

Woodfield Primary School

Inspection report

Unique Reference Number	106733
Local Authority	Doncaster
Inspection number	336731
Inspection dates	9–10 February 2010
Reporting inspector	Allan Lacey 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	290
Appropriate authority	The governing body
Chair	Mr Chris Watson
Headteacher	Miss R Szpigel
Date of previous school inspection	6 December 2006
School address	Gurney Road Balby Doncaster DN4 8LA
Telephone number	01302 853289
Fax number	01302 310659
Email address	admin@woodfield.doncaster.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors spent three quarters of the inspection time evaluating learning, which included seeing nine teachers, observing 12 lessons and undertaking a detailed scrutiny of pupils' work. They held meetings with staff, governors, parents and carers, and groups of pupils.

Inspectors looked in detail at the following: the school's development plan and safeguarding policies; the school's data on pupils' progress; assessment records and case studies; and minutes of various meetings, including those of the governing body. The inspectors also analysed the 159 questionnaires returned by parents and carers of pupils at the school.

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

- the progress made by different groups of pupils
- how well leaders and managers at all levels promote the school's improvement
- whether the recently redesigned curriculum contributes to improved outcomes for pupils
- how well the school promotes the personal development and well-being of all its pupils.

Information about the school

This is an average-sized primary school. Entitlement to free school meals is more than twice the national average. The proportion of pupils identified as having special educational needs and/or disabilities is above the national average. The school houses an additional resource base for pupils who have language delay and communication difficulties. Three quarters of the pupils are of White British heritage. The remaining pupils are from a diverse range of minority ethnic backgrounds with almost half of them learning to speak English as an additional language. The school holds a number of awards including a Healthy Schools Award, Basic Skills Quality Mark and the Leading Parent Partnership Award.

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

3

Main findings

Woodfield School provides a satisfactory standard of education. Strong relationships between adults and pupils are evident in lessons and around the school. Pupils say that they enjoy coming to school and feel safe and secure. Parents and carers are supportive of the school; typical comments include, 'My daughter loves it here and is doing really well.' Children enter the Early Years Foundation Stage with skills and knowledge well below those expected for their age. By the time they leave Reception their attainment is only slightly below average. Pupils' progress continues as they move through the school and attainment at the end of Key Stage 2 in science and mathematics is above national averages. Pupils' attainment in English is broadly average; however, in the area of writing it is lower than expected.

Pupils' good behaviour and their good attitudes towards work strongly support their learning in class. Pupils are polite and show respect and consideration for each other and visitors to the school. Their understanding of leading healthy lifestyles is good because the curriculum offered provides many opportunities for them to develop their understanding of being healthy, keeping active and how to cope with emotional difficulties. Pupils are well cared for and supported. As a result, they have a good understanding of how to keep safe and they express confidence in the adults who look after them.

The school's leadership team is working successfully to focus staff on raising standards and to improve the rate of pupils' progress. In particular, the changes made to individual pupils' assessment in some classes and changes to the curriculum are securing steady improvements in reading, mathematics and science. The school's self-evaluation is comprehensive and rigorous and accurately focuses on the impact of the actions the school takes upon pupils' learning and well-being. The improvements introduced to the care, guidance and support which pupils receive is promoting their confidence and raising expectations of what they can achieve. The school recognises that it needs to develop further its work, particularly in relation to ensuring that there is consistently good teaching in all classes and pupils are making increased progress in writing throughout the school. Given this balance of strengths and areas for further development the school has satisfactory capacity to improve further.

