

The Woodlands Community Primary School

Inspection report - amended

Unique Reference Number	124159
Local Authority	Staffordshire
Inspection number	314824
Inspection dates	13–14 November 2008
Reporting inspector	John Horwood

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	295
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Colin Robey
Headteacher	Michael Dagnan
Date of previous school inspection	12 July 2004
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Canning Road Glascote Tamworth B77 3JX

Age group	4–11
Inspection dates	13–14 November 2008
Inspection number	314824

Telephone number
Fax number

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Amended Report Addendum

Report amended due to administration error

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. Most pupils come from White British backgrounds. There are very few pupils at the early stages of speaking English. The proportion of pupils entitled to free school meals is below the national average. The number of pupils with learning difficulties and/or disabilities is also below the national average. Attendance has been consistently above the national average. The school has gained several awards, including the Basic Skills Quality Mark and Healthy Schools and Eco Schools status. The school provides the opportunity for pupils who arrive early to come into school, where food and drink are available.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school. The pastoral care within the school is very good. Parental satisfaction is very high, with the results of the questionnaire showing agreement in every area to be above the national expectations. Many parents expressed the view that this is an excellent school which is very approachable and where staff are very friendly and helpful. One parent commented, 'I think the school brings out the best in the pupils, I always find them to be polite and considerate towards adults and each other.' The school is very inclusive and clearly focuses on the 'Every Child Matters' agenda. One parent said, 'All children are treated as individuals and respected which means they in turn treat others as individuals and show them respect.' Good systems are in place to ensure the safety and care of pupils, and good links with external agencies ensure support for vulnerable pupils. Pupils develop good personal qualities and feel safe and well cared for. Pupils are happy at school, and they like the good range of clubs, visits and visitors. Behaviour is good in lessons and around the school.

The senior leadership team and the governors have a clear commitment to raising standards. The quality of leadership and management overall is satisfactory and the recent impact this has had demonstrates a sound capacity to improve the school. However, because of recent staff and responsibility changes, managers at all levels are not yet consistently involved in school improvement to raise standards. The governing body is growing in its effectiveness and fulfils all its duties satisfactorily. The school's contribution to community cohesion is good both within the school and across the local community through its work with the Community Learning Partnership.

Pupils' achievement is satisfactory. Pupils enter and leave the school with broadly average standards. The progress of all groups in lessons is at least satisfactory. Those with learning difficulties make satisfactory progress from their lower starting points because of the extra support they receive to address their specific needs. In some lessons, the level of challenge provided does not give the most able pupils the opportunity to make the better progress of which they are capable.

Teaching is satisfactory overall. Teachers are knowledgeable and make lessons enjoyable within a supportive and caring learning environment. Whilst work generally matches the needs of most pupils, assessment data is not used consistently to ensure that all pupils' needs are met fully. Marking is regular but does not always provide sufficient guidance on how pupils can reach higher standards. The use of individual targets to help raise standards is at an early stage. The curriculum is broad and meets statutory requirements. There are some good enrichment activities such as the work with a visiting drama group, which brings history alive. Extra-curricular activities are well supported.

Pupils willingly take on responsibilities within school. Their contribution to the community is good, with involvement in local events and supporting charities. Pupils have a good understanding of what they have to do to adopt healthy lifestyles and they make sensible choices about food and sport. Rates of attendance are above average, reflecting pupils' enjoyment. Pupils acquire the academic skills which prepare them satisfactorily for their next stage of education.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children enter Reception with the skills expected for their age. They make satisfactory progress because of satisfactory teaching. Personal development is good because staff place a high emphasis on personal, social and emotional development. Children have access to fruit and water. The warm, caring approach shown by adults leads to children responding confidently and engaging happily in learning. High levels of independence develop within a supportive environment. The indoor and outdoor environments are well organised and there are strong relationships with parents and children. As a result, children enjoy learning in a safe and secure environment. There is a good balance in the range of well-planned activities. When children leave Reception, they are working securely within the early learning goals. The EYFS leader, who is growing into the post, has a clear vision for raising achievement. Staff have a good understanding of child development. Good assessment and target setting systems are in place but targets are not always shared with children. Accuracy of initial assessment is not rigorous enough to provide secure improvement data.

