

Woodlands CofE Primary School

Inspection report

Unique Reference Number	107317
Local Authority	Bradford
Inspection number	336866
Inspection dates	8–9 December 2009
Reporting inspector	Melvyn Hemmings

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	94
Appropriate authority	The governing body
Chair	Mrs Amanda Barraclough
Headteacher	Mr A Wilcock
Date of previous school inspection	6 July 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 14 lessons or parts of lessons, and held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at school policies, records of meetings, assessment information and curriculum planning. In addition, 64 parents' questionnaires were received and analysed.

- if pupils in Years 3 to 6 make the progress of which they are capable
- whether there is sufficient challenge, throughout the school, for those pupils who are more able
- how successfully leaders are working to raise standards, particularly in writing and mathematics, by the end of Year 6.

Information about the school

This smaller than average school has four classes, including three with mixed-age groups. There is Early Years Foundation Stage provision in a mixed Reception/Year 1 class. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational need, is below average. Most pupils are White British. The school went through a period of significant disruption to staffing after the last inspection. The school has gained a number of awards including Healthy School status and the Activemark.

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

The school provides a friendly and caring setting in which to learn. The headteacher's vision for school improvement is shared by all in the school and a strong team ethos is evident. He provides clear educational direction, focussed on driving up standards. Leaders have a sound understanding of the school's strengths and weaknesses, which enables them to prioritise areas for development. This is shown in the way they have worked conscientiously to accelerate the progress made by pupils in Years 3 to 6, which had been adversely effected by the disruption to staffing over the last two years. Action taken has stabilised staffing, made teachers more accountable for the progress their pupils make, and enabled them to generally work at their true capability. As a result, most of these pupils now make at least satisfactory progress and increasing numbers of older pupils make good progress.

Pupils make satisfactory progress from Years 1 to 6 and, by the time they leave school, attain average standards in English, mathematics and science. This represents satisfactory achievement from their starting points on entering school. In English, pupils' ability to use a wide vocabulary to enrich their creative writing is a weakness. In mathematics, pupils are not adept at using their calculation skills to solve problems in new situations. The school has introduced strategies to improve these aspects, including training to extend teachers' expertise and amending curriculum planning to give them more emphasis. It is difficult to measure the success of these initiatives, as leaders do not rigorously evaluate their impact on pupils' outcomes.

The main reason that progress is satisfactory rather than good is that teaching and learning are inconsistent. Teachers do not always use assessment information effectively to set challenging work to match the abilities of different groups of pupils. This is particularly the case for those pupils who are more able. Leaders do not monitor and evaluate the progress that pupils make, or the quality of teaching and learning robustly enough to remove these inconsistencies. Pupils behave well, being polite and considerate towards others. They have positive attitudes to their learning and show enjoyment in their activities. The curriculum is enlivened by a wide range of enrichment experiences that are much appreciated by pupils and parents. It does not provide enough opportunities for pupils to write purposefully across a range of subjects. High priority is placed upon pupils' care and well-being and they are cherished as unique individuals. Safeguarding arrangements meet statutory requirements and pupils say they feel safe while in school.

Self-evaluation provides leaders and governors with an accurate assessment of the school's effectiveness. It enables the school to correctly identify and prioritise areas for development. This has led to an improvement in progress for pupils in Years 3 to 6.

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Necessary systems are embedded sufficiently to enable leaders to take the school forward. This indicates that the school has satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise standards, particularly in writing and mathematics, by:
 - ensuring that teachers always use assessment information effectively to set challenging work that matches the abilities of different groups of pupils, especially those who are more-able
 - extending pupils' vocabulary to enrich their creative writing and providing more opportunities to write purposefully across the curriculum
 - improving pupils' ability in applying their mathematical calculation skills in new situations to solve real life number problems.
- Iron out inconsistencies in teaching and learning by rigorously monitoring and evaluating lessons and ensuring identified areas for improvement are taken into account in the future.
- Strengthen leadership and management by:
 - implementing a rigorous system for tracking the progress that individual pupils make, so challenging targets for improvement can be set
 - more robustly evaluating the impact of actions taken to bring about improvement.
- 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

Pupils are enthusiastic, maintain their concentration and are keen to do well. They show interest in their work, particularly when engaged in practical activities, and work well together in pairs and in small groups. This was evident in a mathematics lesson for pupils in Year 2, when they were learning how to follow and give instructions using words that describe position. Pupils confidently make contributions to class discussions and listen attentively to the views of others. They enjoy books and read well. They lack a wide vocabulary to enable them to enrich their creative writing. Pupils have satisfactory mathematical calculation skills, but are not adept at using these skills in problem-solving activities in new situations. They can use information and communication technology (ICT) confidently to support learning in other subjects. There is no significant difference between the achievement of different groups. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the extra support they receive.

Good spiritual, moral, social and cultural development means that pupils are kind, caring and respectful of the beliefs and traditions of people from different backgrounds. Pupils make a positive contribution to school life by willingly taking on responsibilities, including

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being a member of the school council. They enjoy coming to school and their good behaviour promotes a positive relationship with the local community. Pupils are adopting healthy lifestyles by eating healthily and taking regular exercise. They are soundly prepared for the next stage of education and their future lives.

