

# Woodlands Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	109841
<b>Local Authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	337383
<b>Inspection dates</b>	2–3 March 2010
<b>Reporting inspector</b>	Barbara Atcheson

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>	123
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Bob Horner
<b>Headteacher</b>	Alison Penny
<b>Date of previous school inspection</b>	27 February 2007
<b>School address</b>	Heywood Park Avenue Woodlands Park Maidenhead SL6 3JB
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## Introduction

This inspection was carried out by two additional inspectors. The majority of inspection time was spent observing learning. The inspectors visited eight lessons and observed all of the six teachers. Inspectors also held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies, governors' minutes, planning documents, pupils' work and questionnaires returned from 58 parents and carers.

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

- the achievement of groups of pupils to determine whether teaching is sufficiently challenging
- the effectiveness of leaders at all levels in raising standards and bringing about consistently good teaching and learning
- the development of international and national dimensions to the promotion of community cohesion.

## Information about the school

This is a small school. Most of the pupils are of White British heritage. One third of the pupils have special educational needs, an above average proportion. Their needs mainly relate to speech, language and communication difficulties. The proportion of pupils eligible for free school meals is also higher than average. Children in the Nursery and Reception classes are organised into one Early Years Foundation Stage unit. The headteacher was appointed in April 2009 and the special educational needs coordinator in January 2010.

**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

### Main findings

The school is improving at a rapid pace under the good leadership of the new headteacher, ably supported by her senior leadership team. She has high expectations and has motivated staff. They have all worked successfully to improve the quality of teaching and learning so that although teaching is satisfactory overall, much is now good. However, inconsistencies remain and in a small proportion of lessons, the pace of learning slows, expectations are not high enough, pupils are not fully engaged all of the time and work is untidy. Attainment at the end of Year 6 has been low over the last three years, but there is a rising trend and pupils' progress has accelerated this year in line with the increasingly good teaching. The school has worked successfully to improve the attainment of girls and of pupils with special educational needs. However, not all teachers set sufficiently challenging work to extend the more able pupils.

Children get a good start to school life in the Early Years Foundation Stage unit, which is a bright, stimulating learning environment where children make good progress to reach the expected levels by the time they enter Year 1. Measures to deal with pupils with challenging behaviour have been successful and teachers have consistently high expectations of good behaviour. As a result, all pupils are well behaved, polite and thoughtful. They are knowledgeable about what makes a healthy lifestyle. They feel secure and have a heightened awareness of safety because of the good levels of safeguarding that exist. Attendance is average and pupils enjoy school. They say that their work is interesting and enjoyable because the curriculum is matched to their needs. Whilst the school's community is a cohesive one, the school does not do enough to teach pupils about life in other parts of the country.

The school has a secure view of its own strengths and weaknesses. Staff and governors share the headteacher's high level of commitment to raise achievement further.

Rigorous monitoring of teaching and meticulous tracking of pupils' progress, alongside carefully targeted support for those at risk of underachievement, have ensured the quality of teaching and learning and the progress made by pupils are improving quickly. This, together with the drive and commitment of the new headteacher and the support of the local authority and a hardworking governing body, demonstrates that the school has a satisfactory capacity for continuous improvement.

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

- By July 2010, improve the attainment of all pupils, but especially more able pupils through:

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- raising teachers' expectations of what pupils can achieve and ensuring that more able pupils are set work that challenges and extends them.
- By July 2010, ensure that teaching is consistently good through:
  - ensuring that lessons maintain a good pace
  - ensuring that pupils concentrate all of the time
  - ensuring that the presentation of pupils' work is neat and well organised.
- By September 2010, improve pupils' awareness of the cultural diversity in Great Britain by fostering links with a contrasting school so that pupils can gain first-hand experience of meeting pupils from other backgrounds and cultures.

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

Although attainment in English, mathematics and science at the end of Year 6 is low, it is improving across all three subject areas. Progress is satisfactory given pupils' starting points. However, it is now beginning to accelerate as pupils catch up on previous underachievement. All pupils, regardless of gender, ability or ethnicity, currently make good progress in the Early Years Foundation Stage and Key Stage 1. Their progress dips in early Key Stage 2 where teaching is satisfactory but it accelerates at the end of Key Stage 2.

