



# Woodland Community Primary School

Inspection Report

**Unique Reference Number** 134599  
**LEA** Lancashire  
**Inspection number** 282610  
**Inspection dates** 27 April 2006 to 28 April 2006  
**Reporting inspector** Mr Geoffrey Yates

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

<b>Type of school</b>	Primary	<b>School address</b>	Heathgate
<b>School category</b>	Community		Birch Green
<b>Age range of pupils</b>	3 to 11		Skelmersdale WN8 6QH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01695 720018
<b>Number on roll</b>	354	<b>Fax number</b>	01695 511 81
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Rev Mick Neal
<b>Date of previous inspection</b>	Not applicable	<b>Headteacher</b>	Mr Mark Millar

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 27 April 2006 - 28 April 2006	<b>Inspection number</b> 282610
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

Woodland Primary School is an above average sized primary school situated in Skelmersdale. The school was newly opened in 2004 following the closure of three other schools. A major building project took place while the school was in session. Most pupils live in rented accommodation. The pupils' skills on entry to the school are very low for their age, especially in language and literacy skills. The majority of pupils are of white British background. No pupil is at an early stage of learning English. The proportion of pupils entitled to a free school meal is well above average. The percentage of pupils with learning difficulties and/or disabilities is well above average.

## **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. Outstandingly good care, guidance and support are provided for all pupils to enable them to achieve well. The inspectors agree with the school's own self-evaluation of its effectiveness and that pupils' personal development, the quality of teaching and learning, the curriculum and leadership and management are all of a good quality. The headteacher's leadership is outstanding: he has been instrumental in securing a smooth transfer of pupils from three schools into the newly created Woodland Primary School, winning the support of the school's community. Parents and their children are highly satisfied with the school. The potential disruptions of a major building programme have been minimalised by the dedication shown by the staff, ensuring pupils' education was not disrupted. Governance is good. Despite the school's best efforts, attendance is below the national average. Children make a good start in the Nursery but despite their good progress few reach the standards expected by the end of Reception. The school's own assessments demonstrate that by the end of Year 6 standards in mathematics and science are broadly average. However, standards are below those expected in English, especially writing. Standards in speaking and listening and in the quality of pupils' writing need to improve. The school provides good value for money and there is very good capacity for further improvement.

### What the school should do to improve further

- Continue initiatives to raise standards in writing.
- Provide more opportunities for pupils to develop speaking and listening skills in order to raise standards.
- Continue to improve levels of attendance.

## Achievement and standards

### Grade: 2

Pupils start school with very low standards, particularly in language and literacy. Good teaching ensures good progress but, despite this, children do not reach the goals expected at the end of the Reception year. Pupils achieve well in the rest of the school in relation to their low starting points and are making good progress because they are taught well. The school has been open for two years and it is significant that those pupils currently in Year 1 who have attended this school only, make rapid progress in developing basic skills. However, standards by the end of Year 2 are still below average in reading, writing and mathematics.

Standards in mathematics and science are broadly average by the end of Year 6. However, pupils do not reach the standards expected in English especially in relation to writing. The school has quickly established a good range of initiatives that are proving to be successful in raising standards in writing. Many pupils have poor speaking

and listening skills and opportunities are sometimes missed to help them develop further. The well above average number of pupils with learning difficulties and/or disabilities make good progress as do the small number of higher achievers, because teachers and teaching assistants support them well.

Grade: 2

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

**Grade: 2**

Personal development and well-being are good and this is reflected in the way most pupils have adapted to the upheavals of amalgamation and building disruptions. Most pupils enjoy coming to school; they show good attitudes to learning and behave well. Attendance, although unsatisfactory, is steadily improving. Pupils have good opportunities to express their views and opinions and they say that their teachers are always 'friendly and fair'. Through the work of the school council, pupils are fully involved in decision making and are particularly proud of their fund raising efforts for improvements to the outdoor environment. Pupils' spiritual, moral, social and cultural development is good. Pupils are aware of their own and other cultures, eagerly take on responsibility and work and play happily together. However, they do not have sufficient opportunities to take initiative for their own learning. Pupils are successfully encouraged to adopt a safe and healthy lifestyle and the numerous sporting activities contribute well to this. They show an awareness of the wider community through visits and environmental activities such as river clean-ups, but the school is working hard to further develop its community links. Pupils are satisfactorily prepared for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

