

Woodfield Primary School

Gurney Road, Balby, Doncaster, South Yorkshire, DN4 8LA

Inspection dates

30 September 2014–1 October 2014

| Overall effectiveness | Previous inspection: | Requires improvement | 3 |
|--------------------------------|----------------------|----------------------|----------|
| | This inspection: | Good | 2 |
| Leadership and management | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Early years provision | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Good teaching results in pupils making good progress across the school in reading, writing and mathematics.
- Children settle quickly into the Nursery and make good progress during their time in the early years provision.
- Pupils who left Year 6 in 2014 achieved results above the most recent national averages and, as a result, were well prepared for their secondary education.
- Disadvantaged pupils, disabled pupils and those who have special educational needs and the most able also make good progress.
- Provision for pupils who have special educational needs is led very well. This enables these pupils to take a full part in all aspects of school life.
- Reading and writing are particularly well taught through a well-organised programme. This is enabling pupils to develop a wide range of literacy skills.
- Pupils are keen to learn and behave well in lessons and around the school. The school keeps them safe and looks after them well.
- Leaders and governors have high expectations, which are shared and understood by staff and pupils.
- Leaders have a highly accurate view of the school's strengths and areas for development. With the strong leadership of the headteacher they have used this information to bring about very rapid improvements in teaching and in pupils' progress.

It is not yet an outstanding school because

- Occasionally pupils are given work which is either too hard or too easy.
- In lessons it is not always made clear to pupils what they have to do. Their understanding of what is expected of them is also not checked sufficiently well.
- Work during lessons is not always adjusted to give pupils a chance to practise their skills fully or to stretch the most able.
- In the early years, activities and the help given by adults outdoors are not as good as they are indoors.

Information about this inspection

- The inspectors observed 12 lessons and other activities for shorter periods of time. One lesson was observed jointly with the headteacher. Inspectors listened to pupils read and looked at work in their books and a large sample of work from the previous school year.
- The inspectors met with groups of staff and with three groups of pupils. They also met three representatives of the governing body and a representative of the local authority.
- There were insufficient responses to the online questionnaire (Parent View) for these to be taken into account. The inspectors looked at records of the school's own consultations with parents and spoke to a number of parents informally.
- The inspectors observed the school's work. They looked at information about pupils' progress, documents relating to attendance, behaviour and safeguarding and the school's analysis of how well it is doing and its plans for further improvement.

Inspection team

| | |
|----------------------------|----------------------|
| Liz Godman, Lead inspector | Additional Inspector |
| Pamela Hemphill | Additional Inspector |
| Keith Bardon | Additional Inspector |

Full report

Information about this school

- The school is larger than most primary schools.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The proportion of disadvantaged pupils and therefore supported through the pupil premium is well-above average. (The pupil premium is additional funding provided by the government to support pupils known to be eligible for free school meals and children looked after by the local authority.)
- The proportions of disabled pupils and those who have special educational needs are broadly similar to most other schools.
- Most pupils are of White British heritage.
- There is a Nursery class and two Reception classes. Children in the early years provision often work together in small groups which cover both year groups.
- The headteacher joined the school in September 2013. Since the previous inspection there have been significant changes in teaching staff and in the leadership team.

What does the school need to do to improve further?

- Improve the quality of teaching so as to improve pupils' achievement from good to outstanding by making sure that:
 - the work that pupils are given is always neither too hard nor too easy
 - pupils are always clear about what they have to do before they start a piece of work
 - pupils fully understand what they have learned before they move to the next activity
 - activities in the lesson are adjusted in line with how well the pupils are learning by providing further practise for those who need it and harder work to stretch the most able.
- Develop opportunities for children in the early years to learn as well outdoors as they do indoors by:
 - providing activities outdoors which reflect all the areas of learning
 - making sure that adults show the children how to learn and play outdoors.

