

Woodheys Primary School

Meadway, Sale, Cheshire M33 4PG

Inspection dates

20–21 June 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Woodheys School provides an oasis of calm tranquillity for parents, staff and pupils. They are all extremely proud of their school. Parents say that the school wholeheartedly celebrates the diversity of the community.
- Inclusion, British values, social, spiritual and moral messages are interwoven into the curriculum so that pupils celebrate difference.
- Outcomes for pupils at all key stages are good and in some cases outstanding. Pupils develop into articulate thoughtful learners.
- The headteacher, senior leaders and governors are resolute in their determination for every child to succeed. Their vision and actions have been key to ensuring that outcomes for all pupils improve year on year.
- Teachers and teaching support assistants work harmoniously to ensure that all pupils work hard and enjoy learning. Staff use questions skilfully to deepen pupils' knowledge but most-able pupils need further challenge in some classes.
- Pupils' behaviour is outstanding. Pupils behave exceptionally well in lessons and during social times. They have high aspirations and take advantage of the many diverse activities on offer.
- There is a strong safeguarding culture across the school. Pupils feel safe and well cared for.
- Governance is strong. Governors challenge leaders to reflect on and refine their actions. They are immensely proud of the school and of the pupils and carry out their responsibilities diligently.
- Some subject leaders do not measure the progress pupils make in their subjects.
- Pupils, including children in the early years, are not given opportunities to further improve their writing and mathematical skills across the wider curriculum.
- Assessment of children's ability as they enter Reception is not yet fully accurate. Outcomes are not equally good in both Reception classes.
- Most-able children in early years do not yet make the rapid progress of which they are capable.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment by making sure that:
 - all teachers have consistently high expectations of all pupil groups
 - assessment of pupils' progress is strengthened in subjects such as history, geography, science and design and technology
 - teachers seize every opportunity to extend writing and mathematics across the wider curriculum
 - pupils are given every opportunity to showcase their skills in the wider curriculum
 - teaching provides sufficient challenge for the most able pupils.
- Improve the early years provision by:
 - ensuring that it offers more opportunities and resources to promote writing and number skills in the outdoor area
 - reviewing the reliability of baseline testing of children as they enter Reception so that progress towards a good level of development can be measured more accurately
 - ensuring that both Reception classes have equally high expectations of all children, including the most able
 - providing more evidence of writing and number in the learning journals and sharing it with parents more frequently.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher and deputy headteacher are both resolute in their determination for all pupils to succeed at Woodheys. The headteachers and their leadership team are excellent role models with high expectations within a caring and nurturing environment.
- Leaders ensure that they offer a holistic approach to pupils and their families. The 'Zen Garden', the 'Labyrinth', the 'Rainbow Room' and the early years 'Secret Garden' all provide peaceful spaces for reflection.
- All staff are passionate about learning and teaching. Phase leaders get together once a week to share best practice. They work as a cohesive team to create 'non-negotiables' for lesson planning to drive progress and further improve the quality of teaching and learning.
- Leaders frequently monitor the quality of teaching and learning. Staff use these opportunities to reflect and develop their practice. Performance management is closely linked to pupils' progress and to the school's plans for improvement. Leaders use performance management sharply to make sure that outcomes for pupils are the best they can be.
- Senior leaders and governors know the school very well. They are accurate in their evaluation of the school's work and are continually looking for ways to improve further. Teachers and leaders work with local clusters of schools and have joined the local teaching school alliance. They work with the local authority and other schools to share good practice and lead the religious education hub for the local authority.
- The pupil premium is used effectively. Pupils are well known by leaders and the provision for these pupils is tracked and monitored assiduously. Current disadvantaged pupils and pupils who have special educational needs and/or disabilities make strong progress in almost all subjects and year groups. Most-able disadvantaged pupils are starting to make more rapid progress.
- Pupils who have special educational needs and/or disabilities are very well supported through targeted use of funding on group and individual interventions. The special educational needs coordinator monitors the effectiveness of the interventions regularly. As a result, these pupils are starting to make stronger progress.
- The sports funding premium is used successfully to involve pupils in a diverse range of sports and activities. Pupils learn the art of Frisbee-throwing or archery, while children in early years use dance mats or develop their tag-rugby skills. The funding has also been used effectively to develop the skills of staff in teaching physical education.
- Staff morale is high and all the staff feel passionate about the school's vision that 'Together Everyone Achieves More'. Staff value the opportunities for professional development given by leaders. Newly and recently qualified teachers appreciate greatly the support they receive at the outset of their teaching career.
- Leaders ensure that the spiritual, moral, social and cultural development of the pupils is delivered through the 'Junior Peace Mala', interfaith and community cohesion work.

