

Woodgate Primary School

Inspection report

Unique Reference Number	103310
Local Authority	Birmingham
Inspection number	336056
Inspection dates	26–27 May 2010
Reporting inspector	Roy Bowers HMI

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	292
Appropriate authority	The governing body
Chair	Mr David Yardley
Headteacher	Mr Robin Reynolds
Date of previous school inspection	17 October 2006
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Introduction

This inspection was carried out by one of Her Majesty's inspectors and two additional inspectors. They observed the school's work and looked at the school development plan, assessment information, local authority monitoring information, lesson plans, school policies and 85 questionnaires from parents. Twenty one lessons were observed and fifteen teachers seen. Inspectors held meetings with the Chair of Governors, a group of pupils, senior leaders, middle managers, the special educational needs coordinator and the welfare officer.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current rate of pupils' progress across the school
- how effectively the work given to pupils provides sufficient challenge, especially for the more able
- the effectiveness of leadership and management at all levels in raising pupils' achievement.

Information about the school

The school is larger than the average primary school. The proportion of pupils with special educational needs and/or disabilities is average and very few pupils have a statement of special educational needs. There is a lower than average proportion of pupils from minority ethnic groups and only a small number of pupils are from homes where English is not their first language. The proportion of pupils known to be eligible for free schools meals is well above average. The school has achieved national Healthy Schools status and the Activemark award. There is currently independent child-care provision on site which is not managed by the school's governing body and is not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

The school provides a satisfactory and improving standard of education. Pupils' behaviour is good in lessons and around school. They are polite and very well-mannered. The school works effectively with outside agencies to ensure that all pupils, especially the most vulnerable, are cared for well. Although the school works hard to improve upon pupils' attendance and pupils are now attending more regularly, attendance is still below average.

Over recent years, pupils' attainment at the end of Key Stage 1 has been rising steadily and is currently broadly average. Good leadership and management of the Early Years Foundation Stage have helped ensure that teachers' assessments of children's progress are now more accurate, and the quality of teaching has improved. Consequently, children in the Early Years Foundation Stage are now making good progress. Many other initiatives have been recently introduced to improve pupils' achievement in writing and are beginning to have a positive impact. Improvements to the systems for school self-evaluation have enabled the senior leaders to have an accurate view of the school's strengths and weaknesses and know what needs to be done to improve. All these factors show that the school has good capacity for sustained improvement.

Although there is some good teaching, too much is no better than satisfactory. Consequently, the progress made by most pupils, including those with special educational needs and/or disabilities, is satisfactory. Where learning is good, teachers are clear about what the pupils are expected to learn during the lesson and the small steps which build on pupils' levels of skills and knowledge are planned carefully for pupils of all capabilities. In Key Stage 2, although the more able pupils achieve well in mathematics, their progress in literacy and science is noticeably slower. This is because work given to the more able pupils is often too easy.

All leaders are clearly committed to improving the life-chances of all the pupils through providing good quality pastoral support and seeking ways to raise pupils' achievement. Systems are in place to assess and record pupils' attainment. Senior leaders are beginning to use this information to check on progress made by classes and all groups of pupils, set challenging targets for improvement and hold teachers to account for pupils' achievement. Middle managers provide good support for other teachers and teaching assistants, often sharing their good practice. However, they are aware that their monitoring and evaluation skills are still at the early stages of development.

What does the school need to do to improve further?