These are the grades for pupils' outcomes

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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have secure subject knowledge and so are able to explain new ideas clearly and confidently. They usually give pupils activities that are interesting and motivating, so that pupils are able to maintain their concentration for lengthy periods. Teachers plan lessons well to build on previous work so that pupils can use what they already know to support their current learning. Classroom management is good and leads to them being calm and friendly places in which to learn. Teachers do not always use assessment information effectively enough to plan work that matches pupils' individual needs, especially those who are more able. This results in pupils being given work that is either too easy or too hard and this limits the progress they make. Teaching assistants are soundly deployed to support pupils, including those with special educational needs

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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and/or disabilities.

Curriculum planning ensures that work given to pupils builds systematically on previous work. This is particularly important in the classes with mixed-year groups, to ensure that work is not repeated. A strong feature of the curriculum is the range of enrichment opportunities that include extra-curricular activities and visits to places of educational interest. Good links with others, such as Bradford's Music and Art Service, extend pupils' skills and widen their horizons. The school's commitment to providing a variety of good quality sporting experiences is reflected in the award of the Activemark. The programme for personal development is good and is reflected in pupils' good progress in this aspect of their learning.

The school provides a safe learning environment for individuals and groups of pupils. Robust child protection procedures and risk assessments are firmly in place. All staff are aware of the procedures to follow if they have any concerns about the well-being of a pupil. Support for vulnerable pupils is an established part of provision and plays an important role in fostering their learning and development. Good links with outside agencies, including the educational psychologist, ensure extra support for individual pupils is readily available if 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	2

How effective are leadership and management?

Leaders embed ambition and drive improvement satisfactorily, by focusing the school on priorities. However, the monitoring and evaluation of outcomes and provision lacks sharpness. The school promotes equal opportunity and tackles discrimination in a satisfactory way. It has relevant information about different groups of pupils and checks their performance across the curriculum and their contribution to school life. All safeguarding requirements are met and arrangements are systematically reviewed. The school actively promotes community cohesion and the impact of its work is felt strongly within the school. As a result, pupils from different backgrounds get on noticeably well with each other. The school's actions have a beneficial effect on community cohesion, within the local community and beyond. The school has a positive relationship with parents and carers that contributes to pupils' achievement and well-being. Governors know the strengths and weaknesses of the school and are involved in setting priorities for improvement.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress and achieve well across all areas of learning. Effective induction arrangements enable children to quickly settle into everyday routines. Staff work well as a team and relationships between adults and children are good, which has a positive impact on the progress children make. Adults use assessment information well to set children tasks that are interesting and usually well matched to their individual abilities. Occasionally, the emphasis in activities is on what children are to do rather than what they are to learn. Children are encouraged to make choices for themselves and this contributes to their development as independent learners. They enjoy their activities and are keen to learn, as was seen when they were excitedly making a shopping list for Christmas. Children work and play well together in pairs and small groups, taking turns and sharing fairly. Good leadership has rightly identified the need to develop the outdoor area to further support children's learning, particularly in writing. The quality of care is good with strong emphasis placed on children's well-being. Parents are kept fully informed about the progress their children make.

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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

The very large majority of parents and carers who responded to inspection questionnaires were positive about the school's work and the efforts of all staff. One parental comment was typical of many: 'The staff are helpful and listen and act upon any concerns raised. Learning in a happy, safe and caring environment is provided by Woodlands.' A few parents did not think the school helped them in supporting their child's learning. Inspection evidence does not support this view.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodlands CofE 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	75	15	23	0	0	0	0
The school keeps my child safe	54	84	9	14	0	0	0	0
The school informs me about my child's progress	41	64	19	30	3	5	0	0
My child is making enough progress at this school	44	69	17	27	2	3	0	0
The teaching is good at this school	46	72	16	25	0	0	0	0
The school helps me to support my child's learning	42	66	15	23	4	6	0	0
The school helps my child to have a healthy lifestyle	39	61	22	34	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)	35	55	18	28	2	3	1	2
The school meets my child's particular needs	41	64	19	30	2	3	0	0
The school deals effectively with unacceptable behaviour	41	64	19	30	2	3	0	0
The school takes account of my suggestions and concerns	38	59	22	34	2	3	0	0
The school is led and managed effectively	47	73	14	22	0	0	0	0
Overall, I am happy with my child's experience at this school	49	77	14	22	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 inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	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:	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. ■ 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.



Dear Pupils,

Thank you for the very friendly welcome you gave us when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do. Yours is a friendly school that helps you make satisfactory progress and reach average standards in English, mathematics and science by the time you leave.

What we found out about your satisfactory school:

- it provides a welcoming and happy setting in which to learn
- the contribution you make to the life of the school is good, such as being a member of the school council
- you behave well and enjoy coming to school
- those of you in Years 3 to 6 are making better progress because of recent improvements
- adults look after you well and make sure you are safe, in and around school and on visits
- the headteacher, all staff and governors are working hard to help you do better.

What we have asked your school to do now:

- improve your writing skills and your ability to use what you already know in mathematics to solve number problems in new situations
- make sure that teaching always makes you think hard and that make good progress
- check the progress you make more carefully to set you challenging targets.

You can all help your school improve further by continuing to try your best in everything you do.

Yours sincerely,

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