

# Woodside Community School and Children's Centre

Inspection report - amended

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<b>Unique Reference Number</b>	103817
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	323902
<b>Inspection dates</b>	19–20 November 2008
<b>Reporting inspector</b>	Christine Millett

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<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 (total)	294
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Brown
<b>Headteacher</b>	Eileen Bissell
<b>Date of previous school inspection</b>	22 September 2005
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Highgate Road Woodside Dudley DY2 0SN
<b>Telephone number</b>	01384 818245

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<b>Age group</b>	4–11
<b>Inspection dates</b>	19–20 November 2008
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**Fax number**

01384 818246

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## **Amended Report Addendum**

Report amended due to administration error

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Woodside Community School, until very recently known as Highgate Primary School, is a large primary school close to the centre of Dudley. It is in an area of social and economic deprivation. Many of the pupils are from minority ethnic backgrounds, some of whom speak English as an additional language. A small number of pupils are from asylum-seeking families. A high proportion of pupils have learning difficulties and/or disabilities and a significant number of pupils join and leave the school each year. Early Years Foundation Stage (EYFS) children attend full time in the Reception class. The school has achieved Healthy Schools status.

There is before- and after-school provision on site that is independently managed.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Woodside Community School provides an outstanding standard of education. This is due to outstanding leadership and management. The headteacher, managers and all staff are highly committed to improving provision for pupils. The impact of their work can be seen in rising standards and pupils' excellent personal development and achievement. Pupils say that they enjoy school and the majority of parents have a very positive view of the school. 'The teachers of Woodside are an inspiration to all. I cannot fault Woodside School,' is how one described the school.

Children start Reception with well below the expected level of skills and knowledge and achieve very well by the time they leave school. Standards are above average in Year 6 and particularly so in English. Children get off to an excellent start in Reception and this is built on as they progress through school. Teaching quality is first rate. Teachers have high expectations and match work well to pupils' needs. The excellent, broad curriculum ensures that learning is relevant, purposeful and enjoyable. The school provides a stimulating learning environment and teachers use a variety of approaches to ensure pupils' full involvement. The quality of pupils' work on display is of a high standard and provides clear evidence of the richness of the curriculum. Provision for pupils with learning difficulties and/or disabilities, those new to English and the more able is outstanding and enables these groups of pupils to achieve their full potential.

All staff provide an outstanding level of care, guidance and support for pupils. Pupils' enjoyment of school is evident in lessons and in the playground. Although attendance is average, it is improving year on year because of strong home-school partnerships. Pupils behave consistently well and form positive relationships. All pupils benefit from the school's calm and supportive environment. The school cares for the vulnerable extremely well. It gives excellent support to those starting at different times in the school year, some of whom come from different countries. Pupils take the responsibilities they are given very seriously and their understanding of the need to make healthy choices and adopt safe practices is excellent. Pupils say they know there is always someone there to help them should the need arise. Spiritual, moral, social and cultural provision is outstanding and this is reflected in the behaviour and excellent attitudes towards others.

This is a school that knows itself very well and through rigorous self-evaluation has clearly identified the next stages in development. Senior leaders recognise that improvement is required to marking in order that pupils have better knowledge of what to work on next to improve. There is a shared commitment by leaders, managers and governors to continually improve provision and pupils' achievement. The school's recent successes in raising standards and improving the quality of teaching confirm its outstanding capacity to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 1

Leadership and management of the EYFS are outstanding and this is reflected in the excellent quality of provision. Children start school at well below the expected level of skills and knowledge and achieve outstandingly well. The wide range of exciting learning experiences ensures most children reach the expected levels in all areas of learning by the time they enter Year 1 and a small proportion do better than this.

