

Accrington Woodnook Primary School

Hudson Street, Accrington, Lancashire BB5 2HS

Inspection dates	14–15 October 2015
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- Achievement requires improvement because pupils' progress is inconsistent, resulting in standards by the end of Key Stage 2 in 2015 being below average in reading, writing and mathematics.
- Teachers' expectations are not always high enough and so pupils do not make consistently good progress across the school. Progress is not rapid enough in Years 1 to 4.
- Teachers do not always use assessment information to help them set work at the right level of difficulty. This is particularly so for the most-able pupils, who are capable of learning more deeply and more quickly.
- Pupils do not practise their writing skills well enough in subjects other than English.
- Leadership has not ensured the school has improved since the last inspection. School plans do not have timelines to help ensure actions are carried out swiftly enough. These plans also do not link the success of the school's actions to improvements in pupils' learning.
- When school leaders check the quality of teaching, they do not focus sharply enough on the progress of different groups of pupils.
- Parents are not consistently informed about the progress of their children.
- The governing body has not held the school to account for its performance with enough rigour.

The school has the following strengths

- Children in the early years make good progress from their different starting points because of the consistently good teaching they receive.
- Teaching for older pupils is good. As a result, progress accelerates in Years 5 and 6.
- The headteacher has successfully introduced strategies to improve the teaching of letters and sounds (phonics). Pupils enjoy reading; as a result, reading is improving across the school.
- Middle leaders are a growing strength of the school and they have a good understanding of the steps needed to raise standards, particularly in writing and mathematics.
- The personal and social needs of pupils are met well and pupils are becoming more resilient. There is a positive culture in classes, pupils' behaviour is good and they feel safe.

Full report

What does the school need to do to improve further?

- Improve teaching and learning in order to accelerate pupils' progress by ensuring that:
 - the quality of teaching is consistently good in all classes
 - pupils make consistently good progress in Years 1-4
 - teachers check the progress that pupils are making in lessons and move them on in their learning as necessary
 - teachers provide more challenge in lesson to enable the most-able pupils to achieve a deeper understanding of their work
 - more pupils achieve the expected level for their age in reading, writing, spelling and grammar, and mathematics by the time they leave school.
- Improve the quality of writing by ensuring that pupils use the good information given to them by their teachers to improve their spelling, grammar and punctuation, particularly when writing in different subjects across the curriculum.
- Strengthen leadership and management, including governance, to make sure that:
 - plans for improvement have more specific timelines and are regularly evaluated to ensure changes are effective and driving improvements more quickly
 - checks on the quality of teaching are more sharply focused on the progress of specific groups of pupils, specifically the most able
 - communication with parents is regular, providing them with the necessary information about their children's work and progress
 - governors understand and carry out their role to hold the school's leaders to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Leadership and management require improvement because weaknesses in the quality of teaching have not been fully tackled and, as a result, there is inconsistency in pupils' achievement. Leaders have not ensured that teaching is enabling different groups of pupils to achieve as well as they can.
- Leaders' plans for improvement have identified the correct priorities, but these plans do not include timelines to help the actions be completed as quickly as necessary. The success of the actions in these plans is not linked to how they will improve pupils' learning. Consequently, although there is some evidence of improvement since the last inspection, it is not sufficient or rapid enough.
- While regular and systematic checks are made on the quality of teaching, there is a lack of emphasis on pupils' progress in lessons when evaluating the quality of teaching. Consequently, teachers do not consistently ensure that what is planned is extending learning.
- Performance management is carried out systematically and all staff have targets that link to pupils' progress. Leaders have had some success, for example in securing improved outcomes in phonics. However, there is some inconsistency in ensuring impact on pupils' progress across the school.
- The school is committed to promoting equality of opportunity, and discrimination is not tolerated. Leaders are aware that achievement is currently stronger in early years and Years 5 and 6 than it is in Years 1 to 4. There is now a positive ethos and all staff and pupils are jointly committed to securing improved achievement.
- Middle leaders have supported development within their areas of responsibility and this has led to some improvement since the time of the previous inspection. They collaborate and support each other well. These leaders set a good example in ensuring continuous professional development is a priority for all staff, who have welcomed individual input and say it has helped them to improve their practice. Leaders have provided good advice on the development of the new curriculum, which is appreciated by staff.
- Leaders have created a culture in the school where the support provided to improve the quality of teaching and to promote pupils' good behaviour is welcomed.
- Staff promote the pupils' spiritual, moral, social and cultural development effectively and this is reflected in the good conduct of pupils. The leaders' promotion of British values such as tolerance, kindness and respect is a regular feature of school assemblies. Individual pupils are known well by staff, and leaders ensure that pupils' pastoral needs are well supported. Older pupils comment that they have a voice in the school and are listened to. Pupils are taught and know about different faiths and cultures. This helps to prepare pupils for life in modern Britain.
- Subjects and topics covered are broad and balanced. English and mathematics have been given priority. While there has been some improvement in the progress that pupils are making in Years 5 and 6, this is not consistent in all classes. Key writing skills are not fully promoted when pupils are working in subjects other than English. The curriculum includes a good range of additional activities, including trips and using the local environment, which help pupils to build their teamwork skills. Pupils appreciate these experiences.
- Leaders use the pupil premium carefully to provide additional support for individual disadvantaged pupils, including through teaching and activities to meet their personal, social and emotional development. However, while school records show that gaps in attainment with other pupils in school are closing, the progress of this group needs to accelerate in order for their attainment to be on a par with other pupils nationally.
- The physical education and sport premium for primary schools (additional funding the school receives for sport) is used effectively, mostly to ensure that pupils and teachers benefit from the skills and expertise of specialist sports coaches. The impact is monitored to ensure benefits to pupils' health and well-being.
- The local authority provides support for the school and this is helping the school to improve. Leaders value this support.
- Parents receive good information about their children's work and progress in the early years. However, leaders do not ensure quality and consistency of information is at the same standard throughout the rest of the school.
- **The governance of the school**
 - Governors are not effective in their role. While there is a commitment to improving the school's outcomes, governors are not sufficiently organised and do not have the necessary knowledge to hold