The Afritwin Project provides a further dimension for pupils to develop their understanding of another culture. This approach places the Woodheys School at the heart of their multicultural community.

- Pupils are taught to be tolerant, respectful young people. They understand the true meaning of 'difference' and show genuine respect towards other people.
- British values are taught well and embedded across the school. Pupils understand the concept of democracy introduced to them through the school council system, and recognise the value of being able to contribute to decision-making processes. Leaders recognise that in creating a harmonious, tolerant community they are preparing pupils for life beyond the confines of the school.
- The innovative curriculum is underpinned by an effective assessment system, which is used well by senior leaders. It enables accurate and timely tracking of pupils' progress, particularly in English and mathematics, where leaders and teachers quickly identify any underachievement and take swift action to support pupils effectively. This is not yet the case in subjects such as geography, history, science and design technology.
- Pupils are not yet given the opportunities to develop their writing and mathematical skills in the wider curriculum.

Governance of the school

- The school benefits from strong governance.
- Governors are a skilled, reflective, forward-thinking body of people who have the best interests of pupils and staff at the heart of their work.
- Governors know the strengths of the school and are aware of the areas for further improvement.
- They visit the school regularly and remain focused on their key role of securing the best outcomes for all pupils.
- Governors provide challenge and support to the headteacher and leadership team. They readily ask probing questions and hold leaders to account. They are knowledgeable about keeping pupils safe online and are aware of their statutory duties and proactive in monitoring the efficiency and use of online filters.

Safeguarding

- The arrangements for safeguarding are effective.
- All staff are highly trained, vigilant and knowledgeable about safeguarding policies and procedures. Pupils feel safe in school. Parents and staff agree. There is a focus on making sure that every child feels welcome, cared for and respected.
- The school engages very well with parents and parents are confident that children are safe in school.
- Governors and leaders are uncompromising in providing a safe environment in which pupils can flourish. This includes ensuring that adults are aware of the signs of being at risk of extremism and radicalisation.

Quality of teaching, learning and assessment

Good

- Leaders' vision is that pupils will learn through the development of their interests. 'Wow' days capture the pupils' imagination, which leads to improved engagement and a love of learning.
- Pupils spoke of opportunities for challenge in mathematics and English. They also enjoy the more-recent chances to carry out science experiments but would like to do more art, history, geography and design technology.
- Teaching captures the imagination and interest of most pupils across the majority of year groups. The routines for pupils to check their work, correct it and extend their learning are not yet fully embedded. Although pupils clearly take pride in their work, the standard of presentation in their books is variable.
- Challenge is a feature of learning in most mathematics and English lessons. Most pupils are given work which provides opportunities for them to build on their prior knowledge and the work they have completed in previous lessons. The challenges in some subjects are not as highly developed as in English and mathematics.
- Teachers' strong subject knowledge is demonstrated in their high-quality questioning. As a result of this, all groups of pupils make at least good progress in mathematics and English. Learning is deepened and pupils' verbal reasoning skills are enhanced where teachers challenge pupils to 'prove it', 'show me' or 'convince me'.
- Teaching assistants make a significant contribution to pupils' learning across the school. They have a detailed knowledge of the pupils and provide them with excellent nurturing support. Their high-quality work is evident throughout the school.
- Pupils' attitudes to learning are good. They are prepared to take risks and make mistakes so they deepen their learning. Pupils are taught to become independent and resilient learners, so they can use these skills in later life. Routines are understood and followed by all.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very proud of their school and take great pride in their learning. They are well equipped for school and wear their uniform with pride.
- Adults and pupils share a culture of mutual respect and care. Pupils are very considerate to each other and celebrate any differences. Inspectors saw many examples of cooperation in lessons and during social times.
- Pupils and parents speak very positively about the environment in the school. Pupils walk round the school in an orderly manner, are polite and helpful with peers and adults and behave appropriately at all times.
- Pupils say that they feel safe in school. This view is positively reinforced by staff and parents. Pupils report that instances of bullying are very rare in the school, but are

