



# West Woodburn First School

## Inspection Report

**Unique Reference Number** 122190  
**LEA** Northumberland  
**Inspection number** 281184  
**Inspection dates** 11 July 2006 to 11 July 2006  
**Reporting inspector** Mrs Kathleen McArthur

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

<b>Type of school</b>	First	<b>School address</b>	West Woodburn
<b>School category</b>	Community		Hexham
<b>Age range of pupils</b>	4 to 9		Northumberland, NE48 2RX
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01434 270220
<b>Number on roll</b>	30	<b>Fax number</b>	01434 270220
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Gillian Scott
<b>Date of previous inspection</b>	1 December 2000	<b>Headteacher</b>	Mrs Susan Beavers

<b>Age group</b> 4 to 9	<b>Inspection dates</b> 11 July 2006 - 11 July 2006	<b>Inspection number</b> 281184
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

West Woodburn First School stands in a beautiful rural location. It is much smaller than most schools, with very small numbers in each year group. Most pupils live in the village; others travel from a wide area. When children start school, attainment varies from broadly average to a little below that typical for their age. The proportion of pupils receiving a free school meal is below average. Fewer than average numbers of pupils have learning difficulties and/or disabilities but a higher than average number have a statement of special educational need.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school, despite the school's cautious evaluation of effectiveness as satisfactory. It gives good value for money. Parents are very happy with the school, and praise the staff for making it 'an enjoyable learning environment for our children'. Good leadership by the headteacher is fully supported by staff, governors and parents. Pupils behave well, are eager to learn and enjoy the extensive activities offered by the good curriculum. In the Foundation Stage, good provision and teaching ensure children progress well. Throughout the school, pupils, including those with learning difficulties and/or disabilities, achieve well and attain good standards because they are taught well overall. The school has identified the need for further professional development to ensure all staff meet pupils' varied needs effectively. The pupils are well cared for. Assessment systems are used well and provide valuable information about progress, but pupils are not always made aware of how to improve their work. The school has successfully improved the curriculum in response to the previous inspection findings. There is good capacity for further improvement.

### What the school should do to improve further

- Implement further professional development so all staff have the necessary knowledge and skills to meet pupils' learning needs more effectively.
- Extend and develop assessment systems to involve pupils so they know how to improve their own work.

## Achievement and standards

### Grade: 2

Pupils achieve well and attain above average standards. When they start school, children's attainment varies from broadly average to a little below that normally seen at their age. Good provision ensures children achieve well in the Foundation Stage so most exceed the learning goals for their age at the end of Reception class. They continue to achieve well in Years 1 and 2, attaining standards above those seen nationally at the age of seven. This good progress continues in Key Stage 2 and test results show that the majority of pupils reach standards above those expected. Pupils with learning difficulties and/or disabilities achieve well in relation to their capabilities because they are supported appropriately. Analysis of assessment information showed that pupils had not always performed as strongly in mathematics as in other subjects. The school has taken prompt action to provide extra help and standards have improved. This work is continuing to ensure the improvement is consolidated and maintained. From the moment pupils start school, there is a strong emphasis on developing reading skills which is supported well by parents who hear their children read regularly. Consequently, pupils quickly become fluent readers and acquire a good vocabulary which they use imaginatively in their written work. Pupils are competent users of the school's good range of information and communication technology (ICT) resources.

## **Personal development and well-being**

### **Grade: 2**

Personal development is good. Pupils enjoy coming to school and attendance is satisfactory. They are keen to learn because they meet interesting activities and say, 'the people are nice, especially the teachers.' Pupils behave well overall and are caring and helpful to everyone. Older pupils enjoy being 'buddies' who look after the younger ones. The youngest children settle quickly and make rapid progress in the warm, stimulating environment of the Foundation Stage. They happily help each other, for example, to fasten their painting overalls. Good relationships are evident at all levels in the school, pupils feel valued and know that their views and ideas are listened to. The school council's ideas for a confidential 'worry box' and a 'suggestion box' have been implemented. Pupils feel safe, do not think bullying is a problem and trust all the adults because they know that any problems are quickly sorted out. They understand the importance of a healthy lifestyle, enjoy the healthy school meals and varied physical activities including weekly swimming lessons for every pupil. Provision for spiritual, moral, social and cultural development is good. The school participates in many local events including the traditional village Leek show.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall, enabling all pupils, including those with learning difficulties and/or disabilities, to progress well and attain above average standards. Lessons are usually well planned and organised, with varied practical activities that make learning interesting and fun. In most lessons, work is provided to meet the different needs and mixed ages within each class, and careful use of flexible grouping ensures all pupils are suitably challenged to extend their learning. Occasionally, where this does not occur, pupils are unsure about the tasks and their progress is hindered. The classroom assistants are deployed well and provide skilled support. The positive relationship between the school and parents provides valuable support for pupils and their learning.

