

# Woodland Primary School

## Inspection report

---

<b>Unique Reference Number</b>	114108
<b>Local Authority</b>	Durham
<b>Inspection number</b>	311485
<b>Inspection date</b>	25 September 2007
<b>Reporting inspector</b>	Judith Straw

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	27
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ken Robinson
<b>Headteacher</b>	Mrs Marilyn Gordon
<b>Date of previous school inspection</b>	1 February 2004
<b>School address</b>	Woodland Bishop Auckland County Durham DL13 5RF
<b>Telephone number</b>	01388 718271
<b>Fax number</b>	01388 718271

---

<b>Age group</b>	4-11
<b>Inspection date</b>	25 September 2007
<b>Inspection number</b>	311485

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

This is a very small school where children are taught in two classes. It is in a rural area and about half the pupils attend from outside the immediate locality. The proportion of pupils entitled to a free school meal is very low. All the children are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is above average.

## 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 school which is well led and managed. Some aspects of the school are outstanding. The care, well-being, enjoyment and achievement of all pupils are accorded high priority. The school has an accurate insight into its strengths and weaknesses and, as a result, is constantly improving and adapting its provision to ensure that all pupils achieve as well as they can. The great majority of parents are very happy with the school and value the teaching and care their children receive and the progress they make. This is summed up by one parent who wrote, 'All the staff, from the headteacher to the caretaker, work together to make Woodland Primary a wonderful school'.

Parents especially value the welcoming family atmosphere. They particularly value how well their children settle into the Reception class and quickly become happy learners. Pupils' personal development is good and their behaviour is excellent. They enjoy learning, have a good understanding of how to be healthy, and to keep themselves and others safe. They and become responsible members of their school and wider communities.

The school has high aspirations for all its pupils. Children enter the school with levels of development that are below those that are typical for their ages. Pupils achieve well in both key stages and leave in Year 6 with academic standards generally above average. Pupils do particularly well in English. The school is working hard to make sure that higher attaining pupils reach the higher levels and there is good support for pupils with learning difficulties and/or disabilities.

Teaching, learning and the curriculum are good. Effective assessment systems provide a clear understanding of how well pupils are performing over time. The progress of every pupil is tracked to make sure that work is well matched to their abilities and interests and that they are achieving as well as they can. The curriculum provides pupils with a good range of opportunities; the provision for out-of-doors learning is extensive. The delightful wild garden enriches pupils' learning about nature and the environment. There is an impressive vegetable garden managed by the pupils. The use of information and communication technology, visits and visitors help to broaden children's horizons and make learning enjoyable. However, opportunities are missed to develop links between subjects.

The care, guidance and support offered to pupils are outstanding. All pupils thrive and achieve well in this nurturing community. The school gives good value for money and is well placed to continue to be successful.

## Effectiveness of the Foundation Stage

### Grade: 1

Provision in the Foundation Stage is outstanding. Welcomed into a spacious, exciting but secure learning environment, children settle very quickly and make rapid progress. The curriculum is rich and stimulating. Resources are excellent and tempt children to investigate and enjoy the world around them. There is a good balance between directed activities and independent learning. A wonderful 'outside classroom' ensures that children enjoy learning outdoors whenever possible. During the inspection, children were practising painting letters on a huge paper mural pinned to the wall of the Wendy house, enjoying the sunshine and breathing in the perfume from the lavender garden. Teaching is excellent as is the quality of care. Parents are warm in their praise and particularly appreciate the twice-weekly, pre-school sessions run by the head

of Foundation Stage throughout the year. These ensure that the transition from home to school is smooth and successful.

### **What the school should do to improve further**

- Strengthen the links between subjects so that pupils are able to transfer and apply their skills more effectively.

## **Achievement and standards**

### **Grade: 2**

Achievement is good and standards are above average. Children's attainment when they start school in Reception varies year by year and among individual children but is generally below that typical for their ages. When they enter Year 1 nearly all have reached the goals set for their learning. In Key Stages 1 and 2 pupils' progress is good; the results of national assessments and tests of pupils in both key stages over the past four years have consistently been at least average and often above average. Many pupils achieved better than had been predicted. Achievement is particularly good in English. The most recent results in national tests show standards above average in writing and mathematics and average in reading and science. Inspection evidence shows all pupils, including those with learning difficulties and/or disabilities and those identified as able, gifted and talented, are making good progress. There is no difference in the achievement of girls and boys.

