

Woodfield Primary School

Inspection report

Unique Reference Number	106402
Local Authority	Wigan
Inspection number	336666
Inspection dates	19–20 October 2009
Reporting inspector	Eithne Proffitt

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	212
Appropriate authority	The governing body
Chair	Mr David Layland
Headteacher	Mrs Julie Charnley
Date of previous school inspection	7 March 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons or parts of lessons and held meetings with the senior leadership team, the vice chair of governors, staff and groups of pupils. They observed the school's work and looked at documentation including: the school improvement plan; a wide range of school policies; safeguarding procedures; records of pupils' progress, including individual education plans for those with special educational needs and/or disabilities; minutes of governors' meetings; and the school's self-evaluation procedures and tools. Inspectors also took account of responses to questionnaires returned by 67 parents, 15 staff and 122 Key Stage 2 pupils.

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

- pupils' attainment and achievement, especially in writing
- the extent to which pupils understand how well they are doing, how they can move their learning forward and the impact on their attainment and achievement
- the rigour and effectiveness of leadership and management systems to verify the school's capacity for continuous improvement.

Information about the school

Woodfield is a smaller than average primary school. The school has very few pupils in receipt of free school meals and the proportion of pupils with special educational needs and/or disabilities, including those with a statement of educational needs, is below average. Almost all pupils are of White British heritage. Within the very small number of pupils from minority ethnic groups, none are at an early stage of learning to speak English. Woodfield has achieved the Basic Skills Quality Mark, Dyslexia Friendly School status, Eco Green Flag status, Healthy School status and is a leading school for Social and Emotional Aspects of Learning (SEAL).

Rooms on the school site are used for a breakfast and after-school club, which is managed independently of the school. These settings were not subject to this inspection. The separate reports on these clubs can be found on the Ofsted website.

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

Woodfield Primary is a well-led and effective school with many significant strengths. Through the vision and drive of the headteacher, with the unquestioned support of the whole learning community, the school lives out its motto of 'Challenging, Caring, Celebrating Success'. School leaders have secured considerable improvements in many aspects of its work through impressive, rigorous and accurate self-evaluation systems and tools. The school knows its strengths and areas for development very well and is dedicated to fostering pupils' sense of security, confidence and self-esteem. This is reflected in the outstanding care, guidance and support provided and in the pupils' considerable personal skills, well-being and enjoyment of their learning.

The drive and determination of the headteacher and senior leaders have ensured that teaching is of good quality overall. There is no complacency in this, however, and astute leaders, aware that the quality of teaching is not consistent, are ambitious to improve this further. Strategies aimed at ensuring that lessons are at least good or better are beginning to have an impact and there are some outstanding lessons that engage, excite and motivate pupils, driving progress and raising standards.

Children enter the Early Years Foundation Stage with skills and knowledge that are in line with, and often well above, those expected for their age. Structured activities ensure that they make good progress overall, especially in communication, language and literacy, and problem solving, reasoning and numeracy. However, not enough opportunities are provided for them to develop their skills of creative and independent learning, especially by using the outdoor area. At Key Stage 1, teacher assessments and observation of current work show that, after some weaker years, pupils' attainment and achievement are now above expectations in reading and mathematics and broadly average in writing. By the end of Key Stage 2, attainment in English, mathematics and science is significantly above the national average. This represents particularly good achievement for all pupils, including those with special educational needs and/or disabilities. The excellent results for English overall, however, mask a weakness in pupils' attainment in writing, reflecting the Key Stage 1 poorer outcomes in this aspect and, until recently, the lack of a sharp focus in the school's strategies to improve writing. This issue has the effect of restricting the overall attainment of most pupils.

Streamlined systems to monitor pupils' learning are well established and writing has rightly been identified and prioritised for action. Many strategies are in place and more are planned to develop and extend pupils' skills. However, in a school where actions to promote improvement are characteristically prompt and effective, the pace of intervention and, therefore, of improvement has been unusually slow. Leaders and managers have recently acted with urgency to redress this and appropriately introduced

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writing targets for pupils to work towards, which have led to some improvement. However, the targets are narrow and pupils still do not have sufficient opportunities to write expressively nor is the most made of opportunities for them to develop writing skills across all areas of the curriculum. A number of parents also expressed a desire to know exactly how their children 'are progressing and how they can help to move them on'. The school's concerted and ambitious actions to enhance the quality of teaching, to raise standards in Key Stage 1 and to sustain high attainment at the end of Key Stage 2, coupled with its rigorous, relentless evaluation of its performance, illustrate well the good capacity for continued improvement.

What does the school need to do to improve further?

