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Thursday 10 June 2010

Mrs Sarah Bentley
Woodlands Primary School
Wensley Green
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Dear Mrs Bentley

Ofsted monitoring of Grade 3 schools

Thank you for the help which you, your deputy headteacher and staff gave when I inspected your school on Wednesday 9 June 2010 and for the information which you provided during my visit. I would also like to thank the pupils who took time to talk with me during the day.

Since the previous inspection, there have been a number of changes to the staff. Two teachers, six teaching assistants and a number of support staff have been appointed.

As a result of the inspection on 25–26 June 2008, the school was asked to address the following issues.

- Ensure that teaching is good so that all pupils, including children in the Foundation Stage, make more rapid progress and reach higher standards.
- Improve pupils' achievement and standards in writing in all classes.
- Ensure that marking consistently informs pupils about what they need to do to improve to achieve their targets in English and mathematics.
- Improve pupils' understanding of cultural diversity and different religions in Britain today.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and outstanding progress in demonstrating a better capacity for sustained improvement.

Attainment remains below average at the end of Key Stage 2. In 2009, pupils' attainment was significantly below the national average in English, mathematics and science, although it improved and was nearer to the national averages than in 2008. Attainment at the end of Key Stage 1 is in line with national averages. Fewer pupils



attain the higher levels in writing than in mathematics or science. This is recognised by the school and plans are in place to address the issue during next academic year. More rapid pupil progress is apparent in the comprehensive data compiled by the school. This also shows that not enough pupils are currently making sufficient progress in writing although increased progress is being made in Year 1 and Year 6. There has been an increase in the proportion of pupils working at their age-related expectations in writing since the previous inspection. In the Early Years Foundation Stage all children make satisfactory progress and some make good progress.

School leaders have worked decisively to strengthen the quality of teaching in lessons, resulting in pupils making increased progress. Rigorous and robust processes are in place, enabling school leaders to accurately evaluate the impact of the quality of teaching on meeting the needs of all pupils. As a result, teachers receive support that is carefully matched to their individual development needs to help them improve their teaching. The quality of teaching has improved since the previous inspection and is now good in many year groups. Teaching assistants are clearly valued within the school and make a positive contribution to learning. Since the previous inspection much progress has been made in the use of marking to inform pupils about what they should do to improve further, although some teachers are not doing this consistently. Many pupils know what their targets are and they understand what they must do to improve in English and mathematics. Much work has been done on improving pupils' understanding of cultural diversity through enhanced curriculum provision and visitors to school from other cultures. School leaders are planning to provide a greater focus on the understanding of different religions next academic year. Pupils are now much more aware of the diversity of culture which exists in Britain today.

The school is well supported by the local authority in working towards agreed improvement priorities. The flexible support provided is well matched to the needs of the school and has contributed to more rapid progress being made by pupils in their learning; it has also strengthened leadership at all levels.

School leaders monitor progress against the improvement plans with decisive determination and rigour. They have brought about improvements in the quality of teaching through using robust systems to identify improvement priorities for all teachers. Improvements in teaching have resulted in the rising standards. Collectively, the leaders are tightly focused and are taking effective action on further improving the quality of learning and increasing pupils' progress.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Declan McCauley
Additional Inspector