What the school should do to improve further

- Ensure teachers make consistent use of assessment data to meet pupils' needs and, in particular, to challenge the more able.
- Set targets and improve guidance through marking to help pupils improve their performance.
- Involve managers at all levels in driving improvements and raising standards.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

At the end of Year 2, standards are broadly average in reading, writing and mathematics. This is similar to previous years although there was a significant fall in writing standards in 2008; writing standards in the current Year 2 are better and in line again with previous standards. Progress is satisfactory throughout the school and by the end of Year 6, pupils leave the school with broadly average standards in all subjects. All groups of pupils make similarly satisfactory progress but the more able pupils do not make as much progress as they could. Those with learning difficulties make progress because of the support they are given. Only very few pupils have English as an additional language but they are well supported, usually by an adult who can speak their home language, and so these pupils make similar progress to others.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. There is clear mutual respect between adults and pupils as well as among pupils. Pupils say they enjoy assemblies because they give them time to think. Behaviour in lessons is good, ensuring that all pupils can learn in a safe and happy environment. Movement around the school and at play is orderly. Pupils say there is very little misbehaviour and teachers help those who struggle to behave well all the time. Pupils' enjoyment at being part of the school community is good and this is reflected by their good attendance.

Quality of provision

Teaching and learning

Grade: 3

Within overall satisfactory teaching, there are some emerging strengths and good practice. In the majority of lessons, work is well matched to pupils' ability and in some classes there are specific learning objectives for each ability group. Pupils are keen to contribute and the majority show good engagement with their activities. In some classes, pupils are excited by their learning whilst in others they spend too long sitting on the carpet listening before moving to activities. Progress is satisfactory in lessons and is shared regularly with parents through a '16 day book'. This is a good feature throughout the school and should be used more as it focuses attention on the progress pupils are making. Teaching assistants who record the quality of the participation and support small group learning provide good support.

Curriculum and other activities

Grade: 3

The curriculum is broad and balanced, meeting national requirements. The school has grouped subjects together into themes whilst also teaching some subjects separately. As a result, pupils enjoy their learning and are enthusiastic about the topics taught. There is variation in the quality of provision, resulting in the work in some classes not sufficiently matching the needs of all pupils. The school uses outside providers to enrich the physical education curriculum in areas such as outdoor activities and after-school activities. The pupils say that they look forward to these activities and they are well attended. The school uses a theatre group to reinforce the history curriculum, and the Year 4 children working on the Tudors were thoroughly absorbed in the living history day, developing a good understanding of aspects of Tudor court life.

Care, guidance and support

Grade: 3

The pastoral care of pupils is very good. The school has established strong links with external agencies to help ensure pupils are cared for and supported well. Child protection procedures are securely in place. There is a high emphasis placed on personal development. As a result, pupils relate very well to each other. There are very good systems for managing behaviour and monitoring attendance. Improved progress tracking systems are at the early stage of development but where they are used well, for example in mathematics, they are having a positive impact. Where assessment is less well developed, teaching does not ensure sufficient guidance for the more able pupils. Systems for tracking the progress of pupils with learning difficulties and/or disabilities are effective in helping them make satisfactory progress. Target setting is not yet used consistently to encourage learning, and marking is not as effective as it should be in providing advice. The 'Building Learning Power' project is used consistently across the school and is beginning to have an impact on improving pupils' confidence.

Leadership and management

Grade: 3

The leadership team have taken action to raise standards but there has been insufficient time to show sustained improvement in academic performance. They have ensured teaching is at

least satisfactory across the school within an extremely caring and supportive environment. The governing body fulfils all its legal requirements. Several governors spend a significant time in the school carrying out their duties. The role of managers throughout the school is still developing as several are new to post, but clear strengths are emerging. The self-evaluation systems in the school are satisfactory and, together with the school improvement plan, demonstrate that areas for development are known and being addressed. Potentially good assessment systems have been introduced but further work is required to ensure consistency. The school has developed good links with the local community as part of the good contribution it makes to community cohesion.

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Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

17 November 2008

Dear Pupils

Inspection of The Woodlands Community Primary School, Tamworth B77 3JX

Thank you for welcoming us to your school. We enjoyed talking to you, looking at your work and seeing how your school is helping you learn. We were impressed by your behaviour and how polite and courteous you were to visitors.

Your school is providing you with a satisfactory education and making sure that you make satisfactory progress in your work. These are some of the good things about your school:

- the staff care about you and look after you extremely well
- relationships throughout the school are very good
- you behave well and have developed good social skills
- your headteacher, the staff and the governors are working hard to improve your school. They are working hard with your families and with the local community to increase your opportunities for learning
- there is a good range of clubs and after school activities
- teaching and learning are at least satisfactory and you make satisfactory progress.

You can help the teachers by always working hard and asking them to help you when you need it. We have asked the headteacher to make sure that you all benefit from helpful marking of your work, which tells you what to do to get even better. We have asked teachers to make better use of information about your progress to set you work and targets you can understand. This should help you all to reach higher standards and especially those of you who, at the moment, find the work easy. Many of the staff in the school are new to their management positions and we have asked them all to get fully involved in making the school better and in raising standards.

We wish you all the best in the future.

John Horwood

Lead inspector