- Raise standards in writing by:
 - accelerating the pace of planned initiatives to create a 'writing' culture that allows pupils the freedom to write expressively beyond the constraints of current expectations
 - ensuring teachers take every opportunity to maximise pupils' writing opportunities across all areas of the curriculum.
- Create a comprehensive system of curriculum targets in order to:
 - ensure that all pupils and parents understand exactly where pupils are at in their learning and how they can progress through the 'next steps'
 - link planning, target-setting and lesson activities more closely.
- Improve provision in the Early Years Foundation Stage by:
 - providing children with more opportunities to work independently and creatively
 - making full use of the outdoor area to maximise learning opportunities.

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

Over time, standards by the end of Year 6 in all subjects have been significantly above average. However, standards in writing across the school are lower than other subjects because strategies to improve this have not been sharply focused on the needs of the pupils. Despite this, all groups of pupils make good progress during their time at Woodfield. In nearly all the lessons observed, pupils were encouraged to be active learners, were seen to be enjoying their learning, listening and concentrating well, motivated and keen to please, and diligent and taking pride in their work. However, when asked whether they knew how well they were doing or how their targets helped them to improve, pupils were less positive, making comments such as: 'It would be good to know how well we are doing in all the subjects ready for our SATs.' Ironing this out is a key issue for the school.

Pupils are immensely proud of their school and speak confidently about how they enjoy the opportunities provided to help them learn and develop, especially those where they feel they can make a significant difference to the school, the community and to global

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issues. Awareness of, for example, issues related to energy conservation prepares the children very well for their futures and contributes very effectively to the sustainability of the school. The school's positive reputation in the community and good pupil outcomes are due to the hard work of all staff and governors who share the headteacher's values and ambitions for the school. Pupils' adoption of healthy lifestyle choices is excellent and they are well aware of how to stay safely out of harm's way. The school successfully instills in the pupils commendable spiritual, social and moral understanding. This accounts for their very positive attitudes to school and exemplary behaviour. They have a growing awareness of different customs, traditions and faith groups in the world but are not as well versed in understanding the contribution these groups make to our own culturally diverse society.

These are the grades for pupils' outcomes

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

How effective is the provision?

Where the teaching is good or better, teachers plan lessons well and provide interesting activities that ensure learning moves forward and at a fairly brisk pace. Teachers question pupils effectively, often combining sensitivity and challenge, so that pupils'

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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confidence is boosted as they respond to skilful prompts to improve their answers. The secure relationships generated encourage pupils to develop good learning habits. Support staff work effectively with groups to ensure that pupils who find learning challenging, receive the extra help that they need. However, when teachers are teaching to the whole class, assistants' time is not always planned well enough to maximise pupils' learning. The school has worked tirelessly to assess pupils' levels of attainment and has a wealth of information about how well pupils are doing. However, teachers do not use assessment of pupils' learning in lessons well enough to ensure that all progress as smoothly and quickly as they can and understand exactly what they need to do to achieve their targets.

The curriculum succeeds well in providing varied activities that encourage pupils to be enthusiastic learners. Recently introduced changes, especially at Key Stage 1, are providing pupils with opportunities to combine their knowledge and skills from different subjects in 'real' tasks and learning experiences. In these lessons, when they are given really effective opportunities for learning in an exploratory way, pupils' enjoyment is further enhanced and they are beginning to extend their core skills such as writing for a range of different purposes. These new activities have not been in place long enough to have a full impact across the curriculum. Pupils particularly enjoy the specialist-taught music, French and physical education lessons and the hugely exciting and varied enrichment activities with which the school enhances the curriculum.

Parents say that staff really know and understand their children and that pupils settle in quickly and happily, are secure and grow in confidence. There is a high commitment to the security and happiness of all pupils. Systems are well organised, with clear identification of staff with key responsibilities. Effective links with other schools help pupils to settle in quickly when they arrive and to be well prepared when they move on. Liaison with specialist agencies enhances the quality of the school's work for pupils whose circumstances make them vulnerable or those with particular difficulties. Provision for pupils with special educational needs and/or disabilities is well organised and the documentation related to such pupils is of excellent quality. Information about all aspects of the school's provision are available in a variety of formats, on paper, electronically and through the school's website for all to access.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

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

The headteacher, ably supported by the deputy headteacher and the governing body, has a very clear vision for the school. This is effectively focused on raising pupils' attainment and achievement whilst maintaining the strengths that make the school a happy and secure place for pupils. There is considerable unity and sense of purpose, shared by staff working at all levels, in pursuing these ambitions and in tackling any areas for improvement. All subject leaders are actively involved in monitoring the quality of their areas of responsibility and contribute well to the school's self-evaluation programme.