Inspection judgements

The leadership and management are good

- The headteacher, senior leaders and governors have raised the school's expectations. Leaders have a highly accurate view of the school's strengths and areas for development. With the strong leadership of the headteacher they have used this information very well to bring about rapid improvements to the quality of teaching and to the rate of pupils' progress since the previous inspection so that these are now good.
- Leaders' checks on the quality of teaching and on the management of the performance of staff are highly accurate and are used effectively to provide staff with suitable support and training. Before any initiative is introduced, for example in relation to the teaching of reading and writing, all staff, including teaching assistants, receive detailed training. This has ensured a consistent and carefully planned approach and the increased progress of the pupils in reading and writing.
- Senior and middle leaders and staff work well together as a team, so that all share high aspirations for the school. This has helped to secure the improvements to date and to ensure that staff are ready to teach the new National Curriculum. A number of subject leaders are new to their role, some teachers are new to teaching and some less-effective teaching still exists.
- The deputy headteacher leads the school's provision for disabled pupils and those who have special educational needs very well. This ensures that teaching meets the needs of these pupils and enables them to take a full part in lessons. The strong emphasis on ensuring the emotional well-being and social skills of pupils with special educational needs helps them to participate in all aspects of school life.
- The school's well-thought-out provision and careful checks on pupils' attainment and progress have ensured that the pupil premium is used well to make sure that disadvantaged pupils do as well and sometimes better than other pupils.
- The range of subjects and experiences provided by the school give pupils a good grounding in reading, writing and mathematics and enable them to use these skills well in the other subjects.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils are encouraged to think about other people's feelings and to value others' views and skills. They recognise the importance of good social skills, as well as good mathematical, reading and writing skills for the future and for life outside of school. The school council develops pupils' understanding of democracy. The school's good work in promoting equal opportunities and challenging discrimination was seen in the pupils' behaviour towards one another and in the conversations pupils had with the inspectors.
- Sports premium funding is used effectively to develop teachers' skills in physical education. It is also spent well in providing opportunities for pupils to compete with one another and with pupils from other schools in a variety of games and sports.
- The school works well with parents and a large number of parents come into the school to speak informally with staff. The school provides good information for parents about what their children will be learning and keeps them well informed about their children's progress.
- The school's safeguarding arrangements are thorough and meet legal requirements. Staff and governors receive up-to-date training that helps them to ensure the school's arrangements are effective.
- The local authority provides accurate and regular monitoring and support for the school's work.
- **The governance of the school:**
 - The governing body's checks on the school's work are well organised and thorough. Governors scrutinise information about pupils' achievement carefully and check the quality of teaching through a variety of information, including visits to see teaching and pupils' work for themselves. They check that improvements are made in teaching and that teachers are receiving the right support to help them improve their practice. They make very thorough checks to ensure that the school's finances are spent well and that additional resources, including the pupil premium and sports funding, are improving pupils' experiences and skills.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are keen to get to school on time and to learn. They take pride in their work and their school. This contributes to their good progress.
- Pupils typically concentrate well in lessons, although occasionally a small number can lose interest, especially when teaching is less effective and they are unsure as to what they have to do or the work is too difficult for them.

- Pupils work and play well together and are well behaved in the playground, at lunchtimes and when moving around the school.
- The school manages pupils' behaviour well and sets very clear expectations, which the pupils follow. The behaviour of individual pupils with particular behavioural, social and emotional needs improves well over time as a result of the school's strong support in this area.

Safety

- The school's work to keep pupils safe and secure is good. Pupils are taught about keeping safe in different situations, for example when using the internet.
- The school ensures that pupils have a good understanding of the different forms of bullying and what to do should any occur. Pupils who spoke with the inspectors said that bullying is very rare. This is confirmed by the school's records.
- Parents who spoke with the inspectors said that they appreciated the care that the school takes of the pupils, for example, in ensuring that the younger children are collected safely at the end of the school day.
- Attendance has improved markedly over time from below average two years ago to broadly average last year. Current attendance levels show a good start to the school year with above-average attendance to date and a marked improvement when compared to this time last year. This is because of the school's clear expectations and pupils' and parents' growing understanding of the importance of good attendance.

The quality of teaching

is good

- Teaching in the school has improved over time so that most teaching across the school is good. As a result pupils' achievement has improved considerably, particularly in reading, writing and mathematics at both Key Stages 1 and 2.
- Expectations of pupils are high and work is usually set that enables them to make good progress. Activities in lessons are mostly adjusted in line with how well pupils are learning, enabling those who need it to practise their skills further and by providing harder work to stretch the most able.
- Overall, the most able pupils are taught well and make good progress, but, occasionally, the work that these pupils are given is too easy and they do not move on quickly enough to more difficult work.
- Similarly there are occasions when pupils are given work which is too hard and they are not clear as to how to approach the task or what they have to do to succeed. Sometimes, activities move on too quickly before the pupils have understood or completed the previous work.
- The teaching of pupils who have special educational needs is good. This is the result of the school's work on ensuring that pupils are well supported in lessons and that all staff who work with them have a good understanding of their needs.
- Disadvantaged pupils are taught well and make good progress because of the school's focus on ensuring the pupil premium is used effectively and that there are high expectations of all pupils.
- Reading and writing are taught particularly well in the daily lessons, which also teach pupils about letters and sounds. The teaching programme is organised carefully and the consistent approach across the school is enabling all pupils to develop a wide range of literacy skills.
- Pupils' work is assessed and marked accurately, giving pupils clear advice on what they have done well and on how to improve their work further. Pupils' work shows that they respond to this advice well and use it to edit their work and to make improvements.
- Teaching assistants and learning mentors are deployed effectively to support pupils, including those who are disabled or have special educational, and those eligible for additional funding. They make a good contribution to pupils' progress in lessons and at other times of the school day.

