

# Woodside Primary School

## Inspection report

---

<b>Unique Reference Number</b>	114860
<b>Local Authority</b>	Thurrock
<b>Inspection number</b>	311733
<b>Inspection dates</b>	12–13 June 2008
<b>Reporting inspector</b>	Martin Beale

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	396
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Russell Robinson
<b>Headteacher</b>	Mr Ed Caines
<b>Date of previous school inspection</b>	26 April 2004
<b>School address</b>	Grangewood Avenue Little Thurrock Grays Essex RM16 2GJ
<b>Telephone number</b>	01375372513
<b>Fax number</b>	01375394516

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	12–13 June 2008
<b>Inspection number</b>	311733

---

© Crown copyright 2008

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 three Additional Inspectors.

## Description of the school

Woodside Primary is a large school in which free school meal eligibility is in line with the national average. Few pupils are from minority ethnic backgrounds, and virtually all pupils speak English as their first language. The proportion of pupils needing additional learning support is broadly average.

The school has gained Investors in People status, the Basic Skills Quality Mark, the Financial Management Standard in Schools and the 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: 2

Staff and governors are accurate in their judgement that this is a good school. The headteacher has created a strong staff team over the last few years, which shares his commitment to seeking continual improvement. Parents are particularly pleased with how well all members of staff care for their children and keep them safe. As one parent so aptly wrote, 'When my son is at school I have peace of mind, knowing he is safe and treated fairly.' As a result, pupils are happy and proud of their achievements. They say not only do they feel safe but also that there is always someone to turn to if they have a problem.

The school is largely successful in breaking down potential learning, emotional or behavioural barriers to pupils' achievement. It has developed creative ways of improving behaviour and exploits its strong links with others to provide expertise and specialist support. The cluster of local schools plays an important role here, as well as providing extension activities for talented pupils. Pupils have a genuine voice in influencing the school and extend their understanding of rights and responsibilities through work with the councils in other local schools.

Pupils are prepared well for the next stage of their education because they develop secure basic skills and the ability to work well with others through good teaching in an interesting curriculum. The sharp focus from all levels of leadership is improving learning by raising expectations, and by promoting the better use of assessment information, although this is still inconsistent. Pupils achieve well and make good progress from their below average starting points so that standards are broadly average by the time they move on to secondary school. Pupils who need extra support with their learning also make good progress in lessons and through additional support.

Sport plays a major part in the life of the school. Pupils and their parents value greatly the many successful school teams and the well attended sports clubs. These keep the pupils fit, and with the school's efforts to help them understand the importance of diet, have been recognised by the Healthy Schools award. The wide variety of activities adds much to the pupils' experiences, and new technology contributes considerably to learning and the pupils' enjoyment of lessons. Academic guidance is not as strong as personal support because marking and targets are not used consistently to give pupils feedback to help them to improve their work.

The school has good capacity to improve further, because of the largely successful focus on improvement at all leadership levels. Governors balance support and challenge in equal measure. The headteacher, the deputy and the increasingly effective subject leaders have a clear understanding of the school's qualities through a rigorous cycle for checking the work of teachers, although this process does not always extend to assessing the impact on the pupils' achievement and their personal development.

## Effectiveness of the Foundation Stage

### Grade: 2

On entry to the Nursery, children's skills are below those expected for their age, particularly in aspects of language development. They make good progress in a safe and stimulating environment. By the end of the Reception year, the majority meets national goals in most areas of learning, except for some aspects of literacy. Close links with parents and sensitive support from all adults, based on an understanding of each child's needs, help them to settle and develop well. Indoor and outdoor activities are planned carefully to build firm foundations for

future learning and independence through the good balance between those directed by adults and those initiated by the children themselves. Teaching is generally good. Speaking is encouraged and a good range of resources supports learning well. Teamwork between adults is effective and provision is managed well, with an emphasis on improvement, although current measures do not always accurately identify the progress of children from entry.

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

- Focus school review more sharply on identifying the impact of action taken on the pupils' academic and personal development.
- Use targets and marking more effectively to help pupils understand the next steps to take in their learning.

## **Achievement and standards**

### **Grade: 2**

Pupils build well on their good start in the Foundation Stage, making good progress in Years 1 to 6. Results for assessments of Year 2 pupils rose sharply in 2007 and were above average in all subjects. A considerable number of pupils exceeded nationally expected standards in reading. School assessment data indicates these levels are lower this year, although standards in all subjects are average and represent good progress for the pupils. Year 6 test results were broadly average in 2007 in all subjects. This represented an improvement in English but a slight fall in mathematics. The action taken since then in mathematics has led to improved achievement, with all but a very few pupils working at levels expected for their age by Year 6. Pupils develop their information and communication technology (ICT) skills well and learn to apply them in a wide variety of different situations.

