

Woodgate Primary School

Lutley Grove, Bartley Green, Birmingham, West Midlands B32 3PN

Inspection dates

25–26 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- This is an extremely caring and nurturing school. The needs of pupils and their welfare are at the heart of all the school does.
- With clear-sighted determination leaders have driven the school's improvement since the last inspection. They have created a staff team eager to ensure that a well-planned curriculum in all subjects provides stimulating, engaging and successful learning for all pupils.
- Leaders have put systems in place to manage pupils' absence effectively. As a result, pupils' overall attendance has improved and the proportion of pupils regularly absent from school has reduced considerably.
- Governors challenge the school successfully. They hold senior leaders effectively to account for the standard of education all pupils receive.
- Pupils are very well behaved. They have positive attitudes to learning. Relationships among pupils and between adults and pupils are respectful, kindly and open. Pupils enjoy learning and coming to school.
- Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) receive effective additional support. They achieve well from their different starting points.
- Teachers sometimes fail to demand neat work that is free of careless spellings and punctuation.
- The teaching of mathematics is improving. However, pupils need more opportunities to use and apply their mathematical skills, solve problems and reason. Improved systems for teaching reading are raising standards but are not yet securely established across the school.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - continuing with efforts to develop pupils' mathematical problem-solving and reasoning skills, so that pupils become increasingly confident in explaining their thinking and tackling more complex problems
 - ensuring that the presentation, spelling and punctuation of work across all subjects are of a high quality.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and deputy headteacher have effectively tackled the areas for improvement raised during the last inspection of the school in October 2017. Senior leaders know the school well and are accurate in their judgement of where Woodgate Primary is on its improvement journey.
- Leaders, effectively supported by governors, have guided the school well through times of significant change and improvement. As a result, the quality of teaching and pupils' outcomes are now good.
- The local authority has provided good support to the school since the previous inspection. The school is highly responsive and appreciative of this support and the local authority's role in helping it to become a good school.
- Following a decline in standards, particularly in mathematics, the school is now set on an upward trend of improvement. Leaders have worked successfully to eliminate underperformance, improve the quality of teaching and ensure that pupils make good progress.
- Leadership of subjects is effective, particularly the leadership of English and mathematics. Leaders of these subjects are passionate about the improvements they have made. They have checked the impact of professional development to improve the teaching skills and confidence of staff. As a result, the quality of teaching in most subjects has improved in recent years.
- School leaders have developed an engaging curriculum. Leaders review the curriculum regularly with the clear intent to ensure that it is well matched to pupils' needs. Consequently, pupils experience a range of opportunities in areas such as science, the arts, humanities and languages. Their knowledge and understanding are enhanced by many enrichment opportunities.
- The quality of teaching and learning has improved since the last inspection. This is largely due to the confident and regular monitoring carried out by leaders. Staff say that they welcome the new approach. Staff believe that leaders have created an open environment in which staff can share their opinions and ask for help without fear of reprisal.
- Leaders have introduced a range of pastoral and academic support to overcome pupils' barriers to learning. They have used the pupil premium funding to employ specialist teaching, and pastoral staff to raise the aspirations and achievement of disadvantaged pupils. This high-quality support and the interventions to meet their needs are improving the progress and attainment of disadvantaged pupils.
- A clear focus on caring for pupils' emotional and mental health needs is evident. The most vulnerable pupils are supported effectively so that they can participate fully in all aspects of school life.

- The special educational needs coordinator (SENCo) works well to ensure that the additional support provided for pupils with SEND is precisely matched to their needs. Leaders check the progress of these pupils very carefully and ensure that they are challenged to achieve well.
- The school uses the primary physical education (PE) and sport funding effectively. Specialist sports coaches provide training to increase teachers' expertise in delivering high-quality PE lessons. Leaders use the funding very effectively to increase pupils' skills and engagement in sports and exercise. Activities promote healthy lifestyles.
- Parents and carers are very positive about the work of the school. Parents appreciate that the school gives pupils an equal opportunity to succeed and does not tolerate discrimination of any kind. The overwhelming majority of parents who spoke to inspectors agreed that they would recommend the school to another parent and that their child was happy in school and felt safe.

Governance of the school

- Governance has improved since the last inspection. Some new governors have been appointed, which has broadened and strengthened the skill set of the governing body. Governors are highly professional and clear about their roles. They are dedicated to school improvement. They now have a very clear and accurate understanding of the school's strengths and weaknesses, gained from detailed reports, attendance at meetings and their own first-hand experience in monitoring school performance alongside senior leaders.
- Governors ensure that funding to support disadvantaged pupils is used effectively. As a result, attendance and outcomes for disadvantaged pupils are improving.
- Governors are keen to use knowledge from their professional backgrounds to support the school. For example, one governor has worked closely with the school to monitor the impact of the provision for mathematics across the school.
- Governors understand their safeguarding responsibilities and check that arrangements are effective.

