

# Woodlands Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	113336
<b>Local Authority</b>	Devon
<b>Inspection number</b>	338145
<b>Inspection dates</b>	18–19 May 2010
<b>Reporting inspector</b>	Anna Sketchley

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>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	311
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paulette Furnival
<b>Headteacher</b>	Heather Hanrott
<b>Date of previous school inspection</b>	9 July 2007
<b>School address</b>	Abbot Road Ivybridge PL21 9TF
<b>Telephone number</b>	01752 690046
<b>Fax number</b>	01752 698342
<b>Email address</b>	admin@woodlandspark.devon.sch.uk

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

T: 08456 404045

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed 12 teachers. It was not possible to observe teaching in Year 6, with the exception of a small group of eight pupils, as most were away on a residential visit at the time of the inspection. However, inspectors looked carefully at Year 6 books and evaluated their progress and attainment. Inspectors spoke informally to a few parents and carers and analysed 114 questionnaires. Inspectors held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a wide range of documentation, including pupils' work, systems for monitoring and tracking pupils' progress, plans for improvement and reports written by the local authority. Questionnaires completed by 82 pupils and 31 staff were evaluated.

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

- the ability of leaders at all levels to improve attainment and progress in English and mathematics, especially boys' reading and writing at Key Stage 1 and girls' English and mathematics at Key Stage 2
- how well provision for pupils with special educational needs and/or disabilities supports their attainment and progress so that they achieve as well as other pupils
- how well teachers are improving writing and how well they set tasks for different ability levels in the mixed age classes
- how well children in the Early Years Foundation Stage achieve.

## Information about the school

Woodlands Park is a larger than average primary school that attracts pupils from Ivybridge and the surrounding area. It has mixed-age classes for Years 1 and 2 and Years 3 and 4. The Early Years Foundation Stage is made up of pupils in the Reception class. Pupils in Years 5 and 6 are taught in single age classes. Almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is average. Within this group, the majority have speech and language communication difficulties and a significant proportion have moderate learning and behaviour difficulties. There are privately run nursery and before- and after-school care facilities on site, these were not part of this inspection.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

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

**1**

### Main findings

Woodlands Park is a good school, which is very well organised, calm and happy. Relationships are excellent and respect for everyone is an important hallmark of its success. Pupils confirm that they feel exceptionally safe at school. As a result of impressive and determined leadership of the headteacher and the outstanding support of the governing body, the school has built a fully committed team of staff dedicated to reaching the highest standards possible in all aspects of the school's work. They are well on the way to fulfilling their aim.

Pupils achieve well due to a meticulous system for analysing data and tracking their progress. This, together with exemplary monitoring procedures to measure the quality of teaching and the curriculum, ensures that the school's self-evaluation of what needs to be done to improve is accurate. From this information, challenging targets are set and the strategies implemented to meet these are successful.

The most significant improvement has been the change in provision for the Reception children. Since the last inspection developments have resulted in the school moving from satisfactory to outstanding in this area of its work. As a result, children in the Early Years Foundation Stage make outstanding progress. This recently improved basis underpins the capacity for lifting attainment to an exceptionally high level in the future. Initiatives to improve literacy for boys in Years 1 and 2 are beginning to have an impact, especially in writing where they are making good progress. Leaders recognise that there is still work to do to improve boys' reading and work is well underway. There is still more to do to review reading books to ensure that they are appropriate and interesting for boys. Teaching in mathematics has improved greatly. The impact is evident in the quality of lessons. Effective systems and procedures and the rapid success of initiatives and strategies for improvement, especially in the Early Years Foundation Stage, are being sustained well and give the school an outstanding capacity to improve further. Pupils with special educational needs and/or difficulties learn well through personalised intervention programmes, but their learning in lessons is more variable. The school is aware of this and it is an area for improvement.

Pupils really enjoy school and behave well. Sometimes behaviour is exemplary, for example in assembly. The school has an outstanding range of partnerships through which it is supported in its work and is able to reciprocate to support others through sharing their own areas of excellence. Woodlands Park is a very cohesive community especially at school and local level and has impressive international links. There are plans in place to extend opportunities for pupils to more fully understand the diverse cultures that exist in the United Kingdom.

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

- Build on the work already started to further raise attainment and progress by:
  - embedding strategies to improve boys' reading, especially at Key Stage 1
  - ensuring that tasks in lessons are more consistently matched to ability for pupils who find some areas of learning difficult, so that they make the best possible progress.
- Improve the effectiveness with which the school promotes community cohesion by implementing existing plans to extend pupils' understanding of the diverse cultures in the United Kingdom.

## Outcomes for individuals and groups of pupils

2

Pupils' enthusiasm for learning is secured through interesting topics, displays of which abound throughout the school. National tests show that over the past three years attainment in English and mathematics for pupils in Year 6 has been above average and on occasions higher still. Pupils' achievement is good. From their broadly average starting points pupils make good progress. From the sample of work, lessons and assessment data seen, attainment for pupils currently in Year 6 remains on track to be higher than is usually expected.

