



Woodlands Park Primary School

Inspection Report

Unique Reference Number 109841
Local Authority Windsor and Maidenhead
Inspection number 295367
Inspection dates 27–28 February 2007
Reporting inspector Pritiben Patel

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

Type of school	Primary	School address	Heywood Avenue
School category	Community		Woodlands Park
Age range of pupils	3–11		Maidenhead SL6 3JB
Gender of pupils	Mixed	Telephone number	01628 822350
Number on roll (school)	159	Fax number	0
Appropriate authority	The governing body	Chair	Mr Bob Horner
		Headteacher	Mrs Jean Smithfield
Date of previous school inspection	31 January 2006		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Woodlands Park Primary School is a small primary school. The vast majority of pupils are of White British origin and others are from other White backgrounds. Five pupils are at an early stage of learning English. The percentage of pupils eligible for free school meals is below average. The percentage of pupils with learning difficulties and disabilities, including those with statements of special educational need, is above the national average. The school has achieved the Bronze Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13 paragraph (5) of the Education Act 2005 HMCI is of the opinion that the school no longer needs significant improvement. Woodlands Park is now providing a satisfactory standard of education for its pupils. Improvements have been made in relation to pupils' progress, leadership and management and teaching. External support provided by the local authority and consultants has had a positive impact on the school.

Pupils are making satisfactory progress and standards are broadly average. As a result pupils are now adequately prepared for the future. Children start in the Foundation Stage with skills and knowledge lower than is usually expected, especially in communication, language and literacy. They make secure progress and standards are broadly in line with those expected by the end of the Reception year. This is as a result of satisfactory and improving Foundation Stage provision. Attainment is improving in Years 2 and 6 in reading, writing and mathematics, but there remain some inconsistencies in pupils' progress. These are due to lack of challenge in some lessons and ineffective use of teaching assistants. The quality of teaching and learning has improved, particularly the use of assessment. Pupils who do not make the required progress are identified rapidly and action is taken. However, teachers' marking in mathematics does not provide pupils with sufficient information about how they can improve their work. Pupils with learning difficulties are effectively supported and progress satisfactorily.

Leadership and management have faced many challenges including prolonged illness of a member of the team. This has had an impact on both the senior leadership team and on the progress of some pupils. The newly formed leadership team provides stability and direction for the school. Leadership and management are satisfactory. There is an improved understanding of self evaluation which has led to an accurate identification of strengths as well as areas for development. Subject leaders in English and mathematics monitor the teaching in their areas and accountability has improved.

Pupils' personal development is satisfactory. Pupils feel valued and enjoy school. They have a satisfactory understanding of how to stay safe and healthy and make a positive contribution to the school and wider community. Attendance is good.

The school is continuing to develop a curriculum based on themes to make learning exciting and meaningful for pupils. Given the school leaders' successful efforts in raising pupils' achievements since the last inspection, they have satisfactory capacity to secure further improvement.

What the school should do to improve further

- Raise standards in reading, writing and mathematics making sure that pupils in all years make consistently good progress.
- Improve some aspects of teaching making sure that there is sufficient challenge for all pupils, that assistants are used more effectively and that marking in mathematics guides pupils on how to improve.

Achievement and standards

Grade: 3

The school's detailed tracking of pupils' progress since September 2006 shows that most are now making satisfactory progress and standards are broadly average. Children start in the Foundation Stage with skills and knowledge lower than is usually expected, especially in communication, language and literacy. They make secure progress and standards are broadly at the level expected for their age by the end of the Reception year. In 2006, the results of national assessments in reading and writing at the end of Year 2 improved but were still significantly below average whilst results in mathematics were below average. At the end of Year 6 results in English and science improved but remained below average whilst results in mathematics declined. The effects of small cohorts and of the number of pupils with learning difficulties accounts for some of the fluctuation in standards in Year 6. However, this is also due to uneven progress in the past because of weaknesses in the use of assessment data. The improved tracking arrangements have helped to accelerate the progress pupils make in Years 2 and 6, but progress is inconsistent in other year groups. This reflects variations in the quality of teaching. Pupils with learning difficulties and those who are at an early stage of learning English make satisfactory progress.