Teaching and learning are good overall. Pupils make good progress, enjoy their lessons, and are eager to learn because teachers make learning interesting and purposeful. Well planned lessons, using information from the school's good assessment systems, provide activities carefully matched to all levels of ability. The best lessons feature varied activities, enthusiastic teaching and good relationships that prompt eager, confident responses from the pupils. Behaviour is managed well so no learning time is lost. The teaching assistants are deployed well and make a valuable contribution to pupils' achievement. The Behaviour Improvement Project team (BIP), and the Learning Mentor and Children and Adolescent Mental Health Service (CAMH) provide specialised support for pupils with behavioural or learning difficulties and/or disabilities, so they progress well in relation to their capabilities. Many pupils have limited language skills. Where teaching is less successful, teachers do not provide suitable opportunities for pupils to contribute ideas and explanations in lessons in order to broaden their vocabulary and organise their thoughts. The school has rightly placed a strong emphasis

on improving pupils' writing skills but, occasionally, they spend too long copying the learning objective, which limits the time for written work. Teaching in the Foundation Stage is good and pupils make good progress.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and meets all statutory requirements. The basic skills of literacy, numeracy and information and communication technology (ICT) are taught well, and pupils use these in other subjects, for example, describing life on a Tudor ship or calculating average forces in science. However, opportunities for pupils to use their speaking and listening skills are missed. Other subjects such as music and art and design are given due prominence. Teaching and support programmes are used effectively to raise attainment in literacy and numeracy, although writing remains an area for improvement. Carefully planned learning activities and skilled support ensure all pupils, including those with learning or behavioural difficulties and/or disabilities, progress well.

The school places a strong emphasis on providing experiences pupils would not otherwise receive and successfully enriches the curriculum through frequent visits, including a residential visit for older pupils. Popular activities outside lessons include an ICT club, instrumental brass tuition and sports clubs. Pupils enjoy their responsibilities as school councillors and the older ones are proud of their contribution as monitors and prefects. Good provision for health education ensures that pupils understand how to live a healthy lifestyle and keep themselves safe.

## **Care, guidance and support**

### **Grade: 1**

Care, welfare and guidance are outstanding. Good child protection procedures, risk assessments and health and safety procedures are rigorously implemented. Strong links with all external agencies support pupils and their parents. Despite the relatively short period of time the school has been open, staff know pupils and their families very well and form constructive partnerships with parents. Together with the learning mentor, the BIP team and CAMH service, the school provides an outstanding level of pastoral care resulting in pupils who behave well, are caring and who say 'It's a great school'. The good programme for personal development ensures pupils consider their feelings and are aware of how their actions affect others. Pupils with learning or behavioural difficulties and/or disabilities are fully involved in all activities because they are supported well. Information from assessments about what pupils know, understand and can do are used effectively to plan learning, ensure progress is carefully monitored and extra support directed where it is most needed.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. In his relatively short time in post, the headteacher has developed strategies that have created an effective school with very good capacity to become even better. The headteacher's and governors' vision for the school's development is communicated very well. Good support is provided by the deputy headteacher and senior staff. A key factor in the headteacher's outstanding leadership has been the establishment of a supportive learning environment that has a true sense of common purpose. No easy task, when three schools are amalgamated, but highly successful here. Parents and pupils are happy with what the school provides. One parent commented 'Since the merger the headteacher has done a fantastic job in making the school the best it can be'. A well designed system of monitoring achievement means that subject leaders have an accurate view of what needs to be done to improve further. Detailed analysis of data over a period of time has not been possible because it does not yet exist but current data enables targeted support to be provided to secure improvement. The governing body is well led and has a good knowledge of the school's strengths and areas for development.

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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	4	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	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	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>	1	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	1	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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To the pupils of:

Woodland Community Primary School

Heathgate

Birch Green

Skelmersdale

WN8 6QH

2 May 2006

Dear Pupils

Thank you for helping me during the inspection. I would like to tell you about my findings. You will not be surprised to know that I enjoyed meeting you, watching you learn, hearing you sing and talking to you. The list below shows some of the things I liked about your school.

You behave well and get on well with each other.

You work hard in lessons and achieve well.

The school's council members do have a good say in what goes on.

The Year 6 prefects carry out their duties very well.

You like your headteacher, teachers and other members of staff and the way they make learning interesting.

You are pleased about the after-school clubs and trips out of school.

We have asked your school to look at three things to make your work even better.

To make sure that all of you do the best you can in relation to the results you achieve in English, especially writing.

To provide better opportunities for you to develop your speaking and listening skills.

To continue to work with your parents to improve attendance levels.

Yours truly

Geoff Yates

Lead Inspector