

# Woodlands Primary School

## Inspection report

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<b>Unique Reference Number</b>	126264
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	360031
<b>Inspection dates</b>	1–2 December 2010
<b>Reporting inspector</b>	Jo Curd

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	219
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Bowditch
<b>Headteacher</b>	Matthew Kitley
<b>Date of previous school inspection</b>	16 July 2008
<b>School address</b>	Winding Way Salisbury, Wiltshire Salisbury SP2 9DY
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## Introduction

This inspection was carried out by three additional inspectors who visited 12 lessons and observed nine teachers. They held meetings with the headteacher, members of the governing body, staff and also pupils. They also observed the school's work and looked at the following: school development planning; minutes of governing body meetings; school policies, including those associated with safeguarding procedures; assessment and tracking documentation; pupils' records and pupils' work. Inspectors analysed questionnaires from 90 pupils, 21 staff and 71 parents and carers.

The inspection team reviewed many aspects of the school's work and looked in detail at the following.

- The consistency of pupils' progress and attainment levels in English and mathematics throughout the school.
- The effectiveness of the school's initiatives to raise attendance and reduce exclusions.
- How well the curriculum meets the needs of all pupils, especially in preparing them for later life and learning.
- How effectively leaders and managers at all levels are tackling areas of relative weakness in order to raise outcomes for all groups. How effectively leaders and managers at all levels are tackling areas of relative weakness in order to raise outcomes for all groups

## Information about the school

The school is broadly average in size for a primary school, and oversubscribed. The vast majority of pupils are from a White British heritage. Very few are from minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is much higher than the national average. The proportion with special educational needs and/or disabilities, including those with a statement of special educational needs, is also higher than in most other schools. Their needs mostly relate to emotional, social and behavioural difficulties, moderate learning difficulties, or speech, language and communication disorders. The school has experienced significant changes in staffing, including at leadership level, since the last inspection. The current headteacher was appointed in September 2009. The governors manage a breakfast club and after-school club.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school which pupils, staff, parents and carers are positive about and proud of. All groups of pupils make good progress throughout the school because of effective teaching based on good teamwork, a broad, relevant curriculum and high levels of care. One pupil said, 'Teachers are always happy; they make sessions exciting so you want to come to school.' Parents and carers are positive about the school and the vast majority say they are kept well informed about their children's progress. One voiced their positive views with the comment, 'I plan to move house soon and I wish I could move the school with me.' Even so, the school does not provide them with enough regular opportunities to engage in their children's learning and so have a greater impact on their achievement.

Children get off to a good start in the Nursery and Reception classes because of good teaching. Effective leaders and managers ensure that children have opportunities to engage in a wide range of interesting activities in colourful and attractive classrooms. However, opportunities for children to develop their learning outside are more restricted because they spend a limited amount of time here and few resources are set up and available outdoors.

The quality of teaching varies throughout the rest of the school but is good overall. This helps all pupils make good progress in English, mathematics and science. By the end of Year 6 attainment is broadly average and improving, especially in English. Progress is slower in some parts of lessons, however. For example, whole-class explanations or introductions are often too long, are not sufficiently varied to meet the widely differing needs of pupils, and do not make the best use of the experienced and skilful teaching assistants.

Leaders successfully use their accurate understanding of the school to strengthen its positive features and address areas of relative weakness. The governing body is increasingly able to challenge the school and hold it to account. The school has developed a curriculum which links subjects together well and this is successfully helping pupils to develop skills in independence, initiative and cooperation that will help them in later life. As a result, pupils say that they enjoy school and they develop good attitudes to learning. They generally behave well. Very occasionally, a very small number of pupils with emotional and social needs find behaving well challenging, but their behaviour is managed effectively and this has led to a significant decline in the number of exclusions. The school has made good progress since the last inspection. Together, these features mean that the school has a good capacity for sustained improvement in the future.

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## What does the school need to do to improve further?

