

# Wodensfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	104345
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	336289
<b>Inspection dates</b>	12–13 January 2010
<b>Reporting inspector</b>	Andrew Stafford

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	463
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Fellows
<b>Headteacher</b>	Mrs Joan Harriman
<b>Date of previous school inspection</b>	0 October 2006
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors spent the majority of their time looking at learning, visited 19 lessons and observed 10 teachers. They held meetings with governors, staff and groups of pupils. Inspectors observed the school's work, and looked at a range of documentation and evidence, including the tracking system to monitor pupils' progress, the work pupils were doing in their books and the school's development plan. They also scrutinised 94 questionnaires completed by parents, and those completed by staff and a sample of pupils.

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

the rates of progress made by pupils in all classes and the way the school supports the needs of pupils from different backgrounds and for pupils with different capabilities

- how the school's leaders, including governors, have demonstrated the capacity to bring about improvements through their systems for monitoring and evaluating performance
- the school's systems to counter absenteeism and sustain attendance
- curriculum planning to extend the range of pupils' experiences to promote their greater awareness of the diversity of cultures and traditions in modern British society.

## Information about the school

The school is twice as big as the average primary school. The proportion of pupils from minority ethnic backgrounds is in line with the national average. The percentage of pupils whose first language is not English is below the national figure. The proportion of pupils eligible for free school meals is slightly above the national average. The proportion of pupils with special educational needs is the same as the average school, as is the percentage of those who join or leave the school during their primary education. The Early Years Foundation Stage has two part-time Nursery classes and two Reception classes. Wodensfield has a number of awards including Healthy School and Activemark. The school provides childcare before and after school, which is run by the school's governing body.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Wodensfield Primary is a good school. It enables pupils to make good progress in their learning and successfully promotes their personal development so that they are well prepared for the next stage of their education. Pupils' good achievement is the result of overall good teaching throughout the school. Teachers create a strong ethos for learning that stimulates pupils' interest and enthusiasm. This was commented on by several parents. One wrote of their child, 'As parents we are very confident that the education she receives is of high standard'. Pupils' good behaviour in class and their desire to do well are significant contributory factors to their good progress. Staff know pupils very well, respond well to their individual personal and learning needs and provide good standards of care, guidance and support. Attendance has declined since the last inspection, due to the persistent absence of a few children. Despite the very best endeavours of the school, a few parents do not fully understand the implications of the loss of learning on their children's academic progress and personal development. The school is providing support for the families of these children and this is slowly taking effect.

Attainment in English, mathematics and science has risen since the last inspection and is above average by Year 6. The school has introduced a number of positive strategies to raise pupils' attainment in these subjects, particularly through improvements in the assessment of pupils' progress. This is leading to well-informed planning for the next steps in learning. The school is proposing to develop these strategies to raise achievement further. Boys and girls make equally good progress in English, mathematics and science from their below average starting points when they enter the Early Years Foundation Stage. The value that the school adds to pupils' achievements is better than expected for all groups of pupils. This means the school gives good value for money. Staff are effective in promoting pupils' good spiritual, moral and social skills. This is evident, for example, in assemblies where pupils are given opportunities to reflect on how they feel about moral issues and how they view the plight of those who are less fortunate. Pupils' awareness of the diversity of other cultures, especially those found within the United Kingdom, is not as effectively developed. This weakness has been identified as part of the school's audit of strategies for promoting community cohesion and the school is planning to improve this aspect of the curriculum.

The headteacher has gained the commitment of the whole school community and raised expectations and ambition through her dedication to improving the school. The staff work closely together as an effective team to evaluate accurately the strengths and weaknesses of the school and to identify the next steps for improvement. This has led to all staff contributing positively to the school's effective drive to raise standards. Roles

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and responsibilities are appropriately shared and much of the evaluation is carried out by teachers meeting together. This system has proved effective, as can be seen by the many improvements made in the last few years. An example of this is the development of an effective system of assessment that tracks pupils' progress precisely at every stage of their school life to enable weaknesses to be addressed promptly. These developments demonstrate the school's good capacity for future improvement.

