

# Woodheys Primary School

## Inspection report

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<b>Unique Reference Number</b>	106299
<b>Local authority</b>	Trafford
<b>Inspection number</b>	377389
<b>Inspection dates</b>	26–27 September 2011
<b>Reporting inspector</b>	Derek Watts

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>	434
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris O'Brien
<b>Headteacher</b>	Laura Daniels
<b>Date of previous school inspection</b>	31 January 2007
<b>School address</b>	Meadway Sale M33 4PG
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## Introduction

This inspection was carried out by four additional inspectors, who observed teaching and learning in 23 lessons or part lessons, taught by 14 different teachers. The inspection team examined the school's policies including those for safeguarding, assessment information, pupils' work, teachers' plans and school improvement planning. They held discussions with the headteacher, the staff, members of the governing body, parents and carers and pupils. The inspectors analysed 114 questionnaires completed by parents and carers, 134 from pupils and 41 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What are the reasons for the apparent dip in Year 6 attainment in 2011 and how well are they being addressed?
- How good are the monitoring of teaching and learning and to what extent is the best practice shared?
- What is the impact of the international curriculum and international initiatives on pupils' learning and development?
- How well are members of the governing body monitoring the school's performance and evaluating the progress of improvement planning?

## Information about the school

Woodheys is a much larger-than-average-size primary school. About two thirds of the pupils are of White British heritage. Other pupils come from a wide range of ethnic groups. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils known to be eligible for free school meals is also below average. The school has gained a number of awards including, International Schools.

A before- and after-school club is managed by a private organisation and this is inspected separately. A new deputy headteacher was appointed in September 2011. A major building programme including seven new classrooms was very recently completed. The number on roll has increased since the previous inspection, mainly because of the closure of a local primary school.

**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**

**2**

## Main findings

Woodheys Primary is a good school. There are some outstanding aspects to its work. Community cohesion is promoted extremely well and pupils make exceptional progress in their spiritual, moral, social and cultural development. Pupils feel extremely safe because of the attention given to care, guidance and support. They show an excellent understanding of how to lead a healthy lifestyle. Pupils make very valuable contributions to the school and to the wider community. Partnerships with schools abroad contribute very well to pupils' understanding of the wider world. Behaviour is good in lessons and around the school. Pupils enjoy school and attendance is above average.

Across the school, pupils achieve well because of good teaching and an interesting curriculum. Children in the Early Years Foundation Stage make good progress in most areas of learning but their attainment in writing is a little lower than other areas. Attainment by the end of Year 6 has been consistently high since the previous inspection but dipped to above average in 2011. A higher than usual number of pupils joining and leaving the year group, staffing changes and the disruption caused by the building work contributed to this dip. The school has taken positive steps to help ensure that good progress and high attainment are maintained.

Teaching successfully promotes good progress for all pupils. There are examples of outstanding practice, but opportunities to share this practice have yet to be fully explored. Teachers establish clear expectations and positive relationships with pupils. Explanations, instructions and demonstrations promote learning well. Assessment is used effectively to plan teaching and to match tasks to pupils' abilities. Occasionally, learning slows with overlong introductions to lessons. Some learning activities are over directed by the teacher and pupils have insufficient opportunities to apply their skills and to work independently. The curriculum is enriched by a wide range of additional activities. Wildlife areas, nature trails, a Labyrinth and an 'all weather' sports surface are impressive facilities that enhance pupils' learning. Information and communication technology (ICT) is underused to support pupils' learning.

The school has been effectively led and managed since the previous inspection. A more settled senior leadership team, the completion of new buildings and a focus on teaching, learning and the curriculum pave the way for a new phase for the school. Members of the governing body have a good understanding of the school's performance and make a valuable contribution to the school's effectiveness. The

governing body is supportive and more effectively involved in monitoring performance and holding the school to account than at the time of the previous inspection. Self-evaluation is systematic and the school has clear plans for further improvements. All of this demonstrates a good capacity for further improvement.

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

- Raise children’s attainment in writing in the Early Years Foundation Stage to at least the levels of other areas of learning, by extending opportunities for them to acquire and practise early writing skills.
- Increase the proportion of outstanding teaching and learning by extending the sharing of the best practice and by:
  - ensuring time is maximised in all lessons and that learning proceeds at a good pace
  - extending the opportunities for pupils to apply literacy, numeracy and information and communication technology skills to their learning and to work independently.

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

<b>2</b>
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Children now enter the Early Years Foundation Stage with knowledge, skills and understanding broadly expected for their age. Previously, attainment on entry has been higher than this. Children make good progress and attainment on entry to Year 1 is above average overall.