- Improve the consistency of pupils' progress by ensuring that all parts of lessons are suitably challenging for all pupils and make effective use of all staff. (Timescale: end of spring term 2011)
- Provide more time and activities to help children in the Early Years Foundation Stage develop their learning outside. (Timescale: end of summer term 2011)
- Provide more frequent opportunities for parents and carers to engage in their children's learning. (Timescale: end of summer term 2011)

## Outcomes for individuals and groups of pupils

**2**

Over the past three years, progress in English and mathematics has been significantly above national averages. Consequently, attainment has risen since the last inspection and despite their very low starting points, the work seen in the older pupils' lessons is now broadly average. Pupils who have special educational needs and/or disabilities, particularly those who learn more slowly, make good progress because they are supported well in class, withdrawal groups and one-to-one tuition. These have a very positive effect on pupils' enjoyment and motivation as well as their progress. Pupils who learn more quickly benefit from challenging open-ended activities, particularly during topics in the afternoons. There are no significant differences in the progress of any groups including boys, girls and those from various ethnic backgrounds. Pupils made particularly good progress in a Year 6 lesson where they had to explain how they solved various mathematical problems. This involved speaking and listening as well as mathematical understanding and articulation. Pupils were motivated and engaged and questions were varied well to ensure appropriate challenge for all. Progress was slower during the whole-class introduction in another mathematics lesson, because explanations took too long, questions were insufficiently varied to meet different pupils' needs and the teaching assistant was underused.

Pupils enjoy school and are very positive about learning. Even when a small minority of pupils do not behave well, the others feel safe. They know that the grounds are secure and staff are always there to help. They develop very positive attitudes to health through eating balanced school meals, cooking and taking exercise in active play outside and a range of sports. They contribute well to their school and wider community through serving on the school council, raising money for charity and taking part in local events. They are adequately prepared for later life and learning. They have good attitudes and social skills, but broadly average attendance and attainment in basic skills.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

High levels of support underpin pupils' personal development and progress. The breakfast and after-school clubs run by the school provide very calm, safe and enjoyable extended care for those who attend. Well-targeted intervention programmes help pupils with special educational needs and/or disabilities to integrate into school and progress well. Consistent, proactive approaches have successfully raised attendance and reduced exclusions. Teaching assistants provide some very valuable skilful support in lessons and withdrawal groups, although they are not fully used throughout all lessons.

Effective teaching successfully promotes pupils' progress, motivation and enjoyment. Teachers have good subject knowledge and lessons are planned and prepared well. Interactive whiteboards and computers are used successfully to support learning. Teachers use their knowledge of pupils well to vary questions and activities to meet individual learning needs. Occasionally whole-class explanations are too long, however, and progress slows slightly because they do not always cater effectively for the widely differing needs of all pupils.

A strong emphasis on English, mathematics and science successfully helps all pupils to make good progress in each of these key subjects. Topics help bring different subjects, including information and communication technology, together in meaningful ways. This work is particularly open-ended and practical, making it suitable for those who can learn quickly as well as those who find learning more difficult. Violin lessons for all the older

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pupils are successfully helping their confidence, musical skills, and spiritual and cultural development. A wide range of visits and visitors helps make learning even more relevant and makes a further significant contribution to good spiritual, moral, social and cultural development. Pupils learn a lot about English culture and history, but have fewer opportunities to learn about the diversity of cultures in modern Britain.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leaders and managers at all levels are ambitious for all the pupils. Leaders' passion for the school is shared by pupils and their parents and carers. As one said, 'The school is very well run. I would not wish for my children to attend anywhere else.' Opportunities for parents and carers to engage in their children's learning, such as annual mathematics workshops and observing some support groups, have proved very effective in developing parents' and carers' understanding of the school and how children learn. Such opportunities are too few and far between, however, to make their full impact on all pupils' progress. Effective partnerships with others such as local charities, the local authority music service and the education welfare officer contribute to the effective way all pupils and families are supported. Leaders use accurate self-evaluation and detailed tracking of pupils' progress to drive improvements, including the quality of teaching. They monitor outcomes frequently and adapt the curriculum and the use of resources and support to ensure that all pupils have equality of opportunity and all progress well. Gaps between the attainment of pupils at the school and national averages are decreasing. Middle managers monitor teaching, planning and pupils' work well and successfully introduce initiatives to raise progress further.

