

Woodlesford Primary School

Inspection report

Unique Reference Number	107834
Local Authority	Leeds
Inspection number	324661
Inspection date	26 November 2008
Reporting inspector	Fiona Gowers

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)	468
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	Catherine Steel
Headteacher	Mr M Rossiter
Date of previous school inspection	9 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Street Woodlesford Leeds West Yorkshire LS26 8RD
Telephone number	0113 2146 306
Fax number	0113 2880 314

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated in detail the following issues: achievement and standards; the level of challenge provided by teaching and learning and the curriculum, and the effectiveness of leadership and management at different levels through the school. Evidence was gathered from the school's own self-evaluation; published national assessment data and the school's own assessment records, policies and minutes; observation of the school at work; interviews with members of staff, pupils and governors and analysis of parents' questionnaires. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

Description of the school

Woodlesford Primary School is a large school. Pupils come from the full range of socio-economic backgrounds. The vast majority are of White British heritage. The proportion of pupils eligible for a free school meal is lower than in most schools, as is the proportion of pupils with learning difficulties and/or disabilities. The school has received the Healthy Schools Award, Football Association Charter Mark, Activemark Gold, Artsmark Silver, Investors in People Award, Silver Gilt Award and International Schools Award. A significant proportion of pupils joins or leaves the school in upper Key Stage 2.

Extended provision is available for pupils before and after school. That provision was inspected separately, at the same time as the school inspection, and receives a separately written report.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school, which has continued to improve since its previous inspection. Parents are overwhelmingly supportive, typically commenting, 'Woodlesford is an excellent primary school. It allows children to express themselves and reach their full potential, socially and academically'. The headteacher and deputy headteacher provide inspirational leadership. They lead an extremely enthusiastic and committed staff team determined to educate the 'whole child', helping pupils develop socially, academically and physically. The school is clearly focussed on its vision to provide a 'voyage for the brain and body and a place to enjoy and remember forever.'

During their time in school, all groups of pupils achieve extremely well and make outstanding progress, relative to their starting points. This is because pupils receive excellent teaching and an exciting and innovative curriculum, which motivates them to learn. School leadership has high aspirations and pupils currently in Year 2 and Year 6 are on track to reach their very challenging targets. Standards at the end of Year 2 are well above average. At the end of Year 6, however, they do not always fully reflect the exceptional levels of achievement. This is because a significant proportion of higher achieving pupils have been leaving the school in recent years, before the end of Year 6, to secure a place at their chosen secondary school. The achievement and progress of pupils who join the school in upper Key Stage 2 is impressive from their individual starting points. However, even though the proportion of pupils who reach the higher levels continues to be significantly above average, standards in national tests overall now tend to balance out at above average, rather than being exceptionally high. Standards throughout school are highest in mathematics, reading and science. Writing standards are above average. Although pupils achieve well in writing, their progress is not as rapid as in other subjects. This is because pupils do not have extensive opportunities to write in other subjects. The school has recently implemented a programme to accelerate pupils' progress in writing. This is helping pupils to structure their writing and learn essential techniques. Pupils with learning difficulties and/or disabilities do just as well as others in school, because their progress is very carefully tracked. Teaching assistants make a very significant contribution to pupils' achievement, effectively boosting their self-esteem and providing well-targeted support and challenge.

The quality of teaching is outstanding. Behaviour is exemplary and this enables a strong focus on learning. Teachers use a very wide variety of teaching styles, which interest and engage pupils, motivating them to work very hard and think for themselves. Classrooms buzz with purposeful activity and pupils make very rapid progress, because learning activities are challenging and no time is wasted. Planning is very thorough and ensures that pupils build on their previous learning. Parents agree that the school offers a diverse, exciting range of opportunities that engage pupils and make learning fun. Pupils thoroughly enjoy the outstanding curriculum and it is no surprise that attendance is consistently above the national average. School leadership constantly reviews and evaluates the curriculum to ensure it meets the needs of all groups of learners. Practical activities reinforce learning wherever possible. For example, all classes are timetabled to work in the school garden, which gives them first hand experiences relating to science, for instance. The curriculum has a strong international focus. All pupils have the opportunity to learn a modern foreign language, engage in creative activities with an international focus and many pupils go on residential visits overseas, as well as welcoming visitors from many different countries to their school community. Such opportunities help foster

a great deal of respect for people of other nationalities and cultures. The curriculum promotes pupils' personal development exceptionally well. As a result, pupils develop excellent personal and social skills and have a very good understanding of how to keep safe, fit and healthy. They enjoy a great deal of success in a wide range of sporting activities, at local and sometimes national level. The curriculum helps pupils make particularly rapid progress in mathematics, reading and science.

