



# Wood Lane Primary School

## Inspection Report

**Unique Reference Number** 124057  
**LEA** Staffordshire  
**Inspection number** 281616  
**Inspection dates** 30 November 2005 to 30 November 2005  
**Reporting inspector** Ted Wheatley AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Wood Lane
<b>School category</b>	Community		Stoke-on-Trent
<b>Age range of pupils</b>	4 to 11		Staffordshire ST7 8PH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01782 720487
<b>Number on roll</b>	76	<b>Fax number</b>	01782 720487
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr M Austin
<b>Date of previous inspection</b>	19 June 2000	<b>Headteacher</b>	Mrs G Rogers

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 30 November 2005 - 30 November 2005	<b>Inspection number</b> 281616
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Wood Lane Primary School is a small school near to Stoke-on-Trent and has more boys than girls on roll; about three fifths of pupils are boys. Pupils' standards of attainment on entry currently are broadly average, but have been below average in recent years. There are no pupils in the early stages of learning English but about 30% of pupils, mainly boys, have learning or behaviour difficulties. About one fifth of the pupils enter the school after the normal starting time. The percentage of pupils eligible for free school meals is above average and pupils come from a variety of social backgrounds.

The headteacher is new to the school, having arrived at Easter 2005.

## **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 an effective and improving school. The school has made good progress since the previous inspection and evaluates itself as good. Inspectors agree. The new headteacher provides good leadership and gives clear direction for the school to improve. She is well supported by other staff, who are increasingly involved with monitoring and evaluating the work of the school and consequently it has the capacity to make further improvements. The school gives good value for money.

The standards pupils achieve are broadly average and this represents good progress considering their below average attainment on entry to the school. Standards reached by children in reception are broadly average, indicating good progress from when they started school. The large numbers of pupils with learning difficulties also make good progress. However, there are insufficient working computers and as a result pupils make unsatisfactory progress in information and communication technology (ICT). The school, however, has begun to work effectively with a local school and with the local authority to improve the teaching of ICT.

Teaching and learning and the quality of care, guidance and support are good and account for the good behaviour and attitudes of pupils in lessons and around school. In particular, teachers are patient and give good support to pupils with learning difficulties so that they learn well. They also help those pupils with behaviour difficulties settle to work and to get on with other pupils. Teachers use information from tests and marking well to set targets for pupils and plan work. However, pupils are not always aware of these and so they do not know what they need to progress. Pupils enjoy school and learn to take responsibility and become considerate to other people.

The school's partnerships with secondary schools and other agencies are being used well to support pupils' learning and parents' understanding of school.

### **What the school should do to improve further**

- Continue its good work in increasing the numbers of working computers, and improving the teaching of information and communication technology.
- Ensure that pupils are aware of the targets set for them and more involved in trying to achieve them.

## **Achievement and standards**

### **Grade: 2**

Children in the reception class make good progress and in 2005 most reached expected standards by the time they entered Year 1. The small number with poor literacy skills on entry to reception made good progress but did not reach national average standards by the end of reception.

Results in the national tests at the end of Year 2 in 2005 were broadly similar to the national average and lower than the previous year. However, the 2005 year group

contained several pupils with learning or behaviour difficulties and others who had recently come from other schools and who also had learning difficulties. Taking their prior attainment into account these pupils made good progress. In the end of Year 6 national tests in 2005, results were above average and all pupils, whatever their earlier attainment, made good progress, with some pupils making very good progress. Results were significantly better than in 2004. The school met its targets, which were challenging, and all of the pupils with learning difficulties met the targets that the school set for them.

Currently, pupils make good progress and reach standards that are broadly average, which is good taking into account their below average starting points, and the disruption experienced by many in moving from school to school. Pupils recognise that there have been recent improvements, one saying "we get lots of help to do well in the SATs".

Pupils' progress in developing ICT skills is unsatisfactory, but improving as the numbers of computers increase and pupils have more opportunities to use them.

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

### **Grade: 2**

Pupils' progress in understanding their emotions and the idea of right and wrong is good. They make good progress in developing social skills such as listening and working together. Pupils' understanding of our multicultural society is satisfactory.

Pupils' behaviour is good. They are polite to each other and to adults and relationships are positive and supportive. There is very little bullying and pupils agree that the school deals with it very quickly. Pupils really enjoy school and they talk enthusiastically about lessons, school clubs, trips and visits.

Attendance is above the national average and the school works effectively with parents and the education welfare officer to reduce absences.