Governors support and challenge the school in equal measure. The vice chair is effectively involved in key strategic support sessions led by the local authority. Leaders have successfully ensured that all pupils, regardless of their background, feel valued and free from discrimination. These successes have helped to make the school a cohesive community. This commitment to community cohesion has been extended through the outstanding work of the coordinator and was demonstrated in a live interactive lesson with pupils from a linked school in Kenya. This was an outstanding example of the impact upon pupils of top quality provision to promote their understanding of cultural, ethnic and religious diversity beyond the school gates. Plans to extend this provision are in place but are still at an early stage of implementation. Governors and senior staff work together effectively to ensure that all safeguarding procedures are properly met and carried out. The school adopts effective procedures and practices across all areas of its work and so cares outstandingly for all pupils, especially for those who are most vulnerable. All adults are vigilant and record keeping is good. Training for all staff is of a good quality and the school works very effectively with other partners, including parents, to help all pupils to succeed. The school's effective management and deployment of resources, along with good pupil outcomes, is evidence that the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1

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The effectiveness with which the school deploys resources to achieve value for money	2
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Early Years Foundation Stage

Children start in Reception with the level of skills and knowledge expected for, or above, their age. Good links with pre-schools and parents are helping staff to build up a clearer picture of these starting points. Children quickly settle into routines, behave well and help each other. By the end of the Reception Year, children are working securely across the different areas of learning and have made good progress. Many have fully met and often progressed beyond the expected Early Learning Goals. These youngest pupils are keen and excited learners. Their planned curriculum covers all the required areas of learning, providing children with structured, progressive activities that meet their needs and ensure good outcomes. However, these activities are too often overly adult-directed. As a result, provision is satisfactory because children lack opportunities to explore their world for themselves or to think imaginatively and creatively. The outdoor provision is continually available but planned activities do not fully extend or enhance those indoors on a larger scale, in all areas of learning. The coordinator provides satisfactory leadership. With the support of the class teacher, she has come to recognise that there is more to do to capitalise fully on pupils' interests and provide sufficient opportunities for them to enjoy learning through experimentation both indoors and out.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The majority of parents who responded to the questionnaire were very positive about the school. In particular, there were a significant number of complimentary comments about the quality of the care, support and encouragement that pupils are given and the team ethos shown by all staff, teaching and non-teaching. There were, however, a considerable number of parents who expressed a desire to be kept more regularly informed about their children's progress and asked how best they could help to move that learning on. The inspection team agrees with these comments and is confident that parents will recognise their concerns in the areas for improvement within the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodfield 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 inspector received 67 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	66	22	33	0	0	1	1
The school keeps my child safe	45	67	19	28	2	3	0	0
The school informs me about my child's progress	17	25	38	57	8	12	0	0
My child is making enough progress at this school	28	42	30	45	4	6	0	0
The teaching is good at this school	30	45	32	48	2	3	0	0
The school helps me to support my child's learning	27	40	31	46	4	6	0	0
The school helps my child to have a healthy lifestyle	33	49	28	42	2	3	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)	30	45	24	36	3	4	0	0
The school meets my child's particular needs	27	40	31	46	5	7	0	0
The school deals effectively with unacceptable behaviour	26	39	33	49	2	3	0	0
The school takes account of my suggestions and concerns	21	31	36	54	6	9	0	0
The school is led and managed effectively	26	39	33	49	5	7	0	0
Overall, I am happy with my child's experience at this school	33	49	28	42	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 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"> ■ 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.



21 October 2009

Dear Children

Inspection of Woodfield Primary School, Wigan, WN1 2NT

Thank you for the warm welcome you gave the inspection team when we visited your school. We enjoyed talking with you and listening to what you had to say. We agree with you when you say yours is a good school.

These are the main things we found out when we visited you:

- you and your teachers have worked hard to make sure that by Year 6, you attain extremely high standards in English, mathematics and science
- you are taught well and your teachers work hard to make sure that your lessons are interesting and that you make good progress
- it is good to know you are very happy with the way all the adults look after you, care for you and help you to feel safe in school
- we were really moved to see how much you cared for those pupils who are new to the school and those who find learning and coping difficult
- you behave very well indeed and you are so polite and welcoming to visitors
- your headteacher leads the school exceptionally well and all the staff and governors work well together in a strong team.

To help your school to improve even further, we have asked your headteacher, teachers and governors to do the following:

- make sure that you make better progress in your writing by encouraging you to write for fun and enjoyment in many different ways in many different subjects
- give you clear, levelled targets so that you understand the steps you have to go through to move up in your learning – your parents would like to know these too so that they can help you at home
- give children in the Early Years Foundation Stage more opportunities to learn through exploring their world and using their imagination, using the outdoor area as much as possible to help them do this.

You too can help your school by continuing to be the best that you can be!

Thank you once again for being so kind and friendly – we really enjoyed seeing you at work and play!

Yours sincerely

Mrs Eithne Proffitt

Lead inspector

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