

Woodlands Primary School

Inspection report

Unique Reference Number	131539
Local Authority	North East Lincolnshire
Inspection number	341160
Inspection dates	21–22 April 2010
Reporting inspector	John Foster

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	333
Appropriate authority	The governing body
Chair	Mr Tom Hutchinson
Headteacher	Mr Robert Beel
Date of previous school inspection	28 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 20 lessons and observed 12 teachers. They held meetings with members of the governing body, staff, a representative of the local authority, groups of pupils and parents and carers. They observed the school's work, and looked at the school's development planning, documents relating to safeguarding, the minutes of governing body meetings, children's records and school policies. Analysis was made of the 124 questionnaires returned by parents and carers along with those received from pupils and staff.

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

- the progress made by pupils throughout their time at the school, particularly in Key Stages 1 and 2
- the quality of teaching and learning in relation to pupils' achievement
- the effectiveness of the Early Years Foundation Stage and the school's leaders' evaluation of its effectiveness.

Information about the school

This is a larger-than-average primary school. Almost all pupils are of White British heritage, with very few from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils with special educational needs and/or disabilities is well above average, though the percentage with a statement of special educational needs is broadly average.

The school has gained the Healthy Schools Award, the Activemark, Eco-Schools award and the Artsmark Gold 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?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing and governing the school are not demonstrating the capacity to secure the necessary improvement. The school provides inadequate value for money. When they start at the school, children's skills are below those expected for their age. Children make good progress in their learning in the Early Years Foundation Stage. In Key Stage 1 and Key Stage 2, their learning slows significantly, so that by the end of Year 6 their attainment is low and their progress is significantly below that expected. In the past two years, pupils' attainment in English and mathematics by Year 6 has fallen significantly. The main reason for the slow progress is the inadequate and inconsistent teaching found in Key Stages 1 and 2. While some teaching is good, with pupils making good progress in these lessons, too much remains inadequate. Raising standards and improving the quality of teaching were identified as the key areas requiring improvement at the last inspection. In the intervening period, these issues have not been addressed by leaders and the governing body. The school's evaluation of its performance assesses some aspects correctly, but the evaluation is overgenerous in relation to the key areas of attainment, achievement, teaching and leadership. For example, the school's evaluation of leadership is that it is good, though inspectors judged it to be inadequate because not enough has been done to improve standards through good teaching. As a result, inspectors found that the school's capacity for improvement is also inadequate. In the very recent past, the school has been part of a support programme and there are signs of improvements to the quality of teaching and learning, but this has not yet had any significant impact on raising standards.

In spite of the failings, there are strengths in the school's work, predominantly relating to its provision for pupils' welfare. Pupils are cared for well and say that they feel safe and enjoy coming to school, resulting in above average attendance. Safeguarding and child protection arrangements are good. Pupils behave well overall, although there are some occasions in lessons when, because teachers' expectations are too low, pupils' behaviour deteriorates and learning time is wasted. Pupils make a good contribution to the school and to the local community. The school council leads activities well within the school and pupils are keen to participate in local activities. Parents overwhelmingly support the school and the recently-formed Parents' Council works well to support the school's activities.

What does the school need to do to improve further?

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- Raise attainment and improve achievement in English and mathematics, by:
 - identifying specific areas of weakness in each subject
 - devising plans to eliminate the identified weaknesses
 - planning work which matches the specific needs of pupils
 - ensuring that teaching is good or better in all lessons.
- Improve the quality of teaching and learning so that it is consistently good or better, by:
 - identifying and eradicating weaknesses in teaching across the school
 - implementing a programme of support for those teachers identified as having weaknesses in their practice
 - concentrating on improving the quality of learning in lessons.
- Ensure that leaders and managers put the necessary improvements into place, by:
 - fully involving all staff and the governing body in evaluating the school's performance
 - working together to plan and implement effective strategies to remedy the weaknesses in the school's work
 - ensuring that continued monitoring of the school's performance is rigorous and accurate and results in improvements.