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

### **Grade: 2**

Pupils enjoy their education and are confident participants in all that the school offers. Their moral, social and cultural development is good. They learn to respect others and collaborate well when working in teams or small groups. As a result, most are well prepared for their future lives. Pupils understand the need for appropriate diet and exercise. They adopt safe practices and have opportunities to learn strategies to help them to stay safe in the future, such as participating in cycling proficiency classes. Attendance is satisfactory and improving. Behaviour around the school is good. By allocating daily responsibilities to older pupils, such as helping in the playground, the school creates an increased expectation of them. Pupils rise to the challenge, but there is scope to extend this to the benefit of everyone. The school council is effective in providing a strong focus for the pupils' views and ideas, and they support many charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Classrooms are calm, organised and interesting places because pupils are encouraged to participate and given confidence that their contributions are valued. In the most effective lessons, methods and work are adapted to meet individual needs and other adults are deployed well to help learning. Pupils are continually expected to reflect on how to learn more effectively.

Teachers use the improved computer resources creatively, particularly interactive whiteboards, as a tool to improve learning and engage pupils in the process. In its drive to improve, the school is working to reduce some unevenness in teachers' practice such as how they use questions to develop the quality of pupils' spoken responses.

## **Curriculum and other activities**

### **Grade: 2**

Through careful planning, the curriculum is responsive to the needs of the pupils and accessible to all. The good focus on developing basic skills is balanced by providing pupils with a breadth of experiences including music and learning a foreign language. The successful integration of many subjects has helped to make learning more interesting and enjoyable for the pupils, although it is recognised that there is scope for this to go further. Pupils take part in a wide range of activities during the school day, at lunchtime and after school. The school has many eye-catching displays celebrating pupils' learning and the activities they undertake, which create a stimulating environment.

## **Care, guidance and support**

### **Grade: 2**

The school is successful in ensuring that pupils are safe, secure and their individual learning and personal needs met. Procedures to ensure their health and safety and to safeguard their welfare meet requirements. Pastoral care is strong but academic guidance is less so. Links with a wide variety of organisations help the school to access specialist expertise and advice to deal with specific needs. Encouraging pupils to understand the feelings of others and to appreciate the causes and effects of their actions has significantly improved behaviour. At its best, assessment is used to good effect to identify where pupils have fallen behind their targets, so that additional help can be provided to help them to catch up. Marking is regular but not sufficiently consistent in involving pupils or in helping them to see clearly how to meet their individual improvement targets.

## **Leadership and management**

### **Grade: 2**

The headteacher has brought together a tightly knit staff team, sharply focused on making learning enjoyable in a safe and supportive environment. The school has a good capacity to improve further because thorough processes are in place to help all staff improve their performance. Their professional development is based on regular monitoring of the quality of education provided. Whilst relatively new to their posts, key subject leaders have a clear understanding of their role and the steps required to improve, although their work has yet to feed through into higher standards. This is partly because pupils' targets are not used effectively to challenge teachers and to raise achievement. School evaluation is effective at identifying strengths in provision, but less sharp in identifying how action affects the pupils' achievement, such as through the rigorous analysis of the wealth of data available to the school. Governors have a good understanding of the school's strengths and are actively involved in helping the headteacher plan for its improvement.



## 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	2
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	3
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	3
The behaviour of learners	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?	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?	2

<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

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

16 June 2008

Dear Pupils

Inspection of Woodside Primary School, Grays, Essex, RM16 2GJ

You will probably remember that we visited your school not too long ago and I am now writing to let you know what we found out. Before I do, I would just like to say thank you for making us feel welcome and for being so ready to share your thoughts about your school. We had a chance to talk to quite a lot of you and I have told your teachers how you were very helpful and polite. Through our discussions with you, it was great to hear how much you enjoy school. It was also good to hear about how safe you feel in school and that there is always someone to talk to if you are worried.

Woodside Primary is a good school. Teachers and support staff care for you well and make learning enjoyable through the sports clubs and other activities. The school is good in helping you to keep fit, safe and healthy. Teachers and other staff make learning challenging and interesting. This helps you to achieve well. Most of you reach, and some of you exceed the standards expected of you by the time you leave. The support from adults and other pupils for those of you who find learning difficult helps you to make good progress and participate in all activities.

Even a good school like yours can improve. We have asked your teachers to help Mr Caines in identifying exactly what works best for you and to use targets and marking better to improve your learning.

The staff and governors want the school to continue to be successful and we know you will play your part by continuing to behave well, attending regularly and working hard. We wish you every success in your future.

Yours sincerely

Martin Beale

Lead inspector