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - ensuring that all teachers are clear about what they want pupils to learn and carefully guide pupils through the small steps which help ensure effective

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learning

- ensuring that all teachers' expectations of what pupils can achieve are always sufficiently challenging
- improving the quality of marking and target setting so that they have a better impact on helping pupils learn
- improving pupils' confidence and ability in writing, particularly factual writing, by developing more opportunities for pupils to write regularly both in literacy lessons and other subjects.
- Further develop the promotion of community cohesion by:
 - carrying out a comprehensive audit of the school's own religious, ethnic and socio-economic context
 - planning appropriate steps to promote community cohesion in the local and wider contexts
 - evaluating the impact of the school's work to promote community cohesion.
- 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 make good progress in the Early Years Foundation Stage from low starting points. At Key Stage 1 pupils, including those with special educational needs and/or disabilities, make satisfactory progress and standards are just below national average in English and mathematics. At Key Stage 2 progress is good and standards are improving steadily in mathematics and science. When compared with national averages progress in English is broadly average. However, writing is below average and there is no sign of improvement in this area. In lessons, pupils learn new skills quickly and show a pride in their work. In writing, pupils show less enthusiasm and some lack confidence in their abilities. More-able pupils do well in most subjects, but too few attain the high standards of which they are capable in writing.

Pupils' responses to the inspection questionnaire were positive, highlighting how much they enjoy school. For example, one pupil said, 'I love coming to school – it's like being in a family.' Pupils say that they like taking part in school visits and think the new developments to the curriculum are interesting and fun. Pupils readily take on additional responsibilities, for example the organisation of a jumble sale by the school's eco warriors. Year 6 pupils express confidence about moving onto secondary school and feel they are well prepared. There is a high take-up of extra sporting activities and the pupils talk positively about the benefits of eating healthily as seen by choices of healthier meals at lunchtime.

These are the grades for pupils' outcomes

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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	2
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?

Teaching is satisfactory although a significant proportion seen during the inspection was good. When teaching is good, learning is well planned, with interesting and challenging tasks that engage pupils who, consequently, work at a brisk pace and make good progress in most lessons, and teachers and their assistants motivate pupils exceptionally well by identifying and praising their achievements. On occasions, teaching is less effective because assessment has not been used well enough to ensure that teaching meets the different needs of pupils. As a result, the expectations of pupils in a few lessons are not as high as they could be. In these lessons pupils are not routinely involved in assessing their own learning, which results in occasions when they are unclear about what they need to do to improve their work. In some classes teachers' marking gives clear guidance on how pupils can improve their work. In other classes it has little impact on helping pupils learn.

The curriculum is satisfactory although improving and offers a suitable range of activities for the pupils. The recently introduced 'active curriculum' is the result of a good deal of innovative and imaginative work by staff and is successfully increasing pupils' enjoyment of their learning. Opportunities for them to use their literacy and numeracy skills within the new curriculum structure are growing, although the impact of this initiative on the standards being attained is limited, particularly at Key Stage 1 and in writing.

Care, guidance and support are satisfactory. From the time children start in the Nursery

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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adults work hard to foster good relationships with all children. There are few exclusions and the school has effective links with outside agencies and neighbouring schools. Staff know the pupils well and are keen to provide any additional help that is required. Teaching assistants provide valuable help for pupils with particular needs. The good work of the staff in this area is not matched by the quality of the school's written policies and procedures. The documents are not of sufficient quality to lead and guide good practice and some important areas are not comprehensively covered. Pupils who attend the before- and after-school club are looked after well. Pupils' attendance is monitored closely and support is provided for any pupils at risk of becoming persistent absentees. An extended team of specialist staff meet the needs of the most vulnerable pupils well. Effective links with external agencies are also used successfully to provide additional help when required.

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	3

How effective are leadership and management?

The headteacher and senior staff are securely focused on improving the quality of provision as the basis for raising standards. They have an accurate understanding of where improvement is required the most and have introduced a number of important changes to bring this about. However, they recognise that the monitoring and evaluation of teaching needs to be more focused upon pupils' learning and achievement if the provision is to be improved further. The governing body is both knowledgeable and supportive. Some of its members have an in-depth awareness of the school's strengths and weaknesses and are not afraid to hold leaders to account. However, due to the fact that the membership of the governing body has recently changed there is a developing picture of increased engagement by all its members. The governors' role in school improvement planning is developing and they have yet to establish a fully effective monitoring role.

Parents and carers are regularly consulted and are encouraged to play a full part in the learning and personal development of their children. Links between home and school to support pupils' learning and development are good. The school's work in this area is recognised in the school achieving the Leading Parent Partnership Award.

The school is inclusive, seeking always to treat all pupils fairly and equally.