Pupils enjoy lessons where they play an active role in their learning. For example, in a Year 6 lesson, the teacher's enthusiasm and high expectations meant that the pace of learning was fast as they rose to the challenge to perform their own play scripts. By contrast, pupils made satisfactory progress in a Year 3 and 4 mathematics lesson, because a missed opportunity to check pupils' knowledge of their own learning limited the prospect of discussing any misconceptions or of pushing the learning on. Pupils with special educational needs receive appropriate support and make satisfactory progress. Teaching assistants are skilled in structuring the small steps that help pupils build on what they have already learnt. Pupils work and play harmoniously and come to school regularly, and their behaviour is good. They say there is very little bullying and know that there will always be someone who will listen to them. Pupils are knowledgeable about how to stay safe and they have a good understanding of how to lead a healthy lifestyle. They enjoy a healthy choice at lunchtime and fruit for their break. They are proud to be members of the school council and enjoy the responsibility of looking after the school chickens, selling the eggs and harvesting the produce they have grown on their allotments.

*These are the grades for pupils' outcomes*

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<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>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
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
<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>3</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?**

Much teaching is lively and engaging, focused and purposeful. Year 2 pupils loved retelling the story of 'The Gingerbread Man'. They refined their learning in the light of the teacher's carefully judged interventions to show a clear understanding of the various characters by using different voices. Where teachers use assessment proficiently and have good subject knowledge, learning is carefully tailored to meet the needs of all pupils regardless of gender, ethnicity or ability. Pupils in Year 4 and 5 confidently composed open-ended questions to ask a frog, such as 'What do flies taste like?' and 'Do you have special muscles to help you leap so far?' Pupils made good progress because expectations were high and they were so involved in their learning that they even pre-empted the next steps. However, some inconsistencies in the quality of teaching remain. For example, Year 3 and 4 pupils lost concentration when they could not see or hear the pupils chosen to explain their work. Although the pupils behaved well, the pace of their learning slowed. Careful deployment of well-trained teaching assistants means that pupils get the full benefit of their support.

The curriculum supports learning appropriately. A recent review has laid the foundations for a more relevant curriculum with a stronger emphasis on the application of skills across different subjects. Pupils enjoy learning French and the opportunity to learn a musical instrument for a year. They are keen to take part in clubs such as the Film Club, cheerleading and various sports clubs. Years 5 and 6 benefit from their residential week of outdoor activities.

The school has rapidly transformed the work it does with pupils whose circumstances have made them vulnerable so that they now receive the right support to enable them

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to make appropriate progress and to develop social and life skills. Intervention groups are carefully focused on closing learning gaps. Strong relationships, thoughtful care and guidance, and productive links with a range of agencies ensure that vulnerable pupils and their families make the best of the opportunities provided by the school.

*These are the grades for the quality of provision*

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

### How effective are leadership and management?

The dynamic approach of the headteacher is bringing about major improvements at a brisk pace. Senior leaders and staff work hard and share her vision and enthusiasm. As a result, the school has made significant strides forward. All teachers are held to account for the progress of their pupils through regular pupil progress meetings. These are informed by the schools' accurate tracking of pupils' progress which highlights potential underperformance. The introduction of this rigorous and effective tracking system and the reorganisation of the provision for pupils with special educational needs are testament to the school's commitment to ensure all pupils do as well as they can. However, the school recognises that there is still work to be done to raise teachers' expectations of what more able pupils can achieve.

Governors are well informed. They challenge and support when necessary but recognise that the role they play in monitoring the work of the school is underdeveloped. Procedures for safeguarding are good and ensure that all pupils feel safe and that their emotional and social needs are met. Checks on the suitability of adults to work with children are thorough and child protection arrangements are secure and updated regularly. There is a satisfactory strategy in place to promote community cohesion. Although plans are in hand, not enough has been done to enhance pupils' understanding of British cultural diversity.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</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>3</b>

## Early Years Foundation Stage

Children settle quickly into the routines of school life because they are well cared for, safe and secure. Their days are filled with fun and excitement and this means that they make good progress in building skills and knowledge in all six areas of learning. They achieve well in all areas of learning and currently, the majority attain the levels expected for their age by the end of the Reception Year.

