

Woodley Primary School

Inspection report

Unique Reference Number	134779
Local Authority	Stockport
Inspection number	328980
Inspection dates	9–10 March 2009
Reporting inspector	Jim Kidd

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)	387
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	Mr Paul Reid
Headteacher	Mrs Jan McKenna
Date of previous school inspection	28 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Sherwood Road Woodley Stockport Greater Manchester SK6 1LH
Telephone number	0161 4306609
Fax number	0161 4941304

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average size school was opened four and a half years ago following the amalgamation of Woodley infant and junior schools. It serves a mixed area and pupils come from a variety of socio-economic backgrounds. Most pupils are of White British heritage and there are few who are new to learning English. The percentage of pupils who are known to be eligible for free school meals is below average. The proportion of pupils with learning difficulties and/or disabilities is below that usually found but is rising. Woodley Primary is an accredited Healthy School, has the International School (Intermediate) award and gained Artsmark in 2007. It also has Eco School (bronze) status and is working towards the silver award. The Early Years Foundation Stage comprises both Nursery and Reception classes. There is extended childcare provision on site, which did not form a part of this inspection.

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 outstanding features. Parents are overwhelmingly supportive of what the school does for their sons and daughters and comment, 'Our children really enjoy coming to school because the teachers are enthusiastic, patient and approachable.' Indeed, the care, guidance and support provided for pupils is of exceptionally high quality and they thrive on the wide range of educational and recreational opportunities open to them. Pupils speak highly of the support they receive from their teachers and teaching assistants and younger children are grateful for the care shown to them by older pupils.

The quality of teaching is good overall and, as a result, pupils make good progress and reach above average standards in English, mathematics and science by the time they leave school. Standards have risen each year since the previous inspection. This demonstrates pupils' good achievement, irrespective of their levels of ability, over time. More and more pupils are reaching National Curriculum Level 4 in most their subjects, but the percentages attaining at the higher Level 5 have decreased of late, as a result of inconsistent challenge in lessons across the school.

The school places great emphasis on developing pupils' confidence and self-esteem and their personal development and well-being are good. Their excellent behaviour is a credit to the school and to their families and they do much to support each other and to look after younger children. The school council represents the views of pupils with both skill and verve and eco and fair trade issues are always in the forefront of pupils' minds. Pupils are very polite to visitors and are keen to show them their work and to explain to them, often in great detail, just why they are proud of their school. They are also more than willing to outline why living a healthy lifestyle is so important for everyone. Attendance is broadly average but too many pupils miss school because of family holidays taken in term time.

The curriculum provides a good balance between pupils' acquisition of skills in their academic subjects and opportunities and activities which develop them personally. The range of enrichment activities is extensive and is very popular among pupils, who attend sports activities, subject clubs, educational visits and music events regularly and in large numbers. During the inspection, for example, the brass band rehearsed with gusto and the media committee produced the school news programme, in preparation for its broadcast on the wide screen in the entrance hall.

Leadership and management are good and the headteacher provides inspiration to pupils, staff, parents and governors. There is a shared commitment to the welfare of the whole school community. Staff speak confidently about the high levels of teamwork among teachers, teaching assistants and ancillary personnel. Issues for improvement have been addressed most effectively since the previous inspection and the school knows itself well. Good achievement in both personal and academic terms, continuously rising standards and outstanding care, guidance and support demonstrate that the school has good capacity for further improvement and that it continues to provide good value for money. In the words of parents, 'At Woodley Primary, our children are happy and benefit from a well-rounded education.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Provision in the Early Years Foundation Stage is good and children's welfare is promoted exceptionally well. Children enter the Nursery with skills which are broadly expected for their age, but which are sometimes lower in personal, social and emotional development. They make

good progress in both Nursery and Reception because provision is well planned and because of the wholehearted and skilled involvement of the adults who work with them. Planning is good, provides for the needs of all children and ensures that each individual has equal access to the range of learning activities. Children enjoy the activities in the outdoor area but some of the resources available to them are rather limited. Nonetheless, children are eager learners, apply themselves fully, share very well and behave impeccably.

