

Woodhouse Primary School

Inspection report

Unique Reference Number	106332
Local Authority	Trafford
Inspection number	324373
Inspection date	31 March 2009
Reporting inspector	Geoffrey Yates

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	232
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
Appropriate authority	The governing body
Chair	Mrs M Delaney
Headteacher	Miss L McArdle
Date of previous school inspection	26 April 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Nursery Road Davyhulme Urmston Manchester Lancashire M41 7WW
Telephone number	0161 7485844

Age group	3–11
Inspection date	31 March 2009
Inspection number	324373

Fax number

0161 7467891

Age group	3–11
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Inspection date	31 March 2009
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Inspection number	324373
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Introduction

The inspection was carried out by two additional inspectors. They evaluated the overall effectiveness of the school and investigated the following issues.

- Are Key Stage 2 higher-attaining pupils achieving as well as they can in developing writing skills?
- Do pupils use their numeracy, writing, and information and communication technology (ICT) skills well in other subjects?
- How strong are Every Child Matters outcomes?
- Is Early Years Foundation Stage provision outstanding?

The inspectors gathered evidence from lesson observations, looking at pupils' work, parents and carers' questionnaires, assessment information, documents, interviews and discussions with the headteacher, staff, pupils, parents and governors. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

This is an average-sized primary school serving an area of mostly private housing. It has provision for Nursery and Reception children in the Early Years Foundation Stage. Almost all pupils are White British with a very small percentage of pupils of minority ethnic or mixed heritage. Most pupils speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is below average, but there is an above average proportion in some age groups. The school has achieved many awards including 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: 1

The school provides an excellent education for its pupils. The school knows itself very well and monitoring and evaluation procedures are robust and accurate. All members of staff ensure there is a secure, very caring, inclusive and welcoming environment, with all required safeguarding and child protection measures in place. Results for a number of years in national tests have been above average. The school's evidence and pupils' current performance indicate that this trend continues in both key stages. The school has maintained the strengths from the previous inspection, and all members of staff have responded exceedingly well to the areas identified by the newly appointed headteacher to ensure continuous improvement. The way the school now uses the data from assessments, for example, has strengthened the way it tracks pupils' progress.

Achievement is excellent. Children start school with skills typical for their age. The above average levels of development of children entering Year 1 are successfully extended as pupils move through the school. By the end of both Years 2 and 6, pupils reach above average standards in English, mathematics and science. The school has successfully addressed weaknesses in boys' writing in Key Stage 2 and, as a result, potentially higher-attaining boys achieve very well, with over half the current Year 6 age group, the majority boys, on course to achieve the higher level in writing. Pupils make excellent progress in their learning in each key stage, including those with learning difficulties and/or disabilities, because the teaching is never less than good and is often outstanding. A parent wrote, 'The staff are amazing and my children love coming to school because of excellent teachers.' Pupils with learning difficulties and/or disabilities, including those with a statement of special educational needs, are very well supported across the school and make excellent progress towards the targets set for them.

Pupils' personal development and well-being is outstanding so that they transfer to secondary school extremely well equipped for the next stage of their lives. Their spiritual, moral, social and cultural development is also of a very high standard. The school promotes community cohesion well through the strong and effective links established, especially with the local community. For example, the school has been proactive in its attempts to reduce the dangers of parking and speeding in the roads near the school. International links are at an early stage of development but are high on the school's agenda. Pupils show in their acceptance of responsibility and their friendliness and care for each other that they know how to contribute very well to the community. For example, school council members have evaluated provision at playtime, including the work done by their classmates as play leaders, and made suggestions as to how provision can be improved. Parents overwhelmingly recognise how well the staff challenge and support their children to achieve to their potential, as shown in pupils' excellent behaviour and understanding of healthy lifestyles. The many written comments from parents confirm their children love the school, enjoy all the opportunities provided, and have exceeded their expectations in their all-round development. One parent summarised the views of many, writing, 'In my opinion the school is outstanding in every area.' The pupils also appreciate how well the staff encourage them to 'meet the Woodhouse challenge to aim high' and give them such a wide range of opportunities to develop their skills, abilities and independence.