Outcomes for individuals and groups of pupils**4**

Pupils' learning is inadequate because it is variable across the school. Where teachers' expectations are high, pupils behave well, concentrate on their work and make good progress. In a Year 1 mathematics lesson, for example, the teacher arranged a series of challenging activities for pupils to work together in creating symmetrical patterns. Too often, however, pupils are not taught well enough for them to make sufficient progress. With low attainment evident by Year 6, it is clear that pupils, including those with special educational needs and/or disabilities, are not achieving well enough or making sufficient progress throughout their time at the school. At Key Stage 1, pupils' attainment in reading, writing and mathematics fell rapidly in the two years to 2008, but the 2009 results, though still below average, showed an improvement over those of the previous two years.

Pupils are polite and behave well and support each other, when allowed to do so, with their learning and in play. In some lessons, they discuss their tasks and help each other with learning. Pupils are aware of the need to live healthy lives and to eat healthy food. They know that they should take regular exercise and most join in enthusiastically in the physical activities provided. Pupils work well together in and around the school. They welcome elderly residents from the local community to join them for tea and pupils perform at Christmas and Easter in the local church.

Pupils' spiritual, moral and cultural development is satisfactory. Their social development is good. Starting with the morning breakfast club, they are encouraged to be respectful

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of others and the staff support pupils well in developing social skills. Art and music experiences support pupils' cultural development well, though they have a limited understanding of the wide range of cultures represented in the United Kingdom.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
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	4
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Where the quality of teaching is strongest, pupils make good progress. In better lessons, teachers plan work well for the range of ability of their pupils, thus enabling them to make good progress. In these lessons, the pace of learning is fast and teachers have high expectations. However, in too many lessons the pace of learning is too slow to enable pupils to make enough progress. Work is not planned to reflect pupils' needs and pupils waste time by talking about things unrelated to their work. In some lessons, pupils are required to spend too much time listening to the teacher and not enough time working themselves. The use of assessment information is weak and results in work that does not always match the needs of all learners.

The school provides a satisfactory curriculum for its pupils. Work is planned in two-year cycles to meet the needs of the mixed-age classes. Recent changes have improved the

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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curriculum, which now has more cross-curricular links, with pupils given a say in what they are taught. These changes are too recent to have had an impact on raising standards or on improving the quality of learning. The school uses outside agencies satisfactorily to support learning. For example, a visiting music specialist teaches whole classes to play brass instruments and other pupils learn to play the violin. Visits and visitors support learning well. The school organises specific theme weeks, such as when pupils learn about life in France or undertake mathematical challenges.

Pupils are cared for well. Staff undertake their duties in caring for pupils seriously and pupils readily talk to staff if they have any problems, knowing they will be listened to sympathetically. The large percentage of pupils with special educational needs and/or disabilities receives appropriate support in their personal lives. Effective transition arrangements and the good pastoral care pupils receive ensure that pupils know what to expect from the next stage of their education. The school has developed good links with the receiving secondary schools, with staff from these schools supporting the group of more-able pupils.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Since the last inspection, insufficient progress has been made in improving the school. The issues identified at that inspection have not been resolved and remain as the school's current weaknesses. The school's efforts in response to the national Improving Schools Programme are beginning to have an effect on improving standards and on the quality of teaching and learning, but have not yet reversed falling standards and poor achievement. The school's evaluation of its performance is not accurate enough to clearly identify its failings, giving an inflated view of the school's work. While much has been done to support pupils' pastoral welfare, not enough has been done for their academic development. The monitoring of teaching and learning is undertaken by the headteacher and senior staff, but too often it focuses on the technicalities of teaching rather than on the impact on pupils' learning. Governance is inadequate. The governing body meets regularly, but is over-reliant on the school's staff for information. Its members have had limited involvement in evaluating the school's performance or in holding its leaders and managers to account.