**What does the school need to do to improve further?**

- Raise parents' awareness of the implications of loss of learning on academic progress and personal development when children are persistently absent from school.
- Promote community cohesion positively by adapting the curriculum to include a wider range of opportunities for pupils to appreciate the traditions, beliefs and values in the diversity of other cultures found in the United Kingdom.

**Outcomes for individuals and groups of pupils****2**

Pupils respond well to their activities and make good progress in their lessons. In a Year 6 lesson observed, for example, pupils readily accepted the challenging task set by the teacher and tackled it enthusiastically. They used their literacy knowledge and skills well in planning a clear report about imaginary creatures. Their good concentration was matched by the sincere praise given by the teacher.

The school has worked hard to raise standards, which has resulted in a rising trend in attainment. Good overall progress means that attainment is above average by Year 6. The outcomes in the most recent national tests were above average in English and mathematics and significantly above average in science. Pupils with special educational needs and/or disabilities make good progress from their different starting points and many reach the standards expected for their age.

Pupils' personal development progresses well through the school. Pupils are thoughtful, caring and responsive to each other's feelings and needs. They grow in confidence and enjoy taking responsibility. The position of being elected to the school council, for example, is considered to be prestigious. Pupils said they enjoy looking after the younger children and said that it was only fair, 'because we were looked after when we were younger'. Pupils are aware of possible dangers around them and have a good range of strategies to keep themselves safe. The school's awards of Healthy School and Activemark reflect pupils' good understanding of how to develop healthy lifestyles by, for example, taking regular exercise and eating a balanced diet.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

The care, safety and welfare of pupils is a high priority. All staff make this evident in lessons and all other aspects of the school's work. In most lessons a positive ethos is quickly established and interesting work engages pupils successfully in learning. Most teachers use questioning well to assess pupils' understanding and the use of talk-partners extends learning well through discussion. Pupils show that they love to share ideas and also work independently. Links between subjects are used increasingly well to stimulate learning and improve literacy skills. In Year 4, for example, pupils enjoyed extending their knowledge of the Second World War through a writing task. In a few lessons the pace of learning is not brisk enough and work is not always well matched to the capability and needs of all pupils. As a result pupils enjoy learning much less and progress slows. Teaching assistants are deployed effectively and demonstrate good skills when supporting those pupils who do not find learning easy.

The progress pupils make is checked carefully and good use is mostly made of assessment data to plan tasks which engage and challenge pupils of different abilities. Work is marked regularly and care is taken by teachers to show pupils where and how a piece of work can be improved. Targets are set for pupils in literacy and numeracy to guide the next steps in their learning. As yet pupils are not consistently involved in reviewing their work, monitoring their own progress by evaluating what they have achieved, and identifying with their teachers precisely what they need to do to improve. The curriculum is well planned and contributes well to pupils' good academic progress and personal development. There is a clear focus on developing pupils' skills, knowledge and understanding in literacy and numeracy. Information and communication

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technology is embedded across the curriculum. Pupils particularly enjoy their art, music and physical education lessons, especially when they are taught by visiting instructors. The curriculum is enhanced by good links with numerous organisations alongside an extensive range of extra-curricular activities and educational visits. There is a high take-up for most activities. The popular before- and after-school child care provides a range of worthwhile activities in a happy, relaxed atmosphere well organised by adults who know the pupils well.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The experienced headteacher works tirelessly to improve the school, and this is fully recognised by staff, parents and pupils. Staff share the same vision and work very well together, supporting one another and developing effective whole-school systems. This collaboration has underpinned pupils' good progress. Pupils' work and progress are monitored thoroughly, both as individuals and as part of different groups. Possible underachievement is identified so that additional support is given. This enables all pupils, whatever their abilities and backgrounds, to have an equal opportunity to succeed while enjoying their time at school. The strong focus on meeting all pupils' personal, pastoral and learning needs is shared by all. Policies and procedures for ensuring pupils' safety and safeguarding are rigorous, and robust action is taken if there are any concerns.

Governors have played an important part in strategic planning for improvement and contributed well to decisions in their efforts to ensure the best for pupils. They are well informed and monitor the work of the school and so feel able to challenge its effectiveness if there is a need. Partnership with parents is good and the vast majority of parents feel very well informed and involved. The governors and headteacher have been focusing on developing community cohesion to promote effectively pupils' appreciation of the diversity of modern society. They have reviewed and evaluated their links with the local community, the church and the wider community through their links with local schools. They recognise that whereas these aspects are developing positively pupils' awareness of the traditions, beliefs and values held by others, in the increasingly diverse communities in the United Kingdom, are not strong enough.