the school leadership to account. They have some knowledge of the pupils' achievement but do not know enough about the quality of teaching and the progress of different groups of learners. They are not suitably involved in the management of staff performance to make sure that teachers' pay is linked to pupils' progress.

- Governors do not have a secure understanding of the school's progress information and published results, including how these results relate to the national picture. They know about how additional funding is used, but lack clarity as to whether this is helping to reduce any gaps in attainment for disadvantaged pupils.
- The Chair of Governors has recently resigned and there is a lack of experience and expertise among governors to challenge and support the improvement of the school.
- The school's safeguarding procedures are effective and checks on staff meet statutory requirements. Parents are confident that their children are supported in a safe environment.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment is inconsistent. Teaching has not been good enough to help enough pupils make good progress in Years 1 to 4. Teaching in Years 5 and 6 is good and helps the pupils to catch up after earlier weak teaching. Overall, this has also held back attainment, which is below average by the end of Year 6 for the vast majority of students.
- Teachers do not use assessment in lessons to make sure that all pupils complete the work set for them or add additional challenge to extend further learning. For example, in lower Key Stage 2 teachers do not consistently check pupils' progress during the lesson and this results in them having unfinished pieces of work.
- Most-able pupils, in particular, are often given work that is not hard enough for them. They are also not given enough opportunity to learn more quickly. Consequently, these pupils do not reach the high standards of which they are capable.
- Teaching assistants' work has improved since the last inspection. They now ask useful questions, especially when they are working with individuals or small groups. They provide good classroom support, especially for pupils with special educational needs and those who speak English as an additional language. This allows these pupils to play a full part in lessons, ensuring that they have at least as much opportunity for success as others.
- Effective teaching, especially in Years 5 and 6, includes carefully planned activities, supported by excellent resources. As a result, older pupils sustain interest and make good progress in learning.
- The work in pupils' books shows an increasing quality of learning over time in Years 5 and 6. The quality of work varies in other classes and does not always challenge pupils. There is evidence that pupils are repeatedly making the same spelling, grammar and punctuation mistakes, particularly in work other than English.
- The teaching of writing has shown improvement since the last inspection, but pupils do not have the opportunity to practise key writing skills in subjects other than English.
- Reading is improving and the teaching of phonics is effective. This is helping, for example, readers in Year 2 to gain in confidence and fluency. Older pupils describe what they like or dislike about different books and authors and share their ideas with each other. They respond well to humour and their understanding of meaning beyond the text is developing. Pupils say that they have opportunities to read a wide range of texts and are broadening their reading habits. Standards in reading are below average because some pupils do not read with understanding.
- Teaching in the early years has improved since the last inspection. Children are making good progress overall because of improvements in their confidence and in their communication and literacy skills.
- There are some good examples of marking and feedback that give pupils clear pointers on how to improve their work. However, pupils do not always pay attention to their teachers' comments which limits their progress.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's work to keep pupils safe and secure is good and pupils say that they feel safe in school. Most have a good awareness of how to stay safe when accessing the internet. Pupils know how to keep themselves safe both in and out of school and in different situations, such as when on trips and visits, when online using computers or mobile phones. They know that they should not give out personal information.
- Pupils are adamant that bullying rarely happens. They know that bullying can take different forms, including physical bullying, name-calling and cyberbullying. They have strong relationships with adults in school and are confident that they can share any concerns with them. They say there is no name-calling or unpleasantness in the school and everyone is friendly.
- The staff of the school are dedicated in the support they provide to help the pupils develop self-confidence and become successful learners.
- Parents agree that the school keeps their children safe and that pupils are well looked after. They are very appreciative of the work that the early years staff do to support their children.