- Raise pupils' achievement by:

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- improving pupils' progress, especially of the more able in literacy and science in KS2
- improving and sustaining pupils' attendance so that it is at least in line with that of most other schools.
- Improve the quality of teaching and learning by ensuring that:
 - all teachers are clear about what they want the pupils to learn in lessons and carefully guide the pupils through the small steps which help ensure effective learning
 - all teachers in Key Stage 2 give the more able pupils work which provides sufficient challenge in literacy and science
 - the quality of marking and target-setting is improved so that they have a greater impact on helping pupils learn
 - the pace of learning in all lessons is brisk, teachers do not talk for too long and the activities motivate pupils to learn.
- Improve the effectiveness of leaders and managers by:
 - using more rigorously the information about pupils' progress to monitor the progress made by classes and all groups of pupils, set challenging targets and hold teachers to account
 - developing the monitoring and evaluation skills of the middle managers.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children get off to a good start in the Early Years Foundation Stage and, from typically low starting points on entry into the school, they begin Year 1 with skills that are broadly average. By the time pupils leave the school at the end of Year 6, their attainment remains average. Observations by the inspectors and other inspection evidence show that the more able pupils in Key Stage 2 make better progress in mathematics than in other subjects because their mathematics work provides a higher level of challenge.

When the pace of learning is brisk, pupils work hard, are attentive and persevere with their tasks. Pupils feel confident to approach adults in the school if they feel threatened or have a problem, and know that the adults will listen to them. Strong relationships and the supportive, caring ethos of the school help pupils from all backgrounds feel safe and secure. Many pupils are proud of the improvements they have made to the school through the school council, but pupils' contributions to the communities outside the school are less well developed. Pupils have a good understanding of healthy lifestyles. They say that the work they have undertaken in school has helped them make healthy choices about what they eat and increased their understanding of how exercise helps to keep them fit.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Relationships between teachers and pupils are respectful and caring, and help to provide a positive climate for learning. Teachers manage pupils' behaviour well, reinforcing good behaviour wherever possible and raising pupils' self-esteem. The lesson plans seen during the inspection usually contained much detail of the activities that pupils were expected to undertake. However, they did not always show what pupils were expected to learn during the lesson. Consequently, in many lessons, although pupils were purposefully engaged with the activities given, their learning was not focused enough. In some lessons observed, the pace of learning was too slow because teachers spoke for too long and the activities given to pupils did not motivate them to learn. Teachers' marking sometimes provides pupils with very clear guidance on how to improve their work. However, this is inconsistent. A system for helping pupils improve their learning through targets for improvement has been initiated but is not yet embedded.

The curriculum is enriched well through a wide range of clubs and activities. It provides effectively for pupils' moral and social development through dedicated lessons, class discussions and support for individuals and their families. However, the curriculum

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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provides less well for pupils' spiritual and cultural development. The school is currently working on ways to ensure that the literacy and science curriculum is more closely matched to the needs of all pupils, including the more able.

Parents and carers appreciate the good quality care, guidance and support their children receive. The most vulnerable pupils are looked after well through effective links with the external agencies. Good induction arrangements when pupils first enter the Early Years Foundation Stage, together with effective links with secondary schools, help pupils quickly settle into their new communities.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the last inspection, senior leaders and middle managers have implemented several new initiatives to raise pupils' achievement. These initiatives, together with more rigorous monitoring, more accurate assessments and careful tracking of pupils' progress have had the greatest impact in the Early Years Foundation Stage and Key Stage 1. All leaders share the same vision and work very well together. The middle managers provide a good level of support for the staff in their allocated year groups. They say that they would welcome further training to improve their skills in monitoring and evaluating the work of the school so that they can have an even greater impact on raising pupils' achievement. The governing body supports the school well and some governors regularly come into school to help pupils with their work. Governors are developing their skills of using the pupils' progress information to enable them to hold the senior leaders to account more effectively.

The views of parents and carers are canvassed and valued. Most parents say that they feel well informed and involved, and the inspection findings agree. The school's emphasis on pupils' social and emotional development helps ensure that pupils of all backgrounds get on well together. However, the school's promotion of equal opportunity and tackling discrimination is only satisfactory because the academic needs of the more able pupils in Key Stage 2 are not fully met. The school has audited its current provision for promoting community cohesion and is beginning to improve its links with a range of communities in the United Kingdom and globally. At the time of the inspection, all statutory requirements for the safeguarding of pupils were in place. All staff spoken to during the inspection had a sound knowledge of safeguarding processes and procedures.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Good induction arrangements help ensure that children feel safe, settle quickly and develop their self-confidence. They follow routines which develop effective hygiene practices and are learning how to stay healthy. Children form good relationships with the adults, play well together and quickly develop positive attitudes to learning. From the wide range of starting points when children first enter the Early Years Foundation Stage, they make good progress in all areas of learning.