Children make such good progress because of outstanding teaching which caters exceptionally well for the individual needs of all children, regardless of ability. Adults plan very motivating activities that help them grow in confidence and self-esteem. The children are kept safe and play happily, secure in this knowledge. Teachers work very well with nursery nurses and teaching assistants to provide a stimulating curriculum both indoors and outdoors, rain or shine. Independent learning skills are thoughtfully developed through a careful balance of teacher-led and child-initiated activities. Children are happy to share and to take turns while joining in activities with enthusiasm. Lessons, such as the class wedding, make excellent use of role play and real life situations in order to capture children's imaginations. These experiences give them great enjoyment and help them appreciate key events in the community as well as widening their knowledge and understanding of the world.

The recording of children's progress is very thorough and is used exceptionally well to plan the next steps in learning. Effective team meetings at the end of each day are used to review the day's events and suitably amend the plans for the next day. Progress in children's personal, social and emotional development is excellent and parents appreciate the care and support their children receive.

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

- Make sure that day-to-day marking helps pupils understand how to improve their work.

## **Achievement and standards**

### **Grade: 1**

Achievement is outstanding throughout the school and pupils are now reaching above average standards. This marks good improvement to standards since the previous inspection.

Underpinning the excellent progress is the high quality teaching linked to a curriculum which meets the needs of all pupils very effectively. The school, however, is not complacent and consistently analyses its performance to ensure any dips in progress are quickly identified and corrected.

The unvalidated Year 6 results for 2008 show above average standards and that the challenging targets set for 2008 national tests were exceeded. The proportion of Year 6 pupils reaching the expected levels has improved consistently during the last three years. The percentage of pupils reaching the higher levels improved substantially in 2008 and was above the yet to be confirmed national average. The high quality support for different groups of learners resulted in pupils with English as an additional language, ethnic minorities and those with learning difficulties and/or disabilities achieving particularly well.

Pupils in Years 1 and 2, due to work that is well matched to pupils' abilities and the effective support they receive, make good progress.

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

### **Grade: 1**

Pupils really enjoy school with some arriving early to attend the before-school learning clubs. Attendance is average. Most children attend whenever they can, although a few are absent occasionally due to illness in their family. Pupils are very friendly and extremely polite, and show a great deal of respect for adults and each other. They respond very well to the exceptionally high level of care and support they receive from staff. Pupils say they know to whom they can turn should a problem arise. Worry boxes in classrooms give less confident

pupils the opportunity to ask questions or voice opinions. Pupils are well aware of healthy eating issues, taking full advantage of the Healthy Eating Tuckshop. They also have an excellent understanding of the importance of keeping fit through the physical education curriculum, sporting events and initiatives such as 'Freddie Fit'.

The school's successful work to meet all needs, the assemblies and the well planned curriculum, ensure that pupils' spiritual, moral, social and cultural development is outstanding. Pupils from different backgrounds work and play harmoniously together. Pupils make a positive contribution to the school community by taking on responsibilities such as 'Playground Pals'. The work of the school council has brought about improvements to the school such as new basketball posts and the renovation of toilets. Pupils contribute exceptionally well to the wider community through fundraising for charities and special events such as carol singing at the local church. They are well prepared for the next stage of education and life outside school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teachers' subject knowledge is excellent and lessons are extremely well planned. They include a range of activities that enable pupils to work productively on their own, in pairs or in groups. The positive relationships clearly evident in lessons show that pupils work hard to succeed and meet the high expectations their teachers have of them. The behaviour of the vast majority of pupils is exemplary. On the rare occasions where behaviour is less than outstanding, it is well managed by adults and does not impact upon the learning of others. Rewards such as praise tickets are eagerly collected. This system successfully celebrates achievement.

Outstanding teaching is further typified by the effective use of questioning to extend pupils' thinking. Interactive whiteboards are used skilfully to reinforce basic skills. As a result, pupils say they find the activities fun. Highly effective teaching assistants have a positive impact on pupils' learning. They work well with class teachers to ensure the needs of all pupils are fully met. Steps are taken to ensure activities provide a high degree of challenge for higher attaining pupils. Marking is regular but variable in its effect. Too often, it states how well a task has been done rather than detailing how it could be improved.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is extremely well designed to meet the needs of all learners, enabling them to make excellent progress as they move through the school. There is good integration of literacy, numeracy, and information and communication technology into other areas, and well planned links between subjects. Creativity is developed particularly well, as shown by the high quality art work around the school. Provision for personal, social and health education is outstanding. The curriculum provides many opportunities for pupils to understand cultural diversity through the learning of languages from within and outside Europe.