The school has established good links with parents and carers and they in turn support the school well. Parents and carers are made welcome in the school and readily discuss

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any aspect of their children's work with the teachers. Although pupils are given equal opportunities to participate in activities provided, their low attainment and inadequate overall achievement have come about because the needs of individuals and groups have not been identified rigorously enough.

The school takes its responsibilities relating to safeguarding seriously and the arrangements for this area of its work are good. Staff are suitably trained and know what to do should they have concerns about any child. The school's promotion of community cohesion is satisfactory. Good links are evident in the local community, but pupils are less aware of other communities nationally and globally.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
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	4
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

The provision in the Early Years Foundation Stage is good and is a strength of the school. This area is led well. Staff in the Nursery and Reception classes plan effectively to give children a good range of learning experiences, enabling them to develop their skills well. The high quality learning environment created for children, both indoors and outdoors, motivates them so that they enjoy their learning experiences. When they start school, children's language skills are weak and the staff organise many activities to improve these skills. By the end of the Early Years Foundation Stage, most children are close to meeting the learning goals expected. They quickly adapt to school routines and become aware of health issues.

The Early Years Foundation Stage staff work closely together to assess children's progress and they use the information they gain to plan well for future learning. Under

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the recently-appointed Key Stage leader, staff have carried out a detailed audit of provision and have an effective action plan for its future development.

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

Parents and carers overwhelmingly support the school. The response to the questionnaire was good and almost all of the forms returned were totally positive in their views about the school. The findings of this inspection endorse parents' views that their children are safe and well cared for. However, the findings also highlight that there are important weaknesses and that pupils do not achieve as well as they should.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodlands 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 129 completed questionnaires by the end of the on-site inspection. In total, there are 333 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	56	57	44	0	0	0	0
The school keeps my child safe	89	69	40	31	0	0	0	0
The school informs me about my child's progress	80	62	48	37	1	1	0	0
My child is making enough progress at this school	79	61	49	38	1	1	0	0
The teaching is good at this school	76	59	53	41	0	0	0	0
The school helps me to support my child's learning	74	57	53	41	1	1	0	0
The school helps my child to have a healthy lifestyle	71	55	58	45	0	0	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)	69	53	54	42	1	1	0	0
The school meets my child's particular needs	67	52	55	43	0	0	0	0
The school deals effectively with unacceptable behaviour	69	53	57	44	2	2	0	0
The school takes account of my suggestions and concerns	59	46	66	51	1	1	0	0
The school is led and managed effectively	84	65	41	32	1	1	0	0
Overall, I am happy with my child's experience at this school	89	69	38	29	0	0	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). 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"> ■ 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 pupils' 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.



25 April 2010

Dear Pupils

Inspection of Woodlands Primary School, Grimsby, DN33 1RJ

Thank you for the welcome you gave to the inspection team when we came to inspect your school recently. I would like to thank you for helping us with our work and to tell you what we found out.

Although there are several good things about your school, it does not provide you with an adequate education and we feel that extra support is needed to help it to improve. As a result, we have judged that your school requires 'special measures'. In addition to the extra help, inspectors will regularly visit to check that things are getting better.

Staff care for you well and ensure that you are happy at school. You told us that you enjoy school and that you feel safe and secure. If you have a problem, you said that you always have an adult to talk to. Your school council works well to give your ideas to the staff and has helped to bring about some good changes at the school. You behave well for most of the time, but occasionally some of you waste time in lessons because you talk about things which are not connected to your work.

In order to help your school get better, we have asked the headteacher, staff and the governing body to:

- give you the opportunities to make the best progress you can, especially in English and mathematics
- make sure that you are taught as well as possible in all your lessons
- check more carefully on what needs to be improved in the school to give you the best education possible.

You can all help them by continuing to attend school regularly and working as hard as you can in all your lessons.

Yours sincerely

Mr John Foster

Lead inspector

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