confident that they would be dealt with effectively by staff. All pupils feel supported by staff and know whom they can turn to if they have any concerns.

- Pupils know how to stay safe online and personally as a result of the high-quality teaching they receive. Parents have attended sessions on online safety and governors are keenly aware of their duties and responsibilities in this area.
- Pupils are taught how to keep themselves healthy and know how to make good choices. They take pleasure in trying foods from around the world in the school dining room, or on international days.
- Pupils are given a true sense of identity where differences are celebrated. They understand the diverse cultures and faiths that make up the community and their roles within it.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils value their learning and were articulate in sharing with inspectors what they enjoy and where they would recommend improvements. Assemblies are planned so that pupils can meet successful members of the community. As a result, they are positive and ambitious for the future, wanting to become doctors, lawyers or teachers.
- In lessons and around the many garden areas, pupils listen to each other and are exceedingly well behaved. Most pupils take responsibility for their own learning and behaviour.
- Pupils are tolerant and embrace others' views. As one pupil expressed it, 'No one makes fun of differences here.' Pupils greeted inspectors with warmth and welcomed them into the school. All adults in the school are excellent role models for pupils.
- Without exception, the parents state that their children enjoy coming to school. As a result attendance is high. Pupils rarely miss school. The very few pupils who are persistently absent are well known to leaders and receive support.

Outcomes for pupils

Good

- Outcomes for pupils at Woodheys are good in all areas. In 2016 pupils made very strong progress in reading, writing and mathematics results. Results of national assessments showed that although progress of all pupils was significantly above expected in reading, writing and mathematics, a small number of disadvantaged pupils made slightly less progress in writing. This has now been addressed.
- Leaders have addressed the areas for improvement recommended in the previous inspection report. Good practice is shared in phase meetings and cascaded into classrooms. As a result, pupils make at least good progress and learn to work more independently.
- The pupil premium funding is used effectively to support disadvantaged pupils. Current progress across the years shows that disadvantaged pupils and those pupils who have special educational needs and/or disabilities are making progress at least in line with that of other pupils nationally. Most-able disadvantaged pupils are starting to make

more-rapid progress as a result of higher levels of challenge in some lessons.

- The progress made in phonics by all pupils is good. For the past three years, phonics results have been above the national average. However, this is not the case for disadvantaged pupils, but caution must be applied when making comparisons with national figures due to the low numbers of pupils involved.
- Information provided by the school shows that differences are diminishing between disadvantaged pupils and others nationally. This is also the case for the increasing numbers of pupils who have special educational needs and/or disabilities. Records kept by the special educational needs coordinator are exemplary. Her meticulous recording of the impact of interventions for these pupils means that activities are perfectly matched to suit their learning needs. This is why they make very good progress.
- Leaders ensure that the range of books for pupils to enjoy is rich and varied. Pupils demonstrate a true love of reading, from Harry Potter to autobiographies of famous politicians. The recent rapid progress made in reading is as a direct result of a whole-school focus on the subject.
- Leaders do not routinely assess pupils' progress with the necessary rigour in a number of subjects. This makes it unclear how well pupils are achieving.