The quality of teaching in the Early Years Foundation Stage is good and there are many opportunities for children to discuss and share their ideas with others. On occasions, questions do not always demand more extensive answers from children. Assessment strategies are thorough and teachers and other adults monitor children's progress regularly and with accuracy. Leadership and management are good and ensure that children are looked after extremely well and that requirements regarding their welfare, health and safety are fully met. From arrival in the Nursery to the end of Reception when children enter Year 1 with just above average skills, adults work very hard to ensure that children are happy and very well prepared for the next stage in their education.

What the school should do to improve further

- Ensure that challenge in lessons is consistently high across the school in order that more pupils reach the higher National Curriculum levels at the end of Year 6.
- Target identified groups of parents and carers to improve attendance so that all pupils have the opportunity to learn and succeed to the best of their ability.

Achievement and standards

Grade: 2

Pupils make good progress across the school and reach above average standards in English, mathematics and science by the time they leave for secondary school. After a period of unsettled staffing in Key Stage 1, standards and achievement are rising again and there are examples of pupils making particularly impressive progress in mathematics in Year 2. Attainment at Key Stage 2 has risen year-on-year since the previous inspection and there is no significant difference in the progress made by boys and girls. However, the percentage of pupils reaching National Curriculum Level 5 at the end of Key Stage 2 has declined somewhat of late. Nonetheless, inspection evidence demonstrates that pupils currently in the school are on course to reach their challenging targets and also that their skills in writing are improving apace. Pupils with learning difficulties achieve at the same good levels as their peers because of the comprehensive support they receive from their teachers and learning support assistants.

Personal development and well-being

Grade: 2

Pupils have a keen awareness of what makes a healthy lifestyle and are never afraid to give advice to visitors on what makes a balanced diet! Their behaviour in lessons and around school and their attitudes to learning are excellent. Their spiritual, moral, social and cultural development is good and pupils enjoy taking responsibility around school. The school council does much to represent the views of its constituents. Members of the eco and fair trade committees make pupils aware of environmental and global issues. Librarians and play leaders support younger pupils well. Parents are very positive about how well their sons and daughters develop and typical comments include, 'Our children grow into confident young people and enjoy their time in school. They even ask if they can go on Saturday and Sunday!' They take

part in a wide range of local and national charity appeals and have good links with both primary and secondary schools in the area. They also have connections with schools in Nigeria, Brazil and France but their understanding of the diverse nature of multi-cultural Britain is underdeveloped. Attendance is broadly average but is affected adversely by a significant number of families who take holidays in term time. Good personal and academic progress and increased opportunities for pupils to use information and communication technology (ICT) for independent research, demonstrate that pupils are well prepared for the next stage in their education and for their future lives.

Quality of provision

Teaching and learning

Grade: 2

'Our teachers make lessons fun' and 'We always know what we are going to learn.' are just two comments which demonstrate that pupils hold the teaching in their school in high regard. Indeed, the quality of teaching and learning is good overall and there are examples of outstanding practice in both Key Stages. Teachers take pains to provide activities and assignments which meet individual learning needs and they also deploy a range of methods to cater for the different learning preferences of their pupils. Relationships are a strength and adults treat their pupils with dignity and respect. Moreover, pupils enjoy the many opportunities they have to work in pairs and in groups and they enjoy supporting and acting as a learning resource for each other; they celebrate the successes of their classmates with delight. In the best lessons, high expectations are the norm and the realistic levels of challenge, in a Year 6 geography lesson, for example, would not go amiss in the first year of secondary education. In a minority of lessons, challenge is less rigorous and learning is over directed by teachers, with the result that pupils sometimes miss opportunities to aim for even higher levels of performance.

Curriculum and other activities

Grade: 2

The curriculum meets the needs, interests and aspirations of pupils and teachers use a thematic approach wherever possible, to enable their pupils to see the links between subjects. The school recognises the inseparable link between pupils' personal, social and emotional development and the standards they reach in their academic subjects. As a result, they place great emphasis on promoting pupils' self-esteem. The wide-ranging and very well planned personal, social, health and citizenship programme, for example, comprises a variety of activities which fosters pupils' self confidence and also their teamwork skills. Teachers are also aware of the importance of 'learning through doing' and are planning to provide their pupils with more practical activities, particularly in mathematics and science.