Personal and academic care, guidance and support are excellent. Pupils are helped to understand how well they have achieved and how to improve further through discussion and marking of their work. Those identified as able, gifted or talented are challenged effectively. The curriculum is very well planned in its coverage of literacy, numeracy and ICT. It also has strengths in

provision for the creative arts and physical development, recognised in the achievement of national awards such as the Activemark. There are some opportunities for pupils to use their writing, numeracy and ICT skills in other subjects. Most subjects, however, are taught separately and this limits pupils' opportunities to transfer their skills from one area of learning to another. The leadership team rightly feels that it is time to review the curriculum to make more effective links between subjects to help pupils to connect aspects of their learning more coherently. However, there are some excellent examples of subjects being integrated well. Year 2 pupils produced work of a very high quality linked to a Second World War topic. Pupils were bursting with enthusiasm to explain what being an evacuee during the war might have been like and spontaneously burst into song to sing a popular 1940s song, with great gusto! The wider enrichment of the curriculum through specialist music sessions, after-school clubs, visits and visitors adds an extra dimension to pupils' learning.

The previous inspection recognised the strengths in the leadership and management of the school and these have improved further since then. The deputy headteacher and other senior members of staff carry out their duties very well. The school's assessment systems are extremely accurate and detailed with the outcomes used to improve pupils' performance. The recently appointed headteacher has brought new dynamism into the striving for excellence. Parents are very satisfied that the school's reputation and ethos have been maintained and further improved. They comment very favourably on recent innovations such as outside 'wake up and shake up' sessions and recognise the dedicated contribution of all the staff in enabling their children to enjoy all aspects of school life. Governance is excellent, and the chair and other governors are knowledgeable about the school, supporting and challenging the staff very effectively. Governors make sure that the best possible value is gained from the budget. The capacity to keep on improving is excellent.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children enter the Early Years Foundation Stage with levels of skill broadly in line with those expected for their age. They make excellent progress in their learning and development and by the time they leave Reception most are working well within expected levels. Progress in knowledge and understanding of the world and in personal, social and emotional development is particularly strong. The opportunities for learning are exceptionally well organised and children thoroughly enjoy what they do. Very effective links with parents ensure that they are well informed and children receive an excellent induction to school. The assessment of children's needs and how well they are progressing is outstanding and the information is used exceptionally well to help them make the next step in their learning. Children feel safe and secure in this positive learning environment. Behaviour is excellent. Children show considerable independence and learn to understand their own feelings and those of others. The outdoor learning space is used exceptionally well and is full of first-hand opportunity for learning. For example, children were very excited to see the first tadpoles emerging in the pond. Adults take every opportunity to develop children's speaking and listening skills and they provide a high degree of challenge to children's thinking, which has a big impact on children's understanding. Teaching is excellent because it is based on a thorough understanding of children's needs and ensures learning is interesting, vibrant and lively. Children make excellent progress because of this. All adults work well as a team and leadership is outstanding. Self-evaluation is accurate and there is a tangible ambition for children to learn and succeed. There is a strong commitment to promoting children's safety and well-being. Policies and procedures for children's welfare are promoted consistently.

What the school should do to improve further

- Further improve the curriculum in Years 1 to 6 by developing links between different subjects so that pupils' skills are used more effectively across all areas of learning.

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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 ¹ 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

¹Grade 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

How good are the overall personal development and well-being of the learners?	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	2
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

How effective are teaching and learning in meeting the full range of learners' needs?	1
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

Leadership and management

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

What a wonderful school!

Mr Law and I would like to thank you for being so friendly and welcoming when we inspected your school. You will remember that we came to check how well Woodhouse Primary School helps you to learn and grow. You and your parents told us that you think it is a fantastic school where you feel very happy and really enjoy what is offered by the staff. We agree with you and them. Your school gives you an outstanding education. This shows in how well you behave, your friendliness to visitors and each other, and in how well you learn and the high standards you reach. Thank you and congratulations to all of you for your contribution to helping us make our judgement. Those of you who met my colleague before school and at lunchtime also helped us by giving us their views. I shall long remember the enthusiasm of the Year 2 pupils in talking about their history project. The 'Ofsted egg' entry in the Easter egg competition made me chuckle!

We know that your school is extremely well led, that the staff have high expectations for your development and that you have a great range of activities and tasks to help you make such good progress. So, it is also congratulations to the staff and to your parents who give you and the school so much help.

Your school is not one that stands still, but is always looking for ways to help you make better progress in your learning. Your teachers are going to look at how they teach the different subjects. We have asked them to try to find links in learning between the subjects so that you can use skills learned in one area to learn more effectively in another. You already do some of this with reading, writing and ICT skills. We hope you continue to enjoy your learning so much.

With best wishes for your futures.