

Woodfield Primary School

Inspection report

Unique Reference Number	121469
Local Authority	North Yorkshire
Inspection number	313999
Inspection dates	5–6 March 2008
Reporting inspector	Don Mason

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	201
Appropriate authority	The governing body
Chair	Mr Kevin Jeffrey
Headteacher	Mrs Caroline Chadwick
Date of previous school inspection	26 April 2004
School address	Woodfield Road Harrogate North Yorkshire HG1 4HZ
Telephone number	01423 566494
Fax number	0

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Almost all the pupils in this average sized school are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is a little above average overall, but is well above average in some year groups. The proportion of pupils entitled to free school meals is above average. A Children's Centre will open, on the site, in April 2008. The school has received a local authority Inclusion Award, a Healthy Schools Award and the Active Award for its provision for sport and physical education.

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 with several outstanding features. Chief among these is the exemplary care and support provided for pupils with learning difficulties and/or disabilities and for those who are experiencing emotional or personal difficulties. Pupils' personal development is good and they speak with pride about their school. They show appreciation of the outstanding care they receive when they speak about initiatives such as the lunchtime club which provides indoor activities for all pupils including those who find playtime difficult. Parents too are extremely supportive of the school making such comments as, 'The school has much improved over recent years and has become a school to be proud of. The staff are caring and create a happy, family environment.'

Pupils' achievement is good overall and outstanding in Key Stage 2. Standards in the school as a whole are above average. There has been good improvement since the last inspection. Key to the improvement is the very good system to check pupils' progress, to provide extra support where necessary and to ensure that all individuals make good progress towards reaching their challenging targets. This information is generally used well to provide pupils with activities that meet their learning needs.

The quality of teaching is good overall. It is improving, and the proportion of outstanding teaching is increasing, because of the success of measures taken to improve the teaching and learning of writing and mathematics. The school recognises the need to continue its efforts to raise the quality of all teaching to the level of the best. Pupils with learning difficulties and/or disabilities make at least as much progress as other pupils because of the effective support they receive from very well trained teaching assistants. The good curriculum contributes well to pupils' enjoyment and achievement in the basic skills. Staff are making good progress in providing pupils with activities which make links between subjects, making learning more meaningful and enjoyable for the pupils. Although pupils have frequent opportunities to communicate with their talking partners, they mainly work on their own and have too few opportunities to work with others, to develop independence and to show initiative.

Pupils feel safe and secure because of the outstanding care and support provided for them. Vulnerable pupils and those with learning difficulties and/or disabilities receive exemplary support provided jointly by the special educational needs coordinator, pastoral support teacher and home/school support worker. Pupils make a good contribution to the community through the school council, fund-raising and taking on duties in school, especially the work of older pupils as play leaders and 'peer mediators'.

As a result of good self-evaluation, the headteacher and senior leaders have a clear understanding of the school's strengths and weaknesses and have a clear plan of action to bring about further improvement. The presence of advanced skills teachers on the staff, outstanding subject leadership in English, mathematics and science and close links with local authority consultants are helping to ensure that pupils are now making accelerated progress towards meeting their challenging targets. Their work is well coordinated by the strong leadership of the headteacher.

Effectiveness of the Foundation Stage

Grade: 1

Children's attainment on entry is below the expected level for their age. As a result of close links with parents, very good induction arrangements and warm relationships in the Foundation Stage classes, children settle in quickly. They enjoy the opportunity to take part in a wide variety of well planned activities inside and out. Consequently, they make very good progress in their learning especially in their personal and social development and in their language skills, aspects which are particularly low on entry. The systems for assessing children's progress are extremely thorough and the information is shared with parents through very attractive and informative pupil profiles. The information is also used to ensure that the adult led activities are carefully planned and focused on the learning needs of the children. The calm, purposeful atmosphere and very good procedures in place to promote pupils' learning are the result of outstanding leadership and the effective team work of the adults in the Foundation Unit.

What the school should do to improve further

- Raise the quality of teaching to the level of the best.
- Provide a greater variety of activities and experiences to promote pupils' independence and initiative.

Achievement and standards

Grade: 2

There has been a considerable improvement in pupils' progress in English and mathematics over the last two years and the pace is accelerating especially in Key Stage 1. Pupils make good progress in Key Stage 1 and outstanding progress in Key Stage 2. This represents good achievement overall. Standards are now above average in the school as a whole. Standards in science are well above average.

The latest phonics initiative recently introduced into Foundation Stage and Key Stage 1 is already having a significant impact on pupils' writing. The improved assessment arrangements have ensured that teachers are providing pupils with work which more closely matches their learning needs. Pupils are also developing an enthusiasm for writing, which is promoting their achievement. An emphasis on practical work in mathematics and science is enhancing pupils' motivation and achievement.