Early years provision

Good

- Children demonstrate positive behaviour and cooperate well with others. They are respectful of adults and respond positively to guidance. While outdoors, children navigate the grounds and fixed resources safely.
- Leaders constantly seek to further improve provision and outcomes for all children and are aware of the need to develop further opportunities for the most able children to make more-rapid progress.
- Classrooms are well organised and activities help to capture the children's interests and help them to learn about the world around them. Teachers keep an eye on the basic skills, for example the children are helped to develop the finger movements required to hold and use writing tools.
- The nurturing environment means that children are safe and thoroughly enjoy their time in the Nursery and Reception provisions. There is an attractive outdoor area with a charming Secret Garden which provides a cosy corner for the children, but the more formal area currently does not yet reflect the high quality of provision for children indoors. Leaders recognise that there are limited opportunities for reading, writing and number outside.
- The recent addition of the reading and large-equipment sheds outside has improved the children's independence. Inspectors observed some children reading together in one, while others were unpacking the larger equipment to build a tower out of tin cans.
- Based on information from current baseline testing on entry into Reception, children typically enter early years with skills and knowledge broadly in line with what would be expected for their age. Leaders understand the need to review the accuracy of entry levels in pre-reading, writing and number as they are considerably lower than in other areas of learning.

- In 2016 and in previous years, the proportion of children who reached a good level of development at the end of Reception was above that of children of a similar age nationally. Most groups of learners make good progress. However, the most able children do not yet make the rapid progress of which they are capable.
- All welfare arrangements are met in full. Positive relationships with parents are fostered through stay and play sessions. However, more evidence of writing and number in the learning journals and sharing it with parents more frequently would improve communication with parents still further.
- Parents are united in their love of the school. 'My daughter has come on in leaps and bounds since starting at Woodheys. I have only had positive experiences with this school and the teachers.'

School details

Unique reference number	106299
Local authority	Trafford
Inspection number	10024314

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	484
Appropriate authority	The governing body
Chair	Mr Chris O'Brien
Headteacher	Mrs Laura Roberts
Telephone number	0161 973 4478
Website	www.woodheysprimaryschool.co.uk
Email address	admin@woodheysprimaryschool.co.uk
Date of previous inspection	26–27 September 2011

Information about this school

- The school meets requirements on the publication of specified information on its website.
- Woodheys Primary School is a larger than average-sized primary school.
- The school has a lower than average proportion of disadvantaged pupils in each year group.
- The proportion of pupils who have special educational needs and/or disabilities is below average, as is the proportion of pupils with an education, health and care plan, although this is rising.
- The early years provision comprises one Nursery class and two Reception classes.
- The proportion of pupils from minority ethnic backgrounds is lower than average, as is the proportion who speak English as an additional language.

- The school exceeds the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils in English and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed learning throughout the school. Some observations and a learning walk were carried out jointly with the headteacher and other senior leaders. In addition, pupils' work was scrutinised formally and in lessons.
- Inspectors listened to pupils read.
- The inspectors met with pupils, both formally and informally, to listen to their views.
- Meetings were held with the headteacher, deputy headteacher, other leaders, newly qualified teachers, groups of pupils, the governing body and a representative from the local authority.
- Inspectors met with the newly appointed headteacher, who is due to take up his post when the current headteacher retires at the end of this academic year.
- The inspection team scrutinised a wide range of documentation that covered: information about pupils' attainment and progress; the school's self-evaluation and improvement plan; the deputy headteacher's presentation to governors; phase leaders' reports to governors; anonymised performance management reports; local authority reports; and records relating to pupils' attendance and behaviour, teaching, learning and safeguarding of pupils. Scrutiny of the website was undertaken.
- The inspectors considered the views expressed by parents in 113 responses to Ofsted's online survey (Parent View) as well as comments received via the free-text facility on Parent View. The inspectors also took into account the 33 responses to a questionnaire for staff and the 148 responses to the pupils' questionnaire.

Inspection team

Maggie Parker, lead inspector	Ofsted Inspector
Moira Atkins	Ofsted Inspector
Doreen Davenport	Ofsted Inspector
Stephen Rigby	Ofsted Inspector
John Shutt	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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