In all literacy lessons pupils are encouraged to talk through their writing, sharing and expressing their ideas with a partner. There are good opportunities for sustained writing across other subjects so that pupils have extra opportunities to practise their writing skills. Pupils were challenged well in a Years 3/4 lesson as they worked together on improving their use of prepositions and adjectives. The teacher engaged them well, especially the boys, with an excellent slide show of underwater pictures as she encouraged them to think of interesting describing words and ways to link sentences in a more advanced way

In an outstanding mathematics lesson in Year 5, all pupils made very good progress because problem-solving techniques were interestingly presented through their topic on Scott's exploration to Antarctica. In this lesson lower attaining pupils were exceptionally well supported by the teaching assistant and the use of scales and stock cubes to help them solve problems practically. More able pupils worked out a challenging logic problem.

Pupils in Years 1 and 2 enjoyed finding words to describe their feelings when the teacher read the story of 'Little Bear'. They made good progress because the teacher had planned for all ages and abilities across the class and used pupils' individual targets to focus on improving writing skills.

Pupils with special educational needs and/or disabilities have clear individual education programmes, are very well supported by highly skilled teaching assistants, and make good progress in small group sessions and as individuals. However, although learning is good across the school and sometimes outstanding, tasks set in the classroom situation occasionally do not meet the differing needs of these pupils.

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Pupils feel very secure in school and have an excellent awareness of how to keep safe, especially when using the internet. They demonstrate their good understanding of the importance of living healthily through their Activemark and Pedpass Award and by joining in an extensive range of physical activities and bringing fruit snacks for break time. Responsibilities around the school, especially being part of the 'Green Team', are enjoyed by pupils and they feel that they make a genuine contribution to improvements through the school council. Pupils are eager to tell of how they raise money to help others less fortunate than themselves and take a pride in being a part of the local community, particularly through their musical activities. Life skills learned through these opportunities and the good basic skills that give rise to the Basic Skills Award, are preparing pupils well for the future. Pupils' spiritual, social, moral and cultural awareness is good.

*These are the grades for pupils' outcomes*

<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>1</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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Good use is made of interactive whiteboards at the beginning of lessons to capture pupils' attention and teachers make it very clear to pupils what they are to learn.

<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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Teachers' subject knowledge and questioning skills are very good, often targeting pupils without their hand up to check their understanding and to ascertain what needs to be included in future lessons. The interesting, thorough and detailed way in which teachers plan lessons engages pupils' interest and desire to learn. While most lessons meet pupils' wide ranging abilities, occasionally activities are not matched accurately enough to pupils' learning needs and this is an important factor in why teaching is not yet outstanding overall. Marking is a strength of the teaching and always explains to pupils what they must do next to improve their work. It is often linked to individual pupils' targets so that pupils know how well they are progressing.

The curriculum is well planned and the school makes a special effort to ensure that full consideration is given to mixed age classes in all subject areas. There are good links across subjects especially supporting the use of their literacy skills, although there is less evidence of pupils using their information and communication technology skills. A wide range of stimulating visits, visitors and partnerships significantly enrich pupils' learning experiences and contribute very well to their personal development. Currently the school holds the Bronze Eco Award. Exciting new links have recently been made with local industry to further the school's important 'eco' work and their plans to gain the higher Silver Eco Award. Due to the four year music project in which the school is involved, music makes a strong contribution to the Artsmark Gold Award, is a strength of the school and enables pupils to reach standards above those expected for their ages.

The school looks after pupils in a sensitive way, which shows a strong sense of care for each individual. Parents showed a high level of satisfaction with all safety procedures which are carried out diligently. Individual and group provision for pupils with special educational needs and/or disabilities, especially those who are particularly vulnerable, is well organised and effective. Links with outside agencies for these pupils are strong.

*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?**

Drive and ambition towards improvement is very strong. The headteacher has used her excellent communication and interpersonal skills to weld together a really cohesive and effective team. Her enthusiasm and determination are infectious and everybody is focused on further improvement. Forward planning is excellent so that the exemplary practice that has been achieved in the Early Years is continuing into Years 1 and 2. The quality of teaching and learning has improved strongly since the last inspection because

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of the expertise of senior and subject leadership. The teaching of calculation in mathematics is now systematic across the school and this, alongside the use of 'talk partners', has helped pupils to share ideas and improve their confidence in their number work. This has been especially helpful to less confident girls. Progress in all mixed age classes is now good.

Governors have an in-depth knowledge of the school because they monitor its work at first hand very regularly. They are both proactive and reflective and use all their many strengths most effectively not only to support the school but also to challenge it to improve further.

The school's commitment to cohesion is strong. There are many examples of the way in which it promotes community cohesion at both local and global levels. An example is the 'Achievement Blanket' currently being made by pupils and family members with the help of an artist and learning about Chinese culture and language from a regular Chinese visitor. They have an exceptional link with a South African township school through which staff have made reciprocal visits and with whom pupils correspond. Because of a thorough audit the school knows that links with the diverse cultures found in other areas in the United Kingdom are less strong.