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

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils enjoy coming to school, are polite and friendly and are regular attenders. Their behaviour is excellent. Older pupils enjoy the opportunities they have to take on responsibilities; this contributes to making the school a happy place to be. Although there is no school council as such, groups of pupils are regularly consulted about decisions and know that their voice is heard. Through assemblies and in lessons pupils are developing a particularly good understanding of the similarities and differences of cultures, a tolerance of other faiths and a sensitive and caring approach to the needs of others. Pupils have a good understanding of how to keep themselves healthy and safe. They know that a balanced diet and regular exercise are essential for a healthy lifestyle and are proud that the school has achieved the Healthy Schools award. All achievements are celebrated by everyone in the school. As a result, pupils' self-esteem is raised and they mature into confident young citizens. Above average academic standards and good personal development mean that pupils are well prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good throughout the school. Teachers know their pupils very well and plan lessons to excite, inspire and allow them to develop at their own pace. Good use of resources promotes learning and engages children. There is a special emphasis on learning outdoors and using the natural environment for inspiration and investigation. Teachers provide many opportunities for independent learning through problem-solving and investigation. Lessons begin well with

good questioning which reinforces previous learning and checks pupils' levels of understanding. Very well-prepared teaching assistants provide extra support for various groups of pupils. Assessment systems provide teachers with a very detailed record of pupils' progress and are being used to ensure pupils are working as hard as they can. Marking is thorough and positive. Individual targets are set and work is planned closely to reflect the needs of learners. Booster sessions are given to all pupils in Year 6 to help them to prepare for transfer to secondary school.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is lively, interesting, firmly based on national guidelines and includes French for older pupils. Pupils enjoy their work and respond well to the breadth of experiences offered. Information and communication technology is used effectively in all areas of learning. Although all aspects of the curriculum are taught thoroughly, insufficient use is made of the links between different subjects. Consequently, pupils' understanding of how to use the knowledge and skills gained in one subject to aid their learning in others is underdeveloped. Pupils of all ages take part in an impressively wide range of activities in clubs and sporting activities after school and enjoy the variety provided by speakers and trips to places of interest. An annual highlight is a multicultural day which has included demonstrations of making Chinese kites, Indian dance and a visit from Zulu warriors.

## **Care, guidance and support**

### **Grade: 1**

Arrangements for safeguarding and protecting children are robust. Risk assessments are dealt with very effectively. Pupils confidently turn to an adult in any situation. The school has an excellent record of providing a secure and nurturing environment for looked-after children. Pupils are confident that there is no bullying of any kind. Every pupil is known as an individual and benefits from clear academic guidance. The school checks the progress of all pupils very thoroughly and acts quickly to support those underachieving. Challenging targets are set for every pupil.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good, and this is well reflected in the school's thorough and accurate self-evaluation. The headteacher provides strong leadership and is supported well by the assistant headteacher and other key staff. Together they ensure that children are safe and well cared for as well as setting high expectations for their achievement. Governance is good and the relationship between all adults in the school creates strong teamwork. Clear direction is set and followed through with effective planning. The headteacher promotes links with many other schools and institutions and works hard to widen the horizons of pupils. Parents and children are consulted regularly through questionnaires and meetings. All children are fully included in what the school offers. Financial and other resources are deployed well. There is good capacity to improve and there has been good improvement since the last inspection.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

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

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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?	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

<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>	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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

## **Text from letter to pupils explaining the findings of the inspection**

26 September 2007

Dear Pupils

Inspection of Woodland Primary School, Durham, DL13 5RF

Thank you for making me so welcome when I visited you in school. I really enjoyed talking to so many of you and have used the things you told me to help write my report. These are the things I liked about your school:

- The happy atmosphere and way you are all so friendly and look after each other.
- The good lessons which you enjoy and which help you to achieve well.
- The good progress you all make.
- Your excellent behaviour.
- The way you all contribute to the safe and caring ethos of the school.
- The exciting activities which are arranged for you and your many visits and visitors.
- Your wonderful grounds with the wild garden and vegetable garden.
- The way in which you all try to be healthy, take exercise and eat sensibly.

I have asked your teachers to find more ways to use your knowledge and skills, such as in writing, in all your subjects. You can help by always doing your best and listening to the good advice of your teachers. This will help you reach even higher standards in your work.

Yours sincerely,

Judith Straw

Inspector