The achievement of pupils

is good

- Pupils achieve well and make good progress across the school in reading, writing and mathematics.
- Children start in the Nursery with skills below those typical for their age. In the past they have only made the progress expected of them, so they have entered Year 1 with skills that are below those typical for their age. However, in 2014, pupils entered Year 1 with broadly typical skills as a result of the good progress made in the early years.
- The school's results of the national screening check in phonics (linking letters to the sounds they make) for pupils in Year 1 have improved rapidly and show pupils' good progress.
- Pupils make good progress in learning to read and write and in mathematics across Key Stage 1 because

these subjects are taught consistently well over time, as seen in pupils' work and in their confidence in reading and writing. In 2014 the standards reached by pupils at the end of Year 2 showed a significant improvement when compared to previous published results and was in line with the 2013 national average in mathematics.

- Pupils who left Year 6 in 2014 achieved results above the most recent national averages in reading, writing and mathematics and, as a result, were well prepared for secondary education.
- Information kept by the school and pupils' work shows that in 2014 pupils in Year 6 made more than the progress expected of them during Key Stage 2.
- Information for other Key Stage 2 year groups shows that in all classes pupils made at least the progress expected of them and often better than this in reading, writing and mathematics.
- Current pupils are learning to read and write for a wide variety of purposes and in the different subjects. The school ensures that pupils read widely and often and makes regular checks and adjusts provision, which helps their good progress.
- In general, the most able pupils make good progress. Just occasionally, they are not challenged enough to take the next step in their learning, so do not always reach the higher standards of which they are capable.
- The school is successfully narrowing the gap in attainment between disadvantaged pupils and others. In the school year 2013/14 these pupils made progress at least in line with and sometimes faster than that of other pupils. In Year 6 in 2013 the attainment of these pupils in mathematics was the same as that for other pupils in the school and nationally. In reading, disadvantaged pupils were ahead of other pupils in the school by six months and behind other pupils nationally by four months. In writing, these pupils were eight months behind others both in the school and nationally.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils. Last school year they all made the progress expected of them, and in Years 3, 4 and 6 they did better than expected. This is the result of the close and regular checks made on their progress and the carefully thought out class and individual plans and actions to meet their needs.

The early years provision

is good

- Children enter the Nursery with skills that are below those typical for their age. They settle quickly into Nursery routines. Children in both Nursery and Reception make good progress and by the end of the Reception Year they are well prepared for Year 1. The proportion of children finishing the Reception Year with skills typical for their age more than doubled between 2013 and 2014.
- Staff look after the children well. Children are safe and feel safe and approach others confidently.
- The indoor classrooms are used well to aid children's learning. Children choose activities that help them make good progress across the areas of learning. Adults engage children in good-quality discussion, which helps to develop their speaking and thinking skills. Children show high levels of interest and enthusiasm.
- The outdoor provision is not as well developed. It provides for a range of physical play but less well for other aspects of learning. In addition, not all adults support the children as effectively as they do indoors because they do not always interact with them and show them how to learn and play well in all of the areas.
- Adults lead indoor sessions well, including stories and work on letters and sounds. Children show very high levels of participation and good understanding of what is being taught. The more able younger children make gains in reading and language because they are challenged by being with older children in some sessions.
- The children behave well and almost always enjoy sharing activities and books with one another. Routines are established so that children respond swiftly to adult requests, for example when it is time to tidy up.
- Staff keep careful notes of children's progress and use these to check that all are making progress and to plan the next steps in learning. Parents are encouraged to support their children's learning and share their children's pride in their achievements when they collect them at the end of a session.
- The early years leader has an accurate view of the provision's strengths and areas for development. She has taken clear steps to develop what is on offer. This has improved the children's achievement.

What inspection judgements mean

| School | Grade | Judgement | Description |
|--------|---------|----------------------|--|
| | Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| | Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| | Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| | Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 106733 |
| Local authority | Doncaster |
| Inspection number | 442169 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 356 |
| Appropriate authority | The governing body |
| Chair | Peter Stocks |
| Headteacher | Helen Harrison |
| Date of previous school inspection | 23 October 2012 |
| Telephone number | 01302 853289 |
| Fax number | 01302 310659 |
| Email address | head@woodfield.doncaster.sch.uk |

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