Personal development and well-being

Grade: 2

Pupils respond well to clear routines and high expectations from the staff concerning their conduct in lessons and around the school. Consequently, pupils behave well and develop a good level of self-confidence. Attendance is satisfactory. Pupils say that they generally enjoy their lessons but, on occasion, they are passive and difficult to motivate. Personal, social and health education is a strength of the school, making a positive contribution to the pupils' good social, moral, spiritual and cultural education and promoting their outstanding understanding of healthy lifestyles and how to keep themselves safe. Pupils feel that their views are welcomed and acted upon. They make use of a 'worry box' and express their views through the school council. The skills which pupils will require in their future lives are developed well overall. They make good progress in literacy, numeracy and information and communication technology. Events such as 'Democracy Week' promote a good understanding of the rights and

responsibilities of citizenship. However, pupils have few opportunities to work together in groups, discussing ideas and making decisions together. This limits their ability to develop work place skills including independence and initiative.

Quality of provision

Teaching and learning

Grade: 2

Teachers have created attractive learning environments in their classes, with many displays that provide pupils with helpful advice about how to improve their work. The pace of most lessons is good and the activities provided are well matched to pupils' learning needs. Good questioning enlivens lessons and challenges pupils of all abilities appropriately. Occasionally, teachers talk to the whole class for too long with the result that pupils' interest wanes and they do not have enough time to work on the activity set at their ability level. The teaching of English and mathematics is particularly strong in Years 3 and 6 where teachers' excellent subject knowledge inspires pupils and promotes a very high level of engagement. In most lessons the teacher talks to the whole class and then pupils work individually and sometimes in pairs. Teachers do not always use a wide enough range of teaching strategies to promote the pupils' independence and initiative.

Curriculum and other activities

Grade: 2

The attractive displays around the school are a testimony to the good breadth and balance of the curriculum. In Year 1, a good mix of adult led and child initiated activities facilitates a smooth transition from Foundation Stage into Key Stage 1. Children benefit from specialist teaching in French, physical education and music. Regular visits and visitors, especially from outside agencies such as the police, fire brigade and ambulance service enrich the curriculum and promote pupils' excellent understanding of healthy living and how to keep themselves safe. The school runs its own breakfast and after-school clubs in addition to after-school clubs such as choir, computer and sports clubs. A large number of pupils take an enthusiastic part in this extra-curricular provision which enhances their learning and enjoyment of school life. The school council's recycling programme is helping pupils to come to a better understanding of conservation in their local environment.

Care, guidance and support

Grade: 1

The support provided for vulnerable pupils is outstanding. In the 'Rainbow Room' pupils take part in activities which promote their self-esteem and sense of security at times of emotional difficulty. In this inclusive school, staff work very hard, with the assistance of outside agencies, to make very effective provision for pupils with a range of special educational needs. The quality of individual education plans, produced to support pupils with learning difficulties and/or disabilities, is high and these plans are frequently reviewed, enhancing the progress made by these pupils. Policies to ensure pupils' safety are in place. Systems to check pupils' progress through the year are rigorous and teachers are increasingly using the information to provide them with good advice about their achievements and what they need to do next. The purpose of lessons is made very clear and pupils are encouraged to evaluate their own learning.

Leadership and management

Grade: 2

Under the strong leadership of the headteacher, subject leaders are becoming increasingly effective in raising standards in English, mathematics and science. There is an atmosphere of trust among the staff in which strengths are acknowledged and ways to improve are openly discussed. Several of the staff are newly or recently qualified and they have appreciated this openness and the support they have received. As a result, the quality of teaching is improving, pupils are making accelerated progress and standards are rising. However, because the improvement measures are relatively new, they have not had a full impact, particularly in Key Stage 1. Governors are proud of the school and have provided strong support when the school has faced difficulties. They have a good understanding of its strengths and weaknesses and have the ability to ask probing questions in their efforts to help the school move forward. The good procedures in place promoting school improvement and the accelerating progress in English and mathematics provide evidence of the school's good capacity for further improvement.

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Annex A

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?	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?	1
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 ¹ 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	1
The extent to which learners adopt safe practices	1
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?	1

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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 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

My colleagues and I really enjoyed our visit to your school. Thank you for being so helpful and friendly. I particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. I found that your school provides you with a good education and that it has several outstanding features.

What I found out about your school

- You receive a super start to your education in the Foundation Stage. You make good progress in your work and standards at the end of Year 6 are above average.
- You behave well in school and take good care of each other. Generally, you enjoy your lessons and get on very well with the adults in school.
- The adults in school take extremely good care of you especially when you are experiencing any difficulties in your lives.
- You are making better progress in your work, especially in writing and mathematics, because the teachers are using the information they have about your achievements to give you work which meets your needs.
- You enjoy the good range of after-school activities which the school provides for you.
- The headteacher and adults in school work extremely well together in their efforts to make the school even better.

What I have asked the adults in school to do now

- Try to make sure that all the lessons are taught as well as the best ones.
- Provide you with more activities which require you to work in groups, investigating and making choices so that you can develop your independence and initiative.