked to what individual pupils are learning at that time. These are not used consistently enough and pupils are not given enough responsibility for measuring their own success.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. Actions taken by senior staff to improve the pupils' achievement are meeting with some success. For example, pupils currently in Year 6 are on course to achieve well and those in other year groups are benefiting from improvements introduced into the quality of teaching. The pace of development is picking up. The school's leaders are not just collecting information about performance, they now analyse data more thoroughly and act decisively in order to bring about improvement. This means that self-evaluation is becoming increasingly effective. The outcomes of lesson observations, for example, help to determine whole school training issues, such as improving the teaching of phonics, and enable individual teachers to receive support when necessary. As a result, the proportion of good teaching is increasing and lessons that are simply satisfactory now have more good features.

Governors are kept well informed and several are very active in their support for the school. Plans are underway to involve more governors in finding out about the school at first hand. The school is very outward-looking and has a great many links with agencies, other schools and the community, all of which enhance its work. Partnerships with parents are especially strong. The school offers them a lot, for instance, courses in healthy eating, and keeps them in close touch with their children's progress and how they can help them to learn.

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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
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?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

Text from letter to pupils explaining the findings of the inspection

Woodlands Primary School

Pinewood Crescent

Grimsby

DN33 1RJ

28 November 2006

Dear Pupils

Thank you for being so friendly and helpful when we visited your school. We really enjoyed our short time with you and want to let you know what we found out about your school.

We were extremely impressed with your behaviour, which is outstanding. Well done! This helps to make the school such a safe and happy place. Your attendance is better than in many schools, and this shows us how important your parents think it is for you to be in school and learning. We know that you think the staff look after you very well and we agree. You have lots of interesting clubs and activities and we are very pleased that so many of you join in and use your time so well.

You are learning quite well, but we think you could make faster progress and so reach higher levels in English, mathematics and science. This will be very important when you move to secondary school. We have asked your teachers to help you achieve more, by making sure your work is always hard enough and by looking for other ways to improve your work. You need to play your part by doing your best in every lesson and saying if work is too hard or too easy.

We wish you all the best for the future.

Yours sincerely

Mrs Eaton, Mrs King and Mr Younger