Personal development and well-being

Grade: 3

Personal development and well-being, including pupils' spiritual, moral, social and cultural development are satisfactory. Pupils take good interest in displays such as 'Our Spring Goals' and use them to reflect on how they might improve themselves. Pupils enjoy taking responsibility by being members of the school council or house captains. They have a satisfactory awareness of their place in the local community and willingly participate in opportunities such as delivering food hampers to the elderly during Harvest, as well as participating in a range of productions for parents. Pupils have a satisfactory understanding of how to adopt healthy lifestyles and explain that they need to eat more fruit. They understand the reasons behind the school's ban on chocolate. Pupils view school as a safe place, behave satisfactorily and say that when occasionally bullying occurs, the school 'sorts it out'.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and the progress pupils are now making reflects this. Teachers' understanding of pupils' learning has developed significantly with the improved arrangements for tracking progress. As a consequence, pupils who are not making the expected progress in their learning are identified and action plans produced to support them. However, on a daily basis, the marking of pupils' work in mathematics

does not show pupils clearly enough how to improve their work. Good relationships between teachers and pupils help to create a purposeful working environment in lessons. There is still some variation in the quality of the teaching as the pace of learning is good in some lessons but too slow in others. The level of challenge is good in some classrooms but not always sufficient in others. In such instances, pupils continue to concentrate and behave but do not achieve as well as they should. Teaching assistants are deployed well during group activities and provide good support for pupils with learning difficulties. However, they are not used effectively during introductions and whole class work to support learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and contributes appropriately to pupils' learning and personal development. The school places a strong emphasis on cross curricular planning through themed weeks in order to make teaching and learning meaningful for pupils. Inspectors observed lessons where pupils' literacy skills were being developed well through work on healthy eating. There is a wide range of extra curricular clubs for pupils such as publishing, board games and keep fit. Pupils take good advantage of the residential visits that are planned for all year groups. Information and communication technology (ICT) is taught alongside other subjects and pupils benefit from these interesting opportunities such as studying weather patterns in Italy. Additional programmes ensure that the needs of pupils with learning difficulties and those at an early stage of learning English are met. There is now systematic development of reading, writing and mathematics.

Care, guidance and support

Grade: 3

Care, guidance and support provided for pupils are satisfactory with some good features. The use of the revitalised tracking system now ensures that pupils' work is regularly assessed and progress monitored so that pupils who may be in danger of underachieving are identified rapidly. This has contributed well to the improved progress made by the majority of pupils so far this year. In the Foundation Stage, routines are carefully established which help the children settle and contribute well to their early learning. In other years, the approach to managing behaviour is positive with pupils proud of such awards as, 'star of the week'. Arrangements for child protection are in place. Vulnerable pupils are known to staff and appropriate support is provided for them in school and through liaison with parents and outside agencies. Risk assessments to safeguard pupils' health and safety are well organised.

Leadership and management

Grade: 3

Leadership and management have improved and are continuing to strengthen at all levels. Their impact is positive on pupils' progress and teaching and learning. The

senior leadership team has come a long way in its understanding of school evaluation and it is now making accurate assessments. Following a period of instability, the team provides more stable direction for the school. Targets are sufficiently challenging and based on a secure understanding of pupils' progress. However, the tracking system is not refined enough to provide a continuous overview of the progress of all pupils as they move through the school.

Governors are a strength of the school and contribute well to its development. They have a clear understanding of the school's strengths and weaknesses, visit lessons and provide feedback as well as an appropriate level of challenge for the headteacher.

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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?	3
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	3
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?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

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?	3

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	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

Text from letter to pupils explaining the findings of the inspection

On behalf of the inspectors I would like to thank you very much for being helpful when we came to visit your school. We really enjoyed meeting you, talking to you and looking at all your work.

We think that you go to a satisfactory but improving school and this is because:

- you get on with each other
- you are all now making satisfactory progress which is helped by your good attendance
- you enjoy your lessons and have good relationships with your teachers
- there are extra things for you to do that help to make your learning more interesting
- all of the adults in your school make sure that you are safe, happy and well looked after
- your headteacher and class teachers work hard on your behalf
- governors know your school well and are helping to make it an even better school for you.

Even in an improving school like yours there are always things that can be better. At the moment those of you in Years 2 and 6 are making satisfactory progress in reading, writing and mathematics, but we know that all of you throughout the whole school should be making better progress too. We would like to see that all of your lessons are challenging enough, and better marking of your mathematics books. I'm sure that you are ready for this challenge!

With best wishes for your future success,

Pritiben Patel

Lead inspector.