The school has an excellent range of partnerships, locally, educationally and through industry. Not only do these partnerships enhance outcomes for pupils but they enable the school to share some of its good practices to help other institutions. Promoting equality of different groups of pupils is well managed through careful monitoring and is becoming more effective as provision and progress for all pupils continues to improve. Leaders do not tolerate any form of discrimination. There are good safeguarding procedures. Regular training supports staff in carrying out their safeguarding obligations well and rigorous monitoring procedures ensure that this quality is maintained.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</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>1</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>1</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>2</b>



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<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children join school with levels below those expected in some aspects of communication, language and literacy and calculation, but they make outstanding progress due to excellent provision. Adults interact with children in a sensitive but challenging way, asking questions and facilitating learning while providing extremely rich and stimulating activities in all areas of learning. As a result of good teaching and learning, by the end of the Reception Year, children's attainment is above average. Parents commented on the very good induction procedures and the excellent links with home that continue throughout the year. One parent commented: 'The induction programme was well organised and I have felt totally informed about my child's curriculum and progress since the start.' Relationships are warm and caring and the environment is safe and calm, but very exciting for young children. The outside area is just a magical place in which to learn. Boys experimenting with 'smelly rice' were totally engrossed in making a tally chart and built a graph with coloured blocks by asking people to choose their favourite smell. Because of excellent organisation and the perfect balance between activities chosen by children and those chosen by adults children are very aware that, whatever they are engaged in, they are learning. Their behaviour is exemplary. Children quickly become confident in their surroundings and are always keen to share their learning with both their peers and adults. Very good assessment procedures make a significant contribution to progress because the next steps in development are tailored to the needs of the individual child. Children are exceptionally well cared for and their welfare is paramount. The leadership and management of the Early Years Foundation Stage is outstanding and a strength of the school.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

The vast majority of parents and carers who responded are extremely supportive of the school. In the words of one parent, 'I consider my child attends a forward thinking school that is strongly led and managed'. There is a good sense of involvement at every level.' Of the very small number of concerns raised most were individual issues. A few

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parents indicated concerns about how unacceptable behaviour is dealt with. However, during the course of the inspection behaviour was always good and sometimes exemplary and the school has effective strategies for managing it for all pupils. In addition, a very small minority of parents raised concerns about the provision for lower attaining pupils. Inspectors found that these pupils make good progress when taught individually or in small groups but that occasionally tasks do not match pupils' ability closely enough in a whole-class situation. This has been discussed with the school and is an area for improvement.

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

Ofsted invited all the registered parents and carers of pupils registered at Woodlands Park 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 311 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	57	45	39	2	2	0	0
The school keeps my child safe	73	64	38	33	0	0	0	0
The school informs me about my child's progress	52	46	56	49	3	3	0	0
My child is making enough progress at this school	54	47	52	46	5	4	0	0
The teaching is good at this school	66	57	48	42	0	0	0	0
The school helps me to support my child's learning	67	59	42	37	5	4	0	0
The school helps my child to have a healthy lifestyle	73	64	38	33	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)	55	48	49	43	2	2	2	2
The school meets my child's particular needs	55	48	53	46	5	4	0	0
The school deals effectively with unacceptable behaviour	50	44	52	46	10	9	0	0
The school takes account of my suggestions and concerns	60	53	45	39	7	6	0	0
The school is led and managed effectively	79	69	31	27	1	1	0	0
Overall, I am happy with my child's experience at this school	76	67	35	31	2	2	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

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

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

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

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><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.**



20 May 2010

Dear Children

Inspection of Woodlands Park Primary School, Ivybridge PL21 9TF

I should like to thank you for the very warm and friendly welcome you gave us when we visited your school recently and for spending time talking to us. We really enjoyed meeting you. Woodlands Park is a good school and you are achieving well because of the actions taken by your headteacher along with all the adults in your school. These are some of the best things we found.

- You really enjoy coming to school, your attendance is good and you are very polite and well behaved. This is helping you to make good progress.
- You have an excellent understanding of how to stay safe and good ideas about how to live a healthy lifestyle.
- You enjoy helping in school and get on really well together.
- Your teachers make learning fun and you have a good attitude to your work.
- You are well cared for and you told us that you feel very happy and outstandingly safe in school.
- Your headteacher and governors do a fantastic job.

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

- We have asked them to make sure that the tasks you are asked to do in lessons are at the correct level for you, especially for those of you who find learning in some subjects difficult, so that you make the best progress you can.
- We have also asked them to help boys in Years 1 and 2 to improve their reading.
- We would like your school to improve your understanding of the many different cultures that live in the United Kingdom today by providing more opportunities for you to get to know pupils in other areas of the country whose cultures are different from your own.

Please keep working hard!

Yours sincerely

Anna Sketchley

Lead inspector

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