



Woodheys Primary School

Inspection Report

Unique Reference Number 106299
Local Authority Trafford
Inspection number 287475
Inspection dates 31 January –1 February 2007
Reporting inspector Joe Peacock

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

Type of school	Primary	School address	Meadway
School category	Community		Sale
Age range of pupils	3–11		Cheshire M33 4PG
Gender of pupils	Mixed	Telephone number	0161 973 4478
Number on roll (school)	355	Fax number	0161 972 0023
Appropriate authority	The governing body	Chair	Mr John Tolhurst
		Headteacher	Mrs L Daniels
Date of previous school inspection	29 March 2001		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is in a settled residential area and is larger than average. The proportion of pupils from minority ethnic families has increased significantly since the previous inspection and well over half of these speak English as an additional language. The number entitled to free school meals is well below average and the percentage with learning difficulties and/or disabilities is below average. The school has achieved much recognition and several prestigious national awards particularly for its environmental work. It is designated a centre of excellence within the local authority for Education for Sustainable Development.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school goes from strength to strength and has established a strong local reputation for the quality of education it offers. This is a good school with many outstanding features and is giving good value for money. The energy and enthusiasm of the inspirational headteacher seem boundless, making her an outstanding leader and manager. An equally dedicated and committed senior management team together with a stable, very experienced teaching staff ensure that every pupil is treated as an individual and that their different needs are being met.

The quality of teaching and learning is good, overall. In the Foundation Stage it is outstanding as teachers in the Nursery and Reception classes work together closely to provide a wide variety of interesting and exciting learning opportunities. The outdoor area is particularly well organised and equipped, enhancing the quality of the curriculum and children's learning. This ensures that children have an excellent start to their education and all make outstanding progress. All teachers work effectively as a team to plan activities which challenge and motivate pupils to learn. Their expertise results in an outstanding curriculum. It is a key strength of the school and has a major impact on pupils' attitudes to learning, the standards being achieved and their enjoyment of school. Their attendance, for example, is above that of most other schools.

Achievement is good. The slight downward trend in the school's overall performance over the past three years has been reversed with standards in Year 6 being well above average in English, mathematics and science. The cause of the dip in science in 2006 has been identified by the school following a detailed analysis. Mistakes by pupils when reading the questions and when analysing scientific data were the main reason. Effective procedures have been introduced which now ensure pupils achieve their true potential in the subject.

Many local and national awards such as the Artsmark Gold Award and Healthy Schools Award recognise the quality of different aspects of the school's work. A wealth of knowledge and expertise has been developed on environmental sustainability, making the school a leader both locally and nationally in this initiative.

The outstanding quality of care, guidance and support by staff, results in all pupils enjoying excellent relationships with their teachers and making good progress in their learning. Behaviour is good. Outstanding provision for pupils' spiritual, moral, social and cultural development prepares pupils well for the next stage in their education and to be responsible future citizens.

Leadership and management are good. Outstanding features are the management of the Foundation Stage, the provision for pupils with learning difficulties and/or disabilities and for those with English as an additional language. Although teachers monitor standards and individual pupils' progress closely, they are not routinely monitoring the quality of teaching or learning. Governors are proud of the school and deeply committed to further improve all aspects of it further. They are not sufficiently involved in the monitoring of standards and the quality of provision.

What the school should do to improve further

- Ensure that all teachers are involved in monitoring the quality of teaching and learning so that strengths can be readily identified and the best practice shared to maximise pupils' achievement.
- Ensure that governors are sufficiently involved in the monitoring and evaluation of the effectiveness of all aspects of the school so that they can best hold it to account for its performance.

Achievement and standards

Grade: 2

Standards in the Foundation Stage are outstanding. The attainment of most children when they enter the Nursery is above age related expectations and, because of the high quality of provision, they make exceptional progress in all areas of learning. They reach their targets well before leaving Reception and their language and communication skills are a particular strength. The exciting range of extremely well-planned activities in Reception ensures continuity in learning.

From Years 1 to 6 pupils make good progress and reach well above average standards in English, mathematics and science by the end of Year 6. In Year 2 pupils achieve especially well in reading because of their excellent language skills and teachers' emphasis on encouraging pupils to read. The support for children who have English as an additional language is very effective and they make very good progress as a result. The school accurately predicted the dip in standards in 2006 as being because of a relatively low performing cohort of pupils and the absence of key staff. The realistic and achievable targets for the current Year 6 in 2007 and those for 2008 suggest that the upward trend in standards is likely to continue. Those with learning difficulties and/or disabilities achieve very well as they benefit from high quality support in the classroom.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding and has a major impact on the excellent personal development of all pupils. Pupils enjoy school, demonstrated by the above average attendance. They move sensibly around the building and are polite and helpful to visitors. They are proud to explain their school's important contribution to sustainability and were especially keen to tell of their involvement in an international project sponsored by the Worldwide Fund for Nature.