*These are the grades for leadership and management*

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

**Early Years Foundation Stage**

Provision across the Early Years Foundation Stage is good. Good induction arrangements ensure that children feel safe, settle quickly and develop their self-confidence. The majority of the children enter the Nursery with skills, knowledge and understanding below those expected for their age. They form good relationships with the adults and quickly develop a positive attitude to learning. They behave well and play together amicably. They make good progress in all areas of learning. Their attainment by the end of the Reception class is broadly in line with expectations. This is because staff work together well and use their good understanding of how young children learn to plan a good range of stimulating activities that maintain the children's interests. There is a good balance between activities led by adults and those initiated by children. However, children's understanding of calculations is not as secure as the other areas of learning. Outdoor provision is good. It is used well as a natural extension of the classroom and to promote learning. The emphasis placed on ensuring the children's welfare provides all children with good opportunities to experiment and explore within a safe and supportive environment. They follow routines which develop good hygiene practices and are learning how to stay healthy.

The Early Years coordinator has a good understanding of the strengths and areas for development. Assessment procedures are well established and used effectively to track the children's progress. The curriculum is carefully monitored and evaluated to ensure it meets the interests and needs of the children. Relationships with parents are good and the vast majority of parents are very pleased with the provision. Transition arrangements from the Nursery to the Reception class and from Reception to Year 1 are good. The children's good introduction to school life prepares them well for the next



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stage in their education.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Parents express overwhelming support for the school; they are extremely happy with their children's experiences at the school. The vast majority agree, or strongly agree, that their children are safe, that the quality of teaching is good and that the school is well led and managed. One parent summarised the views of many, 'Wodensfield is a well led, happy and welcoming school. Our child is confident and secure.' Inspectors agree with this, and found that at the time of the inspection all safeguarding arrangements were robust.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wodensfield 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 inspectors received 99 completed questionnaires by the end of the on-site inspection. In total, there are 463 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	63	35	35	1	1	1	1
The school keeps my child safe	78	79	20	20	0	0	1	1
The school informs me about my child's progress	54	55	41	41	3	3	1	1
My child is making enough progress at this school	67	6	31	31	1	1	0	0
The teaching is good at this school	73	74	24	24	1	1	0	0
The school helps me to support my child's learning	50	51	45	45	2	2	1	1
The school helps my child to have a healthy lifestyle	56	57	38	38	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)	53	54	39	39	3	3	0	0
The school meets my child's particular needs	67	68	31	31	0	0	1	1
The school deals effectively with unacceptable behaviour	56	57	37	37	3	3	1	1
The school takes account of my suggestions and concerns	49	49	45	45	1	1	1	1
The school is led and managed effectively	77	78	20	20	1	1	1	1
Overall, I am happy with my child's experience at this school	74	75	23	23	1	1	0	0

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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



14 January 2010

Dear Pupils

Inspection of Wodensfield Primary School, Wolverhampton, WV11 1PW

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here are some of the things we found out about your school.

You get a good start to your schooling in the Early Years Foundation Stage.

You make good progress in English, mathematics and science, and your attainment by the end of Year 6 is above average.

Your behaviour is good. You are polite, friendly and helpful to everyone. You told me everyone gets on well together and that you enjoy helping the younger children.

You told me you like your teachers a lot and you feel safe in school. I could see that you are taught well and you enjoy trying to meet the challenges teachers set you. You want to do well in your work and you understand the targets the teachers give you to help you improve.

Everyone in the school works together as a strong team and there is a good partnership with your parents and others who can help you to learn.

The staff look after you well so you are kept safe and feel happy at school.

Even though Wodensfield is a good school, there are some things it can do to make it even better. We have asked the headteacher and governors to:

- work hard to get all of you to attend well
- include more topics in your lessons that enable you to learn about the many traditions, values and beliefs in the different cultures in our society.

Thank you again for helping us and we wish you well. You can help at school by doing your very best.

Yours sincerely

Andrew Stafford

Lead inspector

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