Pupils make good progress in learning to keep safe. For example, a mixed Years 1 and 2 class were discussing what they should do if they got lost in a shop. They are well informed about eating healthily and taking exercise and receive good support from the school in their efforts, through healthy school meals and the provision of milk and fruit at break times. Pupils' charity work and the many opportunities to help around the school enable them to make a positive contribution to the community.

Pupils develop good skills for later life; they take part in decision making in their classes and the school council and have frequent opportunities to organise and manage activities, for example charity occasions.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teachers plan lessons well and make sure work is well matched to pupils' individual learning needs. They set challenging work and make sure that the right resources are available to help pupils learn effectively. They are friendly but deal with unacceptable behaviour firmly and sympathetically. Recent work to track the progress of pupils is being used effectively to set targets for groups of pupils and to make sure that they are well supported in reaching these targets. Pupils are not yet aware of their own targets to give them a clear view of how to raise standards, but they do know from teachers' marking some of the things they need to do to improve their work. Teachers have analysed test results and have recognised pupils' speaking and listening as being particular weaknesses that hinders their learning. All teachers now make sure pupils answer questions and speak in ways that require them to explain and describe using sentences and correct vocabulary. As a result, pupils' confidence and skills in speaking are improving considerably.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and overall meets the requirements of the National Curriculum. Good planning enables children in reception and pupils in the mixed-age classes to make good progress over time. The school promotes pupils' aspirations and personal development well through regular visits to places of interest. The school develops pupils' understanding of different religions well and provides a satisfactory range of opportunities for pupils to learn about the culture of different peoples. Pupils use ICT well for word processing and research but although there are opportunities to use ICT for other activities across the curriculum these are more limited. The school has a good range of out of lesson activities that extend pupils' skills and their interests. These activities are well attended and are greatly appreciated by pupils. The plans for opening a nursery in January 2006 are realistic and well constructed.

### Care, guidance and support

#### Grade: 2

The quality of these aspects is good. Parents and carers feel that the school cares for and supports their children very well. They appreciate the school's welcoming approach and its readiness to discuss their children's progress and parents' concerns. Safety procedures are good and pupils are safe and well cared for. The welfare of pupils is well managed and there are effective procedures to make sure pupils behave well. There have been no exclusions in recent years.

The school ensures that pupils settle into school quickly and the support for those with learning difficulties is good. Specialists are well used to provide expert guidance. Parents are most welcomed and involved in reviews enabling them to effectively

support their children. Guidance to help pupils do better in their school work is satisfactory and much improved and the school checks pupils' progress thoroughly. As a result, pupils with learning difficulties make good progress.

## **Leadership and management**

### **Grade: 2**

The headteacher is providing good leadership and directing the school's plans for improvement effectively. She has established rigorous procedures to involve all staff in checking how effective the school is and in planning what it needs to do to improve, although this development is in its early stages. The school has a clear focus on improving pupils' achievement and is making good progress in ensuring this happens through target setting, planning teaching to meet pupils' needs and improving resources and accommodation.

The school consults parents and governors effectively in planning how it will improve. Governors are increasingly involved and the school is making sure that they are well informed in taking their decisions. They are committed and take their responsibilities seriously, commenting "We are here to guide the school and help it improve – it is quite a responsibility".

The school is making exceptionally good use of links with a local secondary school and the local authority to improve ICT. A teacher from the secondary school is working successfully with the school to increase the numbers of computers and to make sure pupils can use them fully.

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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	3	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	2	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>	3	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	3	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**

Wood Lane Primary School Bignall End Stoke-on-Trent Staffordshire ST7 8PH

30 November 2005

Dear Pupils

Thank you very much for making us feel welcome when we visited your school. We very much enjoyed our time with you and many of you, including the school council, spoke to us and told us about your school. You helped us gain a good impression of the school.

The best things about your school are:

- you work hard and most of you make good progress in your school work
- your behaviour is good and you treat other pupils and adults with consideration
- the headteacher, with the other staff, is doing a good job in making sure that the work you do in lessons meets your particular needs so that you do as well as you possibly can
- the school is a safe, peaceful place to be in and teachers and other adults take good care of you
- the school has extremely good links with other schools and organisations and is using them well, for example a teacher from a local secondary school is working with your school to improve the use of computers.

We are suggesting to your school that governors and staff should now:

- continue the good work it has started to improve the use of ICT
- make sure you know what your targets are and exactly what you need to do to make good progress.

With best wishes

Mr T Wheatley Lead inspector