This is a school ready to 'go the extra mile' for the benefit of its pupils. Pupils receive outstanding care, guidance and support. In particular, parents of pupils who join the school in upper Key Stage 2, confirm their children are made to feel very welcome and settle in very quickly. Safeguarding procedures are in place and the recently refurbished 'Spikes Den' provides a welcome retreat for those requiring extra support. Academic guidance is very effective. Most pupils can say what they need to do to improve their work. Marking is vigilant and informs pupils how well they are doing and how to make more progress. Pupils grow in confidence in this extremely nurturing environment. They consequently develop the skills to take a great deal of initiative in school life. The school council works very hard to keep everyone safe and happy. For example, they help to operate a one-way system in school at busy times. Older pupils recently planned and led 'Spirit Alive', a sporting event based on the theme of the Olympics. Education Leeds filmed the event and pupils presented the DVD and answered questions from the Olympic Organising Committee at the launch. The DVD is being distributed to schools nationwide. Pupils work very well in teams, express their views with confidence and listen very well to the opinions of others. As a result, they are extremely well prepared for the next stage of their education.

The school's success stems from outstanding leadership and management. All staff are fully involved in the continued drive towards school improvement. Priorities are very carefully chosen, following extremely rigorous self-evaluation and analysis of performance. Staff are very much encouraged and empowered to take the lead on key school initiatives. The school develops a very strong partnership with parents and a wide range of other agencies. It is increasingly playing a leading role working with other schools both locally and internationally. The school actively involves the local community in projects, for example, the development of the school garden or initiating events such as 'Carols on the Green'. Governors provide outstanding support and challenge. The school benefits from their community links and professional expertise. Governors are very proactive and have played key roles in significant school developments, for example, during the recent building projects. School leadership has successfully sustained very high achievement, developed a stimulating and exciting curriculum, and maintained high quality teaching and care, guidance and support. The school clearly shows it is going from strength to strength and has outstanding capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children get off to a flying start in the Early Years Foundation Stage (EYFS). They cannot wait to take part in the very wide range of extremely well structured, enjoyable learning activities. For example, children greatly enjoyed and learnt a lot from making cakes, writing invitations and wrapping presents in preparation for a 'wedding' at the end of the week. When they start in the Nursery, children's skills and abilities are generally above those expected for their age. Staff sensitively encourage children and skilfully intervene to move them on in their learning. As a result, children grow in confidence and make very good progress in all areas of learning. Progress is particularly rapid in personal and social development, language for communication

and thinking, and knowledge and understanding of the world. This is because children are strongly encouraged to explore things for themselves and ask questions. They are keen to share their accomplishments, develop very positive attitudes to learning and enquiring minds. This prepares them very well for learning further up the school. Excellent leadership and management ensure the transition into Key Stage 1 is smooth and seamless. Children's welfare is promoted exceptionally well. Parents very much appreciate all the EYFS has to offer, typically commenting: 'My child has been given an excellent start at this school. My child is happy and stimulated and has grown in confidence already!'

What the school should do to improve further

- Extend the opportunities for pupils to improve the quality and content of their written work in all subjects.

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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?	1
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?	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**

Mrs Clarke and I thoroughly enjoyed inspecting your school because everyone was so welcoming and friendly. Your headteacher, governors and all the staff are an excellent team and work tirelessly for your benefit.

We were particularly impressed with how hard you work to improve your school and help each other. You work hard in the school garden and you have really made the toilet areas much brighter! We enjoyed hearing all about your 'Spirit Alive' day and seeing all the photographs. You told us how much you enjoy keeping fit and taking part in all the sporting activities, as well as finding out so much about different countries.

Your headteacher leads your school extremely well and makes sure you are happy and you learn well. Adults in school look after you very well so you feel safe and comfortable about asking them for help. The school is very good at giving special help to those of you who need it.

Your school provides you with an excellent education. You make really good progress with your work and reach high standards when you leave at the end of Year 6. This is because you receive excellent teaching and have many exciting learning activities.

It was good to find you are so happy at school, doing so well and that your parents appreciate and value your school highly.

However, your progress in writing is not quite as good as in other subjects, so, we have asked your teachers to help you improve your writing in all your lessons.

Keep working hard and enjoying life at Woodlesford!

We wish you well in the future.