A well-resourced classroom and outside area provide stimulating opportunities for them to explore and investigate. They enjoy the welcoming, secure environment and settle quickly, immersing themselves happily in the exciting well-planned activities both in and out of doors. Boys in particular enjoy the writing activities outside and take time to practise their mark-making and attempt to write their name. Adults are skilled in making sensitive interventions that move children's learning on. For example, children talked confidently about the fruit that they had been investigating. They were encouraged and given good models of language that enabled them to describe the taste and say how much they were looking forward to planting the seeds and watching them grow. Teaching assistants provide focused support for children with special educational needs. Partnerships with parents are good, children are well cared for, and all safeguarding procedures are securely in place. The good leadership of the Early Years Foundation Stage has effectively ensured that what the children do in school is related to their individual needs. Consequently, the children benefit from good provision for their welfare, learning and development.

*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



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## **Views of parents and carers**

Most parents and carers have positive views of the school. Evidence from the inspection supports parents' views that children enjoy school, and that care for their health and safety is good. Many parents and carers acknowledge that there has been a distinct and noticeable improvement in the school. However, a number expressed concerns regarding the way in which the school deals with unacceptable behaviour. Whilst there have been occasions in the past when the school's approach to pupils with challenging behaviour was neither rigorous nor consistent, the quick action taken by the headteacher to bring in new sanctions in consultation with parents and carers, monitor behaviour and increase levels of midday supervision has meant that behaviour has improved dramatically over a short period of time. No unacceptable behaviour was seen during the inspection, and inspectors judge behaviour in lessons and around the school to be good.

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

Ofsted invited all the registered parents and carers of pupils registered at Woodlands Park 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 58 completed questionnaires by the end of the on-site inspection. In total, there are 123 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	50	27	47	2	3	0	0
The school keeps my child safe	30	52	28	48	0	0	0	0
The school informs me about my child's progress	25	43	30	52	3	5	0	0
My child is making enough progress at this school	28	48	27	47	3	5	0	0
The teaching is good at this school	25	43	32	55	1	2	0	0
The school helps me to support my child's learning	24	41	33	57	1	2	0	0
The school helps my child to have a healthy lifestyle	24	41	30	52	3	5	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)	18	31	36	62	2	3	0	0
The school meets my child's particular needs	25	43	31	53	2	3	0	0
The school deals effectively with unacceptable behaviour	16	28	26	45	14	24	1	2
The school takes account of my suggestions and concerns	21	36	32	55	4	7	0	0
The school is led and managed effectively	21	36	36	62	1	2	0	0
Overall, I am happy with my child's experience at this school	30	52	26	45	2	3	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.**



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4 March 2010

Dear Pupils

Inspection of Woodlands Primary School, Maidenhead SL6 3JB

Thank you for being so friendly when we visited your school. We enjoyed visiting your lessons and talking to you. You really helped us. We think your school gives you a satisfactory standard of education and there are quite a lot of good things about your school. These are the main things that helped us come to this conclusion.

- The Early Years Foundation Stage unit gives children a good start to their school life.
- You enjoy school, behave well and come to school regularly.
- Teaching is satisfactory. Some of your lessons really help you to do your best but there are some which do not help you so much.
- You achieve levels which are below those expected for your age, but you are improving!
- The school provides interesting lessons and a wide range of extra activities.
- You have a good understanding of healthy lifestyles and how to keep safe.
- The teachers look after you and help if you are unhappy or unsure.
- Your new headteacher and her staff are working hard to make learning better for you.

We have asked the school to do three things.

- Help all of you to do better, but especially those of you who find learning easy.
- Make sure that all teaching is good by ensuring that work is always interesting and makes you think hard, and that you learn things as quickly as you can and keep your work neat and tidy at all times.
- Develop a link with a school that has pupils from different backgrounds so that you can make friends and find out what life is like for them.

We hope that you will all continue to enjoy coming to school and to try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

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