

Woodlands Primary School

Winding Way, Salisbury, Wiltshire, SP2 9DY

Inspection dates

12–13 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of pupils are achieving well.
- Children in Nursery and Reception make good progress, often from low starting points.
- Good progress continues in Years 1 to 6, and attainment by the end of Year 6 is broadly average in reading, writing and mathematics.
- The quality of teaching and learning is consistently good, and at times outstanding.
- Teachers provide challenging and stimulating work which successfully engages the pupils.
- Teaching assistants are effectively deployed, well trained and make a valuable contribution to pupils' learning.
- The pupil premium grant is used exceptionally well to raise achievement.
- The headteacher and staff have created a very caring and positive school environment in which pupils learn and develop well.
- Pupils are enthusiastic learners who participate well in the activities provided.
- They behave well in lessons and around the school. In some lessons, and in assembly, behaviour is exemplary.
- The school provides exciting learning opportunities, with art and music being strengths.
- Pupils feel safe and very well cared for by staff. The school's work to keep pupils safe and secure is good.
- The headteacher shows ambition and determination in promoting good achievement for pupils and high quality teaching.
- The headteacher is well supported by senior leaders, staff and the governors. Teamwork is strong and all strive to do the very best for pupils and families.
- Partnerships with parents and carers are good. Parents are very pleased with the care and education provided.

It is not yet an outstanding school because

- Not enough pupils attain the higher than expected National Curriculum levels.
- Guidance to help pupils improve their learning is not as good in reading as it is in mathematics and writing.

Information about this inspection

- The inspectors observed teaching and learning in 18 lessons. Some of these were seen jointly with the headteacher and one of the deputy headteachers.
- Discussions were held with the headteacher, staff, and a representative from the local authority, governors and pupils.
- The inspector took account of the 21 responses to the online survey (Parent View), the school's own parental survey and correspondence from parents.
- Pupils were heard to read and discussions were held with them about their reading.
- Questionnaires from 23 members of staff were analysed.
- The inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work, safeguarding procedures and the school's improvement planning.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Margaret Faull

Additional Inspector

Full report

Information about this school

- This is a smaller-than-average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or a statement of special educational needs is well above average.
- A well above average proportion of pupils is eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals and other groups.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- A subject survey for English was carried out by HMI in January 2012.
- The school had a planned Science Day on the first day of the inspection.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding by:
 - ensuring that the most able are fully extended so that more pupils attain the higher levels.
 - strengthening the guidance for pupils so that they know how to improve their learning in reading.

Inspection judgements

The achievement of pupils is good

- All groups of pupils are achieving well. They make good progress from their starting points.
- Children enter the Nursery with knowledge, understanding and skills well below those expected for their age. They make good progress in all the areas of learning because of good teaching, first-rate support and the interesting activities provided.
- Pupils continue to make good progress in Years 1 and 2 and in Years 3 to 6. By the end of Year 6, pupils' attainment is broadly average in reading, writing and mathematics.
- In 2013, a below average proportion of Year 6 pupils attained the higher than expected levels. While the school is working hard to ensure that the most able are extended, this has not been the case over time.
- Disabled pupils and those who have special educational needs make good progress because of effective teaching and the well-planned individual and small-group support they receive.
- In 2013, Year 6 pupils supported by the pupil premium attained higher standards than the other pupils in writing and mathematics. Attainment in reading was similar for the two groups. Good teaching, highly effective one-to-one tuition and a range of other strategies ensure that pupils supported by the pupil premium achieve at least as well as the other pupils.
- Pupils make good progress in speaking and listening because teachers provide well-planned opportunities for them to discuss their learning.
- Pupils have positive attitudes to reading. During the past two years, Year 1 pupils have attained above average results in the phonics (letters and the sounds they make) check. This is because of the outstanding teaching of phonics in the Early Years Foundation Stage and in Year 1. For example, pupils in Year 1 made exceptional progress in consolidating and extending their understanding and use of the 'ow' sound. They articulated the sound well and identified words containing the sound. The most able wrote sentences using words with the 'ow' sound.
- Pupils write for a range of purposes and make good progress. Pupils in Year 6 wrote impressive journalistic pieces about the south west Australian fires. They used imaginative vocabulary and effective headlines, such as 'Furious Fires'. Pupils' grammar, punctuation and spelling are improving because of the decisive action being taken by the school.
- In mathematics, pupils are making good progress. They consolidate and extend their calculations skills well. They apply their numeracy skills successfully to solve interesting and challenging problems.
- During Science Day, pupils in Years 2 and 3 made good progress in designing and making model vehicles using good quality components. They worked well in teams and tested to see how far their vehicle would travel after running down a ramp. Pupils in Year 5 used chromatography effectively to separate ink dyes and find out whose pen was used to write a mysterious note.
- Pupils are developing healthy lifestyles and physical fitness through physical education lessons. They participate well in additional sporting activities.