An excellent range of additional activities enriches the school's outstanding curriculum. Pupils thoroughly enjoy opportunities to participate in visits, themed weeks and residential trips. Specialist teaching in music and physical education and visitors to the school add to the excitement of their learning. An extensive range of out-of-school-hours clubs are available to

most age groups. The Excellence Cluster and links with the local secondary school provide excellent opportunities to extend pupils' learning and to work with pupils from other schools.

## **Care, guidance and support**

### **Grade: 1**

The school has an outstanding ethos of care. Each pupil is valued as an individual and this underpins the outstanding personal development of all pupils. Parents value the level of attention their children receive. 'The teachers are very caring towards the children,' remarked one parent. Pupils say they feel safe and well looked after. The school fully complies with statutory requirements regarding health and safety. Child protection procedures are robust and effective systems keep pupils well safeguarded. High quality guidance and support for the most vulnerable pupils ensures that they are able to overcome barriers to learning, feel a sense of belonging and so make the same outstanding progress as others. The school is vigilant in keeping a track of pupils' attendance and in working with parents to improve the level. Strong links with external agencies provide excellent support for pupils when required.

Academic guidance is strong. The school has developed very effective assessment and tracking systems to check how individual pupils are doing. These are used well to set challenging targets for pupils. The pupils know their targets and they work very effectively to achieve them. This includes pupils with learning difficulties and/or disabilities.

## **Leadership and management**

### **Grade: 1**

The dedicated headteacher provides excellent leadership and management for the school. She has high expectations and has very successfully created a purposeful learning environment where everyone feels valued, cared for and respected. The many improvements in provision have resulted in rising standards and pupils' outstanding achievement. All pupils are given every opportunity to achieve their best. Senior and middle managers share the headteacher's high aspirations. They, too, are highly effective and play an important, pivotal role in ensuring that systems run effectively. The school is very clear about its own strengths and areas for development which are set out in its detailed development plan. Rigorous self-evaluation gives everyone in school, including the pupils, a realistic understanding of performance. The comprehensive tracking system is used effectively to set challenging targets and the needs of every child are discussed regularly at meetings to review pupils' progress. The knowledgeable governors are very involved in the school and have a thorough understanding of its strengths and weaknesses. They are strongly committed to supporting the school and ensuring good value for money. They play a large part in the process of setting targets and ask challenging questions to ensure the school is fully effective.

The school's contribution to community cohesion is outstanding, enabling pupils to celebrate diversity and appreciate that everyone can achieve highly. There has been strong improvement since the previous inspection, especially in standards and achievement. Its capacity to improve is excellent.



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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?	1
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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

21 November 2008

Dear Children

Inspection of Woodside Community School, Dudley, DY2 0SN

Thank you for the warm and friendly welcome you gave us when we visited your school. We enjoyed talking to you about your work, visiting your lessons and looking at your work. We would like to say a special thank you to the children on the school council who came to talk to us about their role. We found that your school provides you with an outstanding education and that you do some very exciting things. These are what we liked most about your school.

- You are very friendly and helpful to visitors and each other.
- You work very hard and make outstanding progress.
- Your behaviour is excellent both in the classroom and out in the playground.
- You know a lot about staying safe and living healthy lives.
- You do a lot to help other people.
- School leaders are excellent and know how to improve things.
- You enjoy the many clubs at lunchtime and after school that teach you important skills like sport and music.
- Your teachers are doing a very good job. They work hard to plan interesting lessons and make learning fun.
- All staff at the school take excellent care of you and keep you safe.

In order to help it improve further, this is what we would like the school to do now.

- Give you more information about your work when they mark it so you know how you can make it even better.

We wish you well for the future.

Yours faithfully

Christine Millett

Lead inspector