The school has developed productive partnerships with other organisations that enhance provision for vulnerable pupils and enrich the curriculum in areas such as sport and

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music. The school's systems to safeguard pupils are satisfactory; however, there is a lack of coverage in some risk assessment procedures. Policies regarding safeguarding although wide ranging do not provide an easily accessible source of useable information for staff. Although the school is a very harmonious community, the school's duties to promote community cohesion beyond it are at an early stage of development.

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	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Children's learning and progress are good throughout the Nursery and Reception classes in all the areas of learning. Children happily engage in a wide range of learning opportunities which are planned well. Those children who are at an early stage of learning English as an additional language or who have special educational needs and/or disabilities are supported well so that they progress as well as others. Children's behaviour is excellent and the very good relationships that are evident promote children's personal and social development well. All the adults working with children are very knowledgeable about what provision is required, including welfare arrangements. Learning sessions are well planned and organised to provide good opportunities for children to learn, both indoors and outside, and there is a good range of resources available. While children in the Reception class routinely make their own choices about activities through a free-flow of activities indoors and out, this aspect of children's independence is not so well developed in the Nursery. The Early Years Foundation Stage leader has a good understanding of the strengths and weaknesses of the setting and effectively leads a suitably qualified team of practitioners. Strong links with parents and carers ensure that children's welfare and their progress are assured. The ongoing

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changes to the outdoor play areas are intended to enhance considerably the learning environment for children.

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 are pleased with the school's work. All report that their children enjoy school, the teaching is good and that their children are kept safe. A very large majority feel that their children are making enough progress and that they are well prepared for the future. Many parents and carers commented specifically on the commitment of the teaching staff and the quality of communication between school and home. One summed up such views by commenting, 'These teachers try and try until they get results.' Another said, 'I think this school has improved so much – they make you feel involved.'

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 inspection team received 159 completed questionnaires by the end of the on-site inspection. In total, there are 290 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	55	62	39	6	4	2	1
The school keeps my child safe	84	53	72	45	1	1	0	0
The school informs me about my child's progress	79	50	78	49	2	1	0	0
My child is making enough progress at this school	80	50	69	43	8	5	0	0
The teaching is good at this school	84	53	74	47	0	0	0	0
The school helps me to support my child's learning	69	43	74	47	10	6	0	0
The school helps my child to have a healthy lifestyle	68	43	78	49	12	8	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)	58	36	87	55	4	3	0	0
The school meets my child's particular needs	68	43	84	53	3	2	1	1
The school deals effectively with unacceptable behaviour	61	38	79	50	11	7	1	1
The school takes account of my suggestions and concerns	61	38	79	50	11	7	0	0
The school is led and managed effectively	75	47	73	46	4	3	1	1
Overall, I am happy with my child's experience at this school	85	53	67	42	4	3	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.



11 February 2010

Dear Pupils

Inspection of Woodfield Primary School, Doncaster, DN4 8LA

On behalf of the team of inspectors who visited your school recently, I should like to thank you for the very warm and friendly welcome you gave us and for spending time talking to us, especially at lunchtime. We really enjoyed meeting you. I am writing to let you know about our findings from the inspection.

Your school is satisfactory but improving. You are making faster progress in your learning because of the actions taken by your headteacher along with all other adults working with you. Here are some of the positive things about your school.

- It cares well for you and you told us that you feel happy and safe in school.
- Attendance is satisfactory.
- Behaviour is good and you get on really well together.
- Your knowledge about how to stay safe and be healthy is very good.
- You are willing to do things to help those who need it most.

All the adults in your school want you to achieve well and do your very best. They know what needs to be done next and, from our findings, we have asked them to do some things to make your learning even better. These are the things we have asked them to do.

- Make sure the activities you are given in lessons always help you to learn.
- Give you a better understanding about what you have achieved and the next steps in your learning.
- Find ways of improving your achievement in English, especially in writing.
- Help you to develop a better understanding and appreciation of your own community and other communities and cultures of the world.

You can help by working as hard as you can!

Yours sincerely

Mr Allan Lacey

Lead Inspector

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