Assessment procedures are now well established and children's progress is tracked and recorded effectively. This enables teachers to plan stimulating activities that are matched well to the needs of individual children. Children who have special educational needs and/or disabilities are included effectively in all activities. Although there is a good range of teacher directed activities, there are not enough opportunities for children to make independent choices and take a greater responsibility for their own learning in both the indoor and outdoor environments.

The curriculum is carefully monitored and evaluated to ensure it meets the interests and needs of the children. Rigorous monitoring of children's achievement, the quality of teaching and the effectiveness if the curriculum has enabled the Early Years Foundation Stage leader to know what needs to be done to build on the improvements already made.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Almost all parents and carers who responded to the inspection questionnaire or who spoke with the inspectors were very happy with their child's experiences at school. All parents and carers said that they felt that their child was safe at school. However, a very small minority felt that the school did not deal effectively with bad behaviour. During the inspection there were no instances of bad behaviour observed. Lessons were calm and orderly and pupils played well together around the school. The few other negative comments made on the questionnaires were investigated and taken into consideration before judgements were made.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodgate Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 85 completed questionnaires by the end of the on-site inspection. In total, there are 292 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	52	39	46	1	1	0	0
The school keeps my child safe	46	54	38	45	0	0	0	0
The school informs me about my child's progress	36	42	47	55	1	1	1	1
My child is making enough progress at this school	38	45	44	52	1	1	2	2
The teaching is good at this school	40	47	43	51	2	2	0	0
The school helps me to support my child's learning	38	45	41	48	5	6	0	0
The school helps my child to have a healthy lifestyle	33	39	50	59	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	31	51	60	2	2	1	1
The school meets my child's particular needs	36	42	43	51	1	1	2	2
The school deals effectively with unacceptable behaviour	35	41	45	53	3	4	2	2
The school takes account of my suggestions and concerns	28	33	53	62	3	4	1	1
The school is led and managed effectively	41	48	42	49	0	0	1	1
Overall, I am happy with my child's experience at this school	43	51	40	47	1	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 May 2010

Dear Pupils

Inspection of Woodgate Primary School, Birmingham, B32 3PN

Thank you for making our recent visit to your school such a pleasant experience. We enjoyed visiting your lessons, looking at your books and talking with you. You told us lots about how to stay healthy. We were pleased to find that you enjoy coming to school and are happy. We particularly liked how well you play together and were very impressed with your good behaviour. The school works hard to make your time at school as enjoyable as possible. The teachers and other staff are very caring and want you all to do your best

Most of you are making satisfactory progress, but some of you, especially those of you who are already doing well, could achieve even more in your literacy and science by being given harder work. Although the teaching is satisfactory and sometimes good, we want it to continue to improve so that there is more good teaching in the school. We have asked the headteacher to make sure that, in all your lessons, the teachers know what they want you to learn and plan carefully the small steps that will help you succeed. We have also asked the headteacher to make sure that all your lessons are exciting so that you want to learn even more. Although teachers mark your work regularly and set you targets to help you improve, we think that these could be even better.

All the teachers work hard for you and some take on additional responsibilities in the school. We have asked the headteacher to ensure that these teachers improve the way they help you by looking very carefully at your progress and making sure that you do even better. We were disappointed to find that some of you do not attend as regularly as you should. You could help the school become better by making sure that you come to school as often as possible.

We shall take away many pleasant memories about your school. Thank you again for being so helpful and friendly.

Yours sincerely

Roy Bowers

Her Majesty's Inspector

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