Pupils speak highly of the excellent range of enrichment and extra-curricular activities which are offered to them. From the Reception class onwards, the take-up of sports activities, team games, subject clubs and educational visits is consistently high: the school is justly proud that over 90 per cent of pupils in Year 6 have represented the school in activities outside its walls.

Care, guidance and support

Grade: 1

The highest levels of care, support and guidance for each individual are the cornerstone of the school's values and ethos; provision here is outstanding. Pastoral support, for example, is

excellent. Vulnerable pupils and those with learning difficulties are identified rapidly and receive very well founded support to address their needs. 'Our teachers and teaching assistants are always there if we need help' say pupils. Their parents agree and add, 'Teachers are always approachable and make our children feel very comfortable in school.' Indeed, arrangements to ensure that children settle down quickly into the Nursery and also into every new stage of their educational career are very effective. Procedures for safeguarding and child protection are in place and fully meet current guidelines.

Similarly, the quality of academic guidance is outstanding. An area for improvement at the time of the previous inspection, assessment is now of a high order. Pupils' performance is analysed accurately and regularly, targets are more challenging and pupils receive detailed advice, both verbally and in their exercise books, as to how they can improve their work.

Leadership and management

Grade: 2

The leadership of the school is outstanding. The headteacher, supported effectively by an able senior management team continues to ensure that there is a clear, shared vision for how the school should develop. She fosters impressive teamwork amongst all members of staff, who are given increasing responsibility for performance in their subject areas. School self-evaluation is both honest and accurate and has led to improved academic standards, more effective monitoring of teaching and learning and to better assessment systems since the previous inspection. Equality of opportunity for all and the elimination of discrimination are central to the school's work and its strategies to promote these are developing well. Similarly, the school's promotion of community cohesion is good and pupils benefit from partnerships with schools in the local area and in foreign climes. Teachers recognise, however, that pupils' awareness of cultures different to their own, in both the local and national contexts is underdeveloped.

Governors give of their time willingly to support the school. During the inspection, for example, most governors spent a morning visiting lessons and holding discussions with pupils. They have a good understanding of the strengths of the school, of its areas for development and are holding the leadership to account with increasing rigour.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	2

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?	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	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	1
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 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

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	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	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**

Inspection of Woodley Primary School, Stockport, SK6 1LH

Thank you all so much on the behalf of the other inspectors and myself for the warm welcome when we inspected your school recently. We lost count of the number of times you opened doors for us and how often you said 'Hello' and 'Welcome to our school.' We are particularly grateful to those of you who came to talk to us at lunchtime on Monday and also for the wonderful singing we heard during hymn practice. We know you were keen to learn how the inspection went so we would like to tell you the really good things about your school.

Woodley Primary is a good school and the way your teachers and teaching assistants look after you and care for you is excellent. You look after each other well too and there are many of you, school councillors, play leaders, members of the eco- committee and librarians who try so hard to make your school even better. Your behaviour is very good indeed and you know exactly what makes a healthy lifestyle and how to keep fit. Most of you attend really well but there are some of you who don't attend as well as you might, possibly because you have holidays in school time. We have asked your teachers to explain to your families that you miss too much of your work when this happens.

Your teachers teach you well, you make good progress in your lessons and reach above average standards in your work. In fact, standards are getting better and better, but I think that your teachers could challenge you even more so that a greater number of you could get the higher National Curriculum levels by the time you leave school. You really enjoy the excellent range of enrichment activities on offer and many of you have already represented the school in sport and other activities.

Your headteacher and all the other staff work very hard to make Woodley what it is and they know just what is needed to make sure the school continues to improve.

Best wishes to you all and please keep looking after each other and enjoying school. Thank you again for your marvellous contribution to the inspection. I enjoyed talking with you and watching you learn.