The effectiveness of the governing body is satisfactory and improving. Governors are developing their understanding of the school, and give a high priority to promoting pupils' health and safety. Safeguarding systems are thorough and robust, and meet current requirements. Staff training and qualifications are all up to date. The school's contribution to community cohesion is satisfactory. Leaders have a good understanding of the locality and are beginning to make a positive impact here and further afield. Evaluation of this is at an earlier stage. The school uses resources well and provides good value for money.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Outcomes for all groups of children are good because teaching and support are effective and activities are interesting, practical and relevant. The leader is experienced and competent. She uses her good understanding of early years development well to teach imaginatively and confidently. She leads the team of staff well. They successfully pool their competencies and share resources. Children in the Reception class made good progress in language and creative skills as they enthusiastically pretended to be lions acting out a story during the inspection. Children in the Nursery made good progress in language, number and social skills during a pleasant, very settled snack time where adults promoted conversation as children drank apple juice and milk and ate fruit together. Children helped to clear up after this and one confidently took remaining fruit back to the kitchen. The session successfully helped the least able children to settle and mix with others, and helped the most able to take initiative, become more independent and develop their language and numerical skills well. Although all children make good progress, extremely low starting points mean they still leave the Reception class with knowledge, skills and understanding at lower than the expected for their age. Accommodation and resources are suitable, attractive and used well inside. Opportunities for children to develop their learning outside are more restricted because the range of resources available and amount of time spent here are both limited.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Most of the parents and carers who responded to the inspection questionnaire were positive about all aspects investigated. A very small minority did not feel that they were kept adequately informed of their child's progress or helped to support their child's learning at home, or that the school deals effectively with unacceptable behaviour. A few pupils occasionally become restless when activities are less engaging, but behaviour at the school is generally good. Inspectors found that the school's involvement of parents and carers is proving positive in helping them to understand the school and support children's learning, but does not happen often enough. They have asked leaders to provide more frequent opportunities for this to take place.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodlands Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 71 completed questionnaires by the end of the on-site inspection. In total, there are 219 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	52	33	46	1	1	0	0
The school keeps my child safe	37	52	33	46	0	0	0	0
My school informs me about my child's progress	33	46	33	46	4	6	0	0
My child is making enough progress at this school	32	45	38	54	1	1	0	0
The teaching is good at this school	39	55	32	45	0	0	0	0
The school helps me to support my child's learning	38	54	28	39	4	6	0	0
The school helps my child to have a healthy lifestyle	30	42	37	52	2	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	26	37	41	58	0	0	0	0
The school meets my child's particular needs	32	45	34	48	3	4	0	0
The school deals effectively with unacceptable behaviour	29	41	33	46	7	10	0	0
The school takes account of my suggestions and concerns	28	39	35	49	8	11	0	0
The school is led and managed effectively	36	51	34	48	0	0	0	0
Overall, I am happy with my child's experience at this school	41	58	28	39	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



3 December 2010

Dear Pupils

**Inspection of Woodlands Primary School, Salisbury SP2 9DY**

Thank you for being so friendly and telling us so much when we visited your school recently. We enjoyed spending time with you in lessons, in the playground and in the dining hall. We agree with you that it is a good school and can see why so many of you enjoy being there.

We also agree with you that you are looked after well by all the staff. Good levels of care help you feel safe, help your learning and provide opportunities to talk about any worries or concerns. You make good progress in your learning because you are taught well and engage in a wide range of lessons and activities. You told us that you particularly enjoy practical lessons such as cooking, science and working with computers. The Nursery and Reception classes provide a good start even though there are not enough opportunities for the children to work and play outside. Progress is sometimes a bit slower than it could be because whole-class explanations are sometimes a bit too long. These do not meet your very different learning needs well and do not make the most of your skilful, caring teaching assistants. Your parents and carers are pleased with the school and how well you are all doing. There are not currently enough opportunities for them to be involved in your learning.

We have therefore asked leaders to improve three things in your school. One is to provide more frequent opportunities and more resources for the youngest children to work and play outside. The second is to improve lessons by ensuring that introductions and explanations to the whole class are suitable for you all and make the most of all the staff. The third is to provide more opportunities for your parents and carers to be involved in your learning.

You can help by continuing to behave well, telling your teachers when introductions really help you in your learning and by encouraging your parents and carers to be involved whenever they can.

Yours sincerely

Jo Curd

Lead inspector

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