The quality of teaching is good

- The school has maintained, and built on, the good teaching reported at the previous inspection. The quality of teaching and learning is consistently good, and at times outstanding; this is a key factor contributing to pupils' good progress and to the school's success.
- All parents who completed the online survey, Parent View, and the school's own survey agreed, and the vast majority strongly agreed, that their children are well taught.
- Pupils were also full of admiration for the teaching they receive. Their comments included, 'We get better each day because our teachers help us.' 'They make learning fun.' 'Teachers help us learn difficult things.' The positive views of parents and pupils reflect the findings of inspectors.
- Teachers and teaching assistants expect all to do their very best and children and pupils respond

extremely well to these high expectations.

- The school provides children in Nursery and Reception with stimulating indoor and outdoor activities which engage and motivate them. They receive high quality instruction and guidance in early reading, writing and numeracy skills. Good opportunities are provided for children to explore and to be creative.
- In all lessons, pupils know what they are expected to learn because the teacher effectively shares the purpose of the lesson with them. Pupils benefit from teachers' clear explanations, instructions and demonstrations. Teachers use interactive whiteboards well to illustrate the key learning points.
- Teachers use information about pupils' attainment well to plan their teaching and provide interesting tasks which challenge and engage them. As a result, pupils make good gains in acquiring knowledge, deepening their understanding and applying skills.
- Teaching continues to improve because leaders place much emphasis on developing teachers' skills.
- In Year 4, pupils made rapid progress in their learning when planning and writing an account of an action scene. Through the teacher's skilful questioning, the pupils identified the key features of a clear report. They cited the importance of chronological order, past tense and the use of description and verbs. An exciting film clip provided an 'action packed' event which formed the basis for discussion and writing.
- In a Year 6 mathematics lesson, pupils quickly solved challenging division problems. The teacher's enthusiasm for mathematics and strong subject knowledge inspired the pupils. Well-chosen explanations and questions were highly effective in deepening pupils' understanding of fractions and decimals. Pupils made exceptional gains in applying skills in solving problems involving money.
- Since the previous inspection, the school has strengthened its use of teaching assistants. Throughout the school, teaching assistants are very well deployed and work closely with the teachers. They have received good training and their skills are used effectively to enhance pupils' learning, particularly for those who need additional help with literacy and numeracy.
- One-to-one tuition and small group teaching are used very well to support pupils with learning needs and those eligible for the pupil premium. For example, a specialist numeracy teacher provides high quality support for pupils who are in danger of falling behind in mathematics.
- Teachers give clear and specific individual guidance to support pupils' progress in writing and mathematics. As a result, pupils know how well they are doing in these areas and know how to improve their work. The guidance in reading is less consistent and senior leaders recognise the need to strengthen this so that it is as effective as it is in writing and mathematics.
- The marking of pupils' work is constructive and helpful. Good work is acknowledged and praised. Clear comments help pupils to improve.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Children in the Nursery settle quickly into the school because of the very strong relationships that adults establish with them. In Nursery and Reception, children thoroughly enjoy the learning because of the stimulating activities provided. Children behave well in the classroom and outside.
- Pupils in Years 1 to 6 show enthusiasm for learning and participate very well in the activities provided. Behaviour is good in lessons and around the school. In some lessons, and in assembly, pupils' attitudes to learning and their behaviour are exemplary.
- An assembly was used very well to introduce the Science Day to Years 3 to 6. Pupils had good opportunities to share their science experiences with the teacher and their pupil audience. Using a video clip, the teacher showed the remarkable achievements of the scientist Marie Curie. Pupils watched and listened with interest. They gained new knowledge and understanding from the film and through the teacher's probing questioning. The teacher also promoted extremely well qualities such as ambition, determination and perseverance. She successfully conveyed how

prejudices can be overcome. Pupils' behaviour in this assembly was impeccable.