Throughout the school, pupils show enthusiasm for learning in their lessons and enjoy the wide range of activities provided. Pupils told the inspectors, ‘Learning is fun’. In Key Stages 1 and 2, pupils including the more able, those from minority ethnic groups and those with special educational needs and/or disabilities, make good progress. By the end of Year 6, attainment is usually high in English, mathematics and science. The dip in 2011 means that attainment is above average overall.

Pupils are articulate and confident speakers. They make good progress in speaking and listening because of the well-planned opportunities for them to discuss their learning in pairs and small groups. Pupils respond to their teachers’ questions with clear and well considered answers. They enjoy reading a wide range of books. For example, pupils in Year 2 read the short story, ‘Peace at last’ with considerable enthusiasm and expression. They demonstrated a good understanding of the story. Pupils write for a range of purposes and in different styles. Their writing is lively and imaginative. Punctuation and spelling are usually accurate. There are good examples of pupils applying and developing their writing to areas other than in English. For example, last year’s Year 6 wrote interesting and colourful accounts of their trip to London. However, this approach is not securely embedded.

Pupils make good progress in mathematics because problem-solving tasks are challenging and are well matched to needs. For example, Year 1 pupils used different

strategies, including practical resources to solve addition problems. In science, Year 5 pupils made good progress in acquiring new knowledge and understanding of the heart and circulatory system. They have good opportunities to try different exercises and to measure their pulse rate. However, opportunities were missed for the pupils to decide how they could best organise and present their results and findings.

Pupils demonstrate very positive qualities, such as cooperation, kindness, respect for others and responsibility. In assemblies, they reflect on the importance of supporting others and the wonders of nature. They show outstanding knowledge and considerable respect for the different cultures and religions. Pupils feel extremely well cared for at school and know that there are always adults they can turn to for help if needed. As they told the inspectors, 'If there are any problems our teachers will sort them out'. Pupils choose healthy food and participate in frequent exercise. They are eager to support the school and the wider community. House captains, road safety teams, the energy team and members of the school council all take their responsibilities very seriously. Pupils raise funds for a wide range of appeals and charities to help those who are less fortunate than themselves. With well-developed personal skills and their good progress in literacy and numeracy, pupils are well prepared for their next school and for the future.

*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>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop 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>1</b>

## How effective is the provision?

Teaching promotes enjoyment and effective learning for pupils. Pupils informed the inspectors, 'We are always learning something new' and 'Lessons are challenging and fun'. There were examples of outstanding lessons in English in Year 4 and in Year 6. In these lessons, the teachers' strong subject knowledge, high expectations and challenging activities led to pupils making exceptional gains in their learning. Lessons have a clear purpose and so pupils know what they are expected to learn. Questioning is used effectively to challenge pupils' thinking and to check their understanding. Pupils' interest is usually sustained because activities are tailored closely to their abilities and needs. Teaching assistants are usually effectively

<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

deployed and make good contributions to pupils’ learning, particularly for those who need additional help. In just a few lessons, the pace of learning slowed with overlong introductions and pupils were not sufficiently engaged in their learning. The marking of pupils’ work is helpful, constructive and guides pupils’ future learning well.

The curriculum contributes very well to pupils’ personal development and promotes good academic progress. Provision for reading and mathematics is good and the school continues to explore ways to improve pupils’ writing. Opportunities for pupils to apply skills, such as ICT, to their learning are less well developed. Health education and the wide range of physical activities provided contribute extremely well to pupils’ excellent understanding of a healthy lifestyle. Pupils thoroughly enjoy the wide range of clubs, including art, choir, chess, football, golf, gymnastics, martial arts and peace. Visitors and visits further enhance the curriculum and pupils’ learning. For example, a successful residential trip to Yorkshire for Year 5 provided exciting new outdoor experiences, such as archery, climbing and problem-solving activities. The impressive outdoor facilities provide excellent opportunities for art, reflection, scientific study and sport.

Care, guidance and support underpin the school’s positive ethos. Pupils, parents and carers fully appreciate the well-organised, safe and secure environment provided. Pupils with special educational needs and/or disabilities are provided with the good support they need. In partnership with other agencies, the school is successful in supporting pupils and their families who require additional help. There are effective procedures to monitoring and promoting good attendance.

*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?**

The headteacher has a very clear vision for further improvement, which is shared by staff and the governing body. Particular success has been achieved in creating an attractive learning environment and a positive school atmosphere in which pupils to learn and develop. The promotion of pupils’ personal outcomes has been a positive strength. Senior leaders are currently rightly focusing their attention on further improving teaching, learning and the curriculum. The monitoring and development of teaching are effective and there are aspirations to increase the proportion of outstanding teaching through the sharing of the best practice and extending teaching and learning approaches.