Pupils look after younger pupils well and are sensitive to the feelings of others. Staff deal with the rare instances of bullying rapidly and effectively. All pupils contribute willingly to promote a caring ethos, summed up by a school motto of 'Together Everyone Achieves More.' Cultural awareness is developed well through multi-cultural displays and is supported by a range of visiting speakers. The Eco School Council provides an excellent experience of citizenship. Members are able to explain the

'Woodheys' vision for the world.' Pupils have an excellent understanding of what constitutes a healthy lifestyle and how to stay safe. Pupils' mature attitude to schoolwork and to their school community grows as they move through the school so that, on transfer to their secondary school, they are well placed to take full advantage of future opportunities.

Quality of provision

Teaching and learning

Grade: 2

In all classes, teachers and support assistants have very good relationships with pupils and this results in consistently good teaching and learning. Most lessons are calm, enjoyable and purposeful. Teaching in the Foundation stage is outstanding with well-established routines and plentiful opportunities to develop and extend listening, speaking and counting skills. The quality of teaching and learning is enhanced by the effective use of information and communication technology (ICT), an exciting range of activities and good opportunities to complete extended writing that successfully reinforces pupils' literacy skills. In the four temporary classrooms, however, the full range of ICT facilities is not available and teaching and learning are somewhat restricted. Teachers use questioning well to challenge pupils and make them think. Teachers have high expectations and pupils rise to that challenge. Where teaching is occasionally less effective, new learning is attempted before pupils are ready to move on.

Curriculum and other activities

Grade: 1

The curriculum is of high quality and makes an excellent contribution to the personal development of pupils. The Foundation Stage curriculum is outstanding, enabling children to achieve very well. The imaginatively designed outdoor area gives a further boost to children's learning. There is an excellent enrichment programme that includes a wide range of extra-curricular activities which are very well attended and enjoyed by pupils, staff and some parents who join in. Another outstanding feature of the curriculum is how the global issues of sustainability are interwoven through every subject area and how these are further reinforced by imaginative corridor displays and activities. The international links provide excellent opportunities for pupils to develop an understanding of their own and other cultures. The school's continuing work on sustainable development, its solar panels, the recycling points and areas for the cultivation of vegetables and wild flowers have attracted interest both nationally and internationally. Indeed, the curriculum makes a powerful contribution to pupils' personal development as future custodians of our planet.

Care, guidance and support

Grade: 1

The school provides outstanding support and guidance for all its pupils, including those with learning disabilities and/or disabilities. Procedures to ensure health and safety and arrangements to support vulnerable pupils and promote child protection are in place. It works very hard to eliminate barriers to learning and has a very close partnership with parents, carers and external agencies. This ensures that all pupils achieve their potential. The procedures to monitor and track pupils' progress towards their targets have been reviewed. As a result teachers, parents and the pupils themselves know how well they are doing and how to improve. Teachers intervene rapidly and effectively to address any underachievement. They work very effectively together in their teams and share expertise to meet individual needs. Pupils who are at the early stages of learning English have appropriate support to enable them to access the curriculum effectively and to make very good progress. The well-being of pupils and the celebration of their achievement are at the centre of all that the school does. As a result pupils grow in confidence and independence as they move through the school.

Leadership and management

Grade: 2

Leadership and management are good overall. The outstanding leadership of the headteacher, supported by her deputy headteacher, are key factors in the school's continued success. Support from other experienced senior managers is also strong. The school's evaluation of its strengths and weaknesses is accurate and the views of all stakeholders are taken into account when deciding future priorities for development. This ensures that its capacity for further improvement is good.

There is a whole school commitment to providing the best quality education for all pupils and the very experienced and stable staff work effectively as a team to address areas identified for improvement. Management in the Foundation Stage is particularly effective as is that for pupils with learning difficulties and/or disabilities. Subject coordinators monitor standards closely but their role in monitoring the quality of teaching and learning is under-developed. Governors have a wide and varied range of expertise and are very supportive. However, their role in monitoring school performance and evaluating progress on areas identified for improvement is not sufficiently developed. The school's effective use of resources and of the different skills of teachers and support staff demonstrate good value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us feel so welcome! We really enjoyed talking to you all and looking at all the spectacular displays of your work. These are the particularly good things about your school.

- How hard your headteacher and all the staff are working to help you to learn new things and to do good work. It was good to see how quickly those of you who are learning to speak English managed without extra help.
- How well you all behave in class and always try to do your best work. We enjoyed watching you all getting on so well together at break times too.
- The excellent start that you all have in the Nursery and Reception classes with lots of interesting things to do like using computers or playing outdoors.
- How well you are cared for and supported by your teachers, their helpers and all the lunchtime staff.

We are asking your teachers to visit one another's classes to see if they can come up with even more interesting ideas and challenges for you. We are also asking your governors to visit more often to help your headteacher and the staff to check on how well the school is doing.

Thank you again, for helping us with this inspection. I can promise some of the Year 2 pupils that the inspectors were not watching them from the helicopter that was hovering over your school! We were definitely on the ground. It is easy to see why you enjoy coming to school so much with such a lot of interesting and exciting things to do like the many after-school clubs and all the conservation work that you do. You are right to be proud of your school because it is a good one. I hope that you will carry on enjoying your schoolwork and help the staff to make Woodheys even better.