- Throughout the school, pupils are courteous, friendly and considerate. They make good progress in their personal development and thrive in the school's caring, positive and welcoming ethos. Through their studies, they have acquired a good understanding of different cultures and faiths.
- The parents who responded to the online survey, Parent View, and to the school's own survey, were extremely positive about their children being happy at school, feeling safe and being well looked after. These views reflect inspectors' findings.
- The school's work to keep children and pupils safe and secure is good. Discussions with pupils show that they have a clear understanding of bullying and its different forms, including persistent name calling and cyber bullying. When asked if there was any bullying in the school, typical replies included, 'We hardly ever have bullying here,' and, 'If we do, the teachers deal with it straight away.'
- The school's records show that incidents of unacceptable behaviour are rare. The clear systems of rewards and sanctions are consistently implemented by all staff.
- The school works relentlessly to promote good attendance. Attendance has been below average but is showing signs of steady improvement.

The leadership and management are good

- The highly regarded headteacher conveys ambition and high expectations to pupils and staff. Other senior leaders and staff share the headteacher's aspirations and determination. All are firmly focused on raising pupils' achievement and providing high quality teaching. Pupils' learning and welfare are clearly 'at the heart' of everything the school does.
- Teamwork is strong and all leaders, staff and governors strive to do their very best for the pupils and their families. These efforts are very much appreciated by parents and carers.
- The school's performance, particularly pupils' achievement and the quality of teaching, are systematically and thoroughly checked by school leaders. As a result, leaders and governors have a clear overview of the school's strengths and development points. The school uses the findings of self-assessment well to inform planning and action for improvement.
- Subject leaders are fully engaged in checking pupils' performance and improving their areas of responsibility. The expertise and experience of staff members are used to good effect. The areas of English, mathematics, Early Years Foundation Stage and special educational needs are all very well led and managed.
- Senior and subject leaders place considerable emphasis on developing teaching and learning. The checking and development of teaching are real strengths and have resulted in greater consistency in classroom practice. The leader of mathematics has used his expertise in improving mathematics teaching not only in Woodlands but in other local schools. Systems for the appraisal of staff performance are outstanding. Guidance to improve teachers' practice and skills is precise. High quality support and training are provided where required.
- The local authority has a good knowledge of the school's performance. The school improvement adviser has an accurate overview of the school and provides valuable support and constructive challenge. The local authority has used the school well in sharing the good practice at Woodlands with other schools in the county.
- The school provides an exciting range of learning activities to promote good achievement and good personal development for pupils. Provision for English and mathematics is well developed and art and music are clear strengths. For example, 28 pupils perform in the school's string orchestra. They benefit from the direction and expertise of a visiting specialist teacher. Themed events, such as Science Day, contribute well to pupils' learning and enjoyment. There are no signs of discrimination in the school and all pupils have access to the full range of activities provided. Clubs and educational visits further enrich the pupils' experiences.
- The recently allocated primary sports funding has been used well to extend pupils' physical and sporting activities.
- The school has been imaginative and highly effective in the use of the pupil premium funding to

raise achievement of eligible pupils. The use of the funding includes one-to-one tuition, the use of visiting specialist teachers, breakfast club and supporting musical tuition. The local authority has wisely used the school to share its practice with other Wiltshire schools.

- The school has successfully established productive partnerships with its parents. Parents appreciate the guidance and support provided to help them support their children's learning. For example, parent and children workshops for reading and numeracy have been successful.
- **The governance of the school:**
 - Members of the governing body are enthusiastic, supportive and very much involved in the life of the school. For example, governors are engaged in the promotion of reading and they set interesting projects for pupils in the Governors' Challenge. Pupils have responded well to the mathematics challenge and showing handwriting skills. More projects are planned for the future. The governors show a clear understanding of pupils' attainment and progress. They also have a clear overview of the quality of teaching. Governors rightly report that the teaching is at least good in all classes. They have a good understanding of the school's performance management arrangements for teaching and for the support staff. They ensure that promotion and pay awards are based on the progress that pupils make. Governors question how the pupil premium is spent and check the impact of this funding on the progress of pupils eligible for it. All governors have attended a range of useful courses to improve their effectiveness. The governors' good knowledge of the school's performance enables the governors to challenge the headteacher constructively and hold the school to account. All safeguarding procedures meet statutory requirements.

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

Unique reference number	126264
Local authority	Wiltshire
Inspection number	441065

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Sandra Crook
Headteacher	Matthew Kitley
Date of previous school inspection	December 2010
Telephone number	01722 335849
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