Safeguarding

- The arrangements for safeguarding are effective.
- Safeguarding training and records are up to date and are carefully managed.
- Senior leaders ensure that staff receive very regular updates on local and national safeguarding concerns. As a result, staff are knowledgeable about a range of issues and are very clear about what action to take if they have a concern.
- Pupils told the inspectors that they have staff they can go to if they have any concerns. They are confident that adults would listen to their concerns and take prompt and appropriate action. Pupils are appreciative of the way adults at the school take care of them. The most vulnerable pupils are supported by the nurture provision provided by the school. The provision ensures that these pupils receive the timely support and nurture that they need.
- Pupils are taught how to keep themselves safe. Leaders have implemented clear

programmes to teach pupils about personal safety and healthy living. Teachers discuss the dangers associated with internet use, so that pupils understand their role in keeping themselves safe.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the last inspection, and overall is good. As a result, pupils make good progress.
- Teachers structure phonics activities well using strong subject knowledge. Both teachers and teaching assistants use their knowledge to deliver engaging tasks, so that pupils develop a clear understanding of letters and the sounds they represent.
- The teaching of reading is developing rapidly across the school. Teachers ensure that pupils have the opportunity to read a wide variety of texts across different subjects. Pupils have access to high-quality texts, which they find motivating and interesting. Across the school, staff promote pupils' love of reading well. Reading areas in classrooms are bright and attractive, and staff give pupils plenty of opportunities to read for pleasure.
- Extra adults in the classroom organise catch-up activities that are targeted carefully to meet pupils' needs, both in small groups and individually. These activities give pupils additional opportunities to practise the skills learned in class and to ask questions. As a result, pupils are attentive and learn quickly.
- The teaching of mathematics is a focus for school improvement, because, over time, outcomes in mathematics for all pupils had declined. Changes to the approaches to the teaching of mathematics are bearing fruit. Pupils are generally using practical, pictorial and written methods. Opportunities for using problem-solving and reasoning are developing and the teaching of number work is secure in most classes. These approaches are taught very well in some classes, but they are not fully embedded in others.
- Relationships between staff and pupils are harmonious. The vast majority of pupils work hard in lessons and enjoy their learning. They often find lessons interesting and fun.
- The teaching of pupils with SEND is good. There is strong support for pupils individually and their needs are well understood by both leaders and teachers. In class, they are able to join in the main class learning and, if necessary, they are given high-quality support by adults.
- Although pupils take a pride in their work and work hard in lessons, occasionally some teachers' expectations of the presentation of pupils' work in books across the curriculum are too low. Consequently, the quality of some pupils' spelling, handwriting and presentation slips below an acceptable level across different subject areas.
- The learning environment across the school is vibrant and engaging. Walls are adorned with pupils' attractive artwork. Displays throughout the school are used to support pupils' learning as well as celebrate their work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Leaders place great emphasis on supporting pupils, particularly the most vulnerable. A high priority is given to pupils with concerns or mental health issues. The nurture and support given to these vulnerable pupils are significant strengths of the school and are used as examples of exemplary practice across the local authority.
- Staff and pupils have forged strong relationships, rooted in mutual respect. Pupils trust adults and say that they are listened to and feel valued. Therefore, when pupils are vulnerable or have challenging circumstances, pupils say that they feel well supported.
- Pupils report that they feel safe and well looked after. They are confident that they would find someone in school to speak to if they had any worries or concerns. They know how to stay safe in a variety of situations, including when online. They know that should any minor instances of misbehaviour occur staff will resolve them quickly and effectively.
- The school fosters British values well. These values are woven throughout the curriculum. In religious education, pupils learn about different faiths and cultures. The religious education curriculum is complemented by a range of visits and visiting speakers. Religious festivals are celebrated in assemblies. Consequently, pupils understand diversity and show respectful and tolerant attitudes.
- Clear routines mean that pupils move between activities in class quickly and calmly. Pupils walk around school, to assemblies or to the dining hall, calmly and purposefully.

Behaviour

- The behaviour of pupils is good.
- Pupils are welcoming to visitors and have wonderful manners. A calm, purposeful atmosphere permeates the school.
- Pupils conduct themselves well in class and play well together at breaktimes, lunchtime and in the school. There are many opportunities for pupils to use a wide range of equipment, which they share sensibly.
- Pupils told inspectors that they have no real concerns about bullying and that it is extremely rare. They have every confidence in the staff to address bullying, should it occur.
- Inspection evidence shows that leaders manage the rare incidents of bullying and poor behaviour effectively, and this usually involves discussions with parents. Leaders guide and support pupils involved in any incidents to change and modify their behaviour.
- Pupils' attendance has improved considerably for all groups of pupils. The school has effective systems in place to work with families to improve attendance and punctuality. As a result, pupils' rates of absence are broadly in line with national averages. The proportion of pupils who are persistently absent from school has reduced considerably this academic year.