Members of the governing body show a good understanding of the school’s strengths and improvement priorities. Some members have been especially supportive during the building of the new accommodation. Safeguarding is given good attention and there are effective policies and procedures to protect and safeguard pupils. The monitoring and evaluation of these procedures are thorough. All staff are well trained

in the area of safeguarding. Safe practices for pupils are very successfully promoted through the school’s teaching and the curriculum.

All groups of pupils have full access to the good quality provision, resulting in good progress in their learning and in their personal development. Equality of opportunity is promoted well and very rare instances of discrimination are effectively tackled. Community cohesion is a promoted extremely well and there is a strong international dimension to the school’s curriculum. As a result, pupils have a very clear appreciation and understanding of the diversity within the United Kingdom and in the wider world.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</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>2</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>2</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>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Good leadership and teamwork among the staff are promoting good provision in this setting. Children make good progress in their personal, social and emotional development because of the strong relationships between adults and children and the good attention to care, guidance and welfare. As a result, children feel safe, secure and grow in confidence.

Children very much enjoy the indoor and outdoor activities provided. They are well taught and make good gains in their learning. Assessment information is used well to plan teaching and learning. There is a good balance of adult-led activities and those chosen by the children. Children have good opportunities to explore, be creative and work independently.

Children make good progress in speaking and listening because these skills are effectively promoted through most activities. They enjoy the attractive books provided and the stories. They retell with enthusiasm the story of the ‘Hungry Caterpillar’. While there are sound opportunities for children to practice early writing skills, these could be extended both inside and outside. Children in the Reception class have enjoyed exploring colours as they painted large self-portraits and their own monsters. The outdoor areas encourage children to be active learners and the leader has clear plans to further extend the range of outdoor learning activities.

*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 in the Early Years Foundation Stage	2

**Views of parents and carers**

Most of the parents and carers who returned the questionnaire are happy with their children’s experience at the school. They are particularly pleased with safety in the school, the sense of enjoyment and the promotion of healthy lifestyles. The inspection findings support these positive views. A very small minority expressed concerns about how well the school deals with unacceptable behavior, their child’s progress and meeting pupils’ particular needs. During the inspection, pupils’ behaviour was generally good and there are effective procedures to deal with any inappropriate behaviour should it occur. Pupils, parents and staff reported that there had been some behavioural issues last year and these had been resolved. The school strives to meet the needs of all pupils and most pupils are making good progress. There are occasions when pupils could make even more progress if given opportunities to apply their skills and to work independently.

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

Ofsted invited all the registered parents and carers of pupils registered at Woodheys 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 114 completed questionnaires by the end of the on-site inspection. In total, there are 434 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	64	37	32	3	3	0	0
The school keeps my child safe	65	57	45	39	3	3	0	0
The school informs me about my child's progress	46	40	56	49	7	6	1	1
My child is making enough progress at this school	49	43	46	40	9	8	3	3
The teaching is good at this school	55	48	49	43	4	4	1	1
The school helps me to support my child's learning	52	46	49	43	9	8	1	1
The school helps my child to have a healthy lifestyle	55	48	56	49	2	2	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)	54	47	43	38	6	5	1	1
The school meets my child's particular needs	50	44	42	37	9	8	3	3
The school deals effectively with unacceptable behaviour	44	39	51	45	10	9	2	2
The school takes account of my suggestions and concerns	45	39	45	39	5	4	3	3
The school is led and managed effectively	48	42	49	43	9	8	1	1
Overall, I am happy with my child's experience at this school	58	51	46	40	4	4	2	2

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



28 September 2011

Dear Pupils

### **Inspection of Woodheys Primary School, Sale, M33 4PG**

Thank you so much for welcoming us into your school, giving us your views and showing us your work. We thoroughly enjoyed our visit. Woodheys Primary is a good school. Some things are outstanding.

These are the main strengths.

- Children in the Early Years Foundation Stage have a good start.
- You thoroughly enjoy school and your attendance is above average.
- You are making good progress because of the good teaching.
- An interesting and wide range of learning activities is provided including clubs, visits and visitors.
- You show a good understanding of different faiths and ways of life.
- You get on well with each other and your behaviour is good.
- You have an excellent understanding of how to keep healthy and fit.
- You feel very safe at school because teachers and other adults take good care of you and provide the guidance and support you need.
- You make very valuable contributions to school life and to the wider community.
- The school is very well led and managed by the headteacher and other key leaders.

We have given your school just a few points for improvement.

- Children in the Early Years Foundation Stage need more opportunities to practise their early writing skills.
- We have asked teachers to ensure that full use is made of learning time in all lessons. We would like you to have more opportunities to apply your skills to solve problems and to learn independently.

All of you can help by continuing to work hard. We wish you all the best for the future.

Yours sincerely

Derek Watts  
Lead inspector

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