### **Curriculum and other activities**

#### **Grade: 2**

The school provides a good curriculum that is broad and balanced and meets all statutory requirements. Imaginative use of the beautiful resources in the surrounding countryside successfully extends and enriches the curriculum. Basic skills of literacy and numeracy are taught well, enabling pupils to use their skills in all subjects, for example, descriptions of the Blitz in Second World War and retelling the parable of The Good Samaritan. Children in the Foundation Stage experience lively practical activities and learn outside as often as possible. Secure enclosed space outside is limited and a full curriculum for outdoor learning is still being developed. Good ICT

facilities ensure pupils become competent, and they often work independently with the interactive whiteboards. Physical education lessons often take place on the village green but there is no hall for indoor lessons, limiting the scope of the curriculum. Pupils enjoy the popular after-school sports club. Interesting visitors and visits enrich the curriculum well. Effective partnership with local schools has led to a residential visit, and the middle school provides specialist teaching in physical education.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Parents describe the school as 'caring', and their children feel safe and happy, trust the staff and know how to get help with any problems. Staff and governors are fully committed to the health, safety and well-being of all pupils. Child protection procedures and risk assessments are fully in place. Good induction arrangements mean children start school happily and settle quickly. There are well established links with the middle school so pupils transfer there confidently. Good support and individual education plans ensure that pupils with learning difficulties and/or disabilities progress well in relation to their capabilities. Effective assessment systems give a good picture of how well pupils are doing. Most staff use assessment information well to plan work that challenges pupils' different learning needs and abilities. However, teachers' marking does not always show pupils how to improve their work. Teachers set targets for groups and individuals, but some targets are rather complex for the younger pupils. The school is extending assessment systems so pupils know how to evaluate and improve their own work.

## **Leadership and management**

### **Grade: 2**

Despite the school's cautious judgement that they are satisfactory, the inspection found that leadership and management are good. There has been a complete change of staff, other than in administration, since the previous inspection. However, good standards have been maintained and the school has successfully improved the curriculum. Good leadership by the acting headteacher, in post since the beginning of the current school year, has quickly established a clear vision for improvement and gained the support of staff, governors and parents. She has successfully focused on improving standards in mathematics, opened the ICT facilities to the village community and extended provision through links with other local schools. Equality of opportunity is promoted well through flexible grouping, well planned activities and good deployment of extra support.

Governance is good. The governors are well led and well informed and visit school as often as possible. Perceptive evaluation of all aspects of the school's work led to the carefully focused priorities in the development plan, for example, staff performance management, the outdoor curriculum and professional development. Finances are carefully managed to support these priorities. There is good capacity for further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## Text from letter to pupils explaining the findings of the inspection

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The Pupils

West Woodburn First School

West Woodburn

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NE48 2RX

12 July 2006

Dear Pupils

You may remember that I visited your school on Tuesday 11 July. Everyone made me very welcome. I enjoyed meeting you all, watching you work hard in lessons, having lunch with you and seeing you playing on the beautiful village green. I would like to tell you some of the things I found out about your school.

You enjoy learning so you work hard and do well at school. Everyone is very friendly and polite and you behave well. I was pleased to see how well you help and look after each other, and you certainly enjoy your healthy school lunches.

Mrs Beavers is a good headteacher. All the staff and the governors look after you well and work hard to give you lots of interesting things to do.

To make your school even better, the staff are going to keep on learning so they build up their own skills and knowledge. They are going to make sure you know what you need to do to improve your work. You can help them by making sure you do your best work at school every day.

Thank you all for making my visit to West Woodburn First School so enjoyable. I hope you will all continue to be happy and enjoy everything you do at school.

With very best wishes to you all.

Mrs Kathleen McArthur

(Lead Inspector)