Outcomes for pupils

Good

- Following a dip in attainment at key stage 2 in 2018, pupils are now making strong progress in reading, writing and mathematics. The most recent national assessments results reflect significant improvements to pupils' attainment and progress compared with previous years. The national assessments also show that the progress made by all groups of pupils in relation to their starting points was significantly better than at any time over the last three years.
- Children in the early years make good progress from their starting points. The proportion of children reaching a good level of development at the end of Reception has been improving year on year and is now approaching the national average.
- The proportion of pupils meeting the required standard for the phonics Year 1 national screening check is increasing year on year. Results for 2018 show a further improvement. Pupils who took the phonics check again in Year 2 all met the required standard.
- Information for 2019 indicates that the proportion of pupils reaching age-related expectations at the end of key stage 1 in reading, writing and mathematics was broadly in line with other pupils nationally. The proportion demonstrating greater depth in reading, writing and mathematics is improving significantly and is only slightly below that found nationally.
- The school's assessment information, work in pupils' books and inspection evidence show that current pupils are making good progress in reading, writing and mathematics.
- Pupils with SEND have their developmental needs met through interventions and support plans. This enables them to make strong progress from their starting points.
- Disadvantaged pupils across the school make good progress from their starting points. Because of leaders' actions, all staff are very aware of the needs and barriers to learning for the disadvantaged pupils in their care, and teaching supports their learning effectively. Pupils achieve well across the wider curriculum, which has been mapped carefully to provide coverage of the national curriculum, enriched by exciting activities and skilful connections across subjects. Pupils' work shows particularly strong progress in history and geography.

Early years provision

Good

- Leaders have a clear and accurate view of the strengths and weaknesses in early years. They know their children well and ensure that they have a good understanding of the children's needs when they start at school.
- The quality of teaching, learning and assessment is good. Teachers provide well-planned activities that enthuse the children and are carefully matched to their learning needs.

- Children's starting points are generally below those typical for their age, particularly in communication and language skills, reading and writing, and in their personal, social and emotional development.
- Children are given an excellent start and make very strong progress to catch up. By the end of Reception, in 2018, the proportion of children achieving a good level of development was close to the national average. They are prepared well for their move to Year 1.
- Accurate checks on how well children are doing help adults know children as individuals. Early reading, writing and mathematical skills are taught effectively in sessions led by adults.
- Extra funding for disadvantaged children is used effectively so that they make the same progress as their peers.
- There are many well-planned opportunities to stimulate children to talk and develop their vocabulary. This is highly effective in supporting children's academic, personal and social development.
- Children's well-being is paramount. All children's welfare needs are met extremely well and all necessary actions are taken to support children whose circumstances may make them vulnerable.
- Children with SEND are supported well and make good progress from their starting points. For example, children are helped to develop letter formation with activities that improve their pencil grip.
- Children concentrate well and sustain their interest in whatever they are directed to do by staff. They have positive attitudes to learning and cooperate well together.
- Partnerships with parents and other agencies are very positive. Staff engage and communicate effectively with parents. For example, the school has produced a 'Welcome to Woodgate School' reading book, which prepares children for the start of school. Links with other agencies ensure that children receive support, such as speech therapy, where required.

School details

Unique reference number	103310
Local authority	Birmingham
Inspection number	10088466

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

Type of school	Primary
School category	Community school
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	398
Appropriate authority	The governing body
Chair	Michelle Stewart
Headteacher	Mrs Deborah Colley
Telephone number	0121 464 2315
Website	www.woodgateprimary.co.uk/
Email address	enquiry@woodgate.bham.sch.uk
Date of previous inspection	9–10 February 2017

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is above average.
- The proportion of pupils from minority ethnic groups is below the national average.
- The proportion of pupils who speak English as an additional language is above the national average
- The proportion of pupils with SEND is above the national average. The number of pupils who have an education, health and care plan is in line with the national average.
- The school receives support from a local teaching school alliance and Birmingham Education Partnership.

Information about this inspection

- Inspectors observed learning in 27 parts of lessons, some with senior leaders.
- Inspectors looked at work in pupils' books and spoke to them formally and informally about their learning and behaviour. A group of pupils were heard to read.
- Meetings were held with pupils, senior and middle leaders, five members of the governing body and a representative from the local authority.
- Inspectors considered the views expressed by parents through informal meetings. They analysed 25 responses received through the free-text facility on Parent View, Ofsted's online survey. They also analysed 27 responses to the staff survey.
- Documentation was scrutinised by the inspectors, including the school's plans for improvement, the school's self-evaluation, reports on attendance and behaviour, records relating to pupils' safety, and information on pupils' outcomes.
- A representative group of pupils from key stage 1 and key stage 2 discussed their opinions about the school and their learning with the inspectors.

Inspection team

Ed Masterson, lead inspector	Ofsted Inspector
Mark Bailie	Ofsted Inspector
Diana Pearce	Ofsted Inspector

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