Behaviour

- The behaviour of pupils is good.
- Inspectors agree with staff, parents and pupils that teachers model respect and courtesy effectively and that pupils reflect this in their own behaviour. There is very little disruption in any part of the school at any time.
- Pupils are friendly and polite and treat each other and adults with respect. Older pupils mix well with younger pupils and they cooperate well together, for example at lunchtimes to play games and engage in sporting activities. They make sure that nobody is left out during social times.
- Pupils are keen to learn. They enjoy the wide range of subjects that are offered by the school, and concentrate well in lessons. Sometimes, when they want help to understand something more clearly or have finished their work, pupils lack confidence to let teachers know, and teachers do not always notice this. The time that pupils then spend off task slows their progress.
- Pupils are very happy in school and this is reflected in the improved attendance. School leaders work hard to secure the regular attendance of a small number of pupils who are persistently absent.

Outcomes for pupils

require improvement

- Pupils' progress and attainment has shown some improvement on that seen during the last inspection. There are more pupils now making expected progress by the end of Year 6. Across the school, progress is not fast enough. Due to the effective teaching in Years 5 and 6, progress accelerates but gaps in learning remain. By the end of Years 2 and 6, attainment in 2015 was below the national average in reading, writing and mathematics. Work in pupils' books and school records of attainment show that it is now a little better, but still variable. Pupils' achievement requires improvement because progress across the school is not consistently good.
- The proportion of pupils achieving a good level of development by the end of the early years in all areas of learning is increasing and is moving closer to the national average. This represents good progress during their time in the early years and prepares them well for the next stage of their education.
- At Key Stage 1, pupils' attainment in reading, writing and mathematics is below the national average. At Key Stage 2, attainment shows a similar picture. However, there are signs that pupils' progress is accelerating, particularly in Years 5 and 6.
- The achievement of the most able requires improvement because they are not always challenged well enough. Not enough attain the higher levels at the end of Key Stage 1 or Key Stage 2. When they are given the same work as others, their skills, knowledge and understanding do not improve quickly.
- There is no overall difference between the progress made by boys and girls, any particular ethnic group, or those who speak English as an additional language and those who join the school at different times of the year.

- The progress made by disabled pupils and those with special educational needs is similar to others. There are some pupils who make good progress. Test results and pupil progress data show that extra support helps these pupils to do as well as others in the school.
- In national tests at the end of Year 6 in 2015, the gap between the attainment of disadvantaged pupils and their peers nationally was smaller than in previous years, although their overall attainment in reading, writing and mathematics remained below average. The progress made by disadvantaged pupils is uneven across the school. It is strongest in Years 5 and 6 because pupil premium funding is used to ensure additional support to accelerate pupils' progress.
- Some aspects of pupils' achievement are good and there is an improving picture across the school as the impact of recent initiatives begins to bite. For example, pupils make good progress in phonics in the early years. In 2015, pupils achieved a high standard in the Year 1 phonics test. This is now beginning to have an impact on the attainment in reading at Key Stages 1 and 2.
- Pupils are developing some useful personal skills and confidence to prepare them for their next stage of education, but aspects of literacy and numeracy still have a way to go.

Early years provision

is good

- The skills of children when they join early years are often below those that are typical for their age, especially in communication, language and literacy.
- Teaching is good. The effective teachers and staff enable most children to make good progress in all areas of their development. This includes children who speak English as an additional language and those with special educational needs.
- Children make good progress in their personal, social and emotional development. Teachers prepare children well by building their confidence to ask questions, explore different activities and begin to share and play with other children. They play happily together in the outdoor area, know school routines and behave well. They respond quickly to requests by adults and listen well. This prepares them well socially for Year 1.
- Transition to Year 1 is a priority and children who have gaps in the different areas of learning when they leave early years have these prioritised in a Year 1 booster class.
- Leadership is effective. The leader of the early years provision is energetic and sets a strong example for other teachers and staff. Clear records of the children's attainment and progress are kept and cover all the different areas of learning. They include annotations of what the children have achieved. Leaders use this information to ensure activities and new learning experiences are well planned.
- Leaders have established good links with parents. Home visits and regular meetings ensure that the parents are securely involved in their children's achievements. They regularly visit the school to help their children to learn. For example, during the inspection parents were very involved in a 'messy play' session in which they supported their children's learning. Teachers, and other staff, build the confidence of parents to continue to help their children when they are at home.
- Children learn in an emotionally and physically safe environment, where staff model a confident, caring and cheerful approach to learning. As a result, all children play well together. They use resources carefully so that they and their friends can play safely.

School details

Unique reference number	119341
Local authority	Lancashire
Inspection number	10006999

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

Type of school	Primary
School category	Community
Age range of pupils	411
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Mohammed Zabair (Acting)
Headteacher	Nicola Trayner
Telephone number	01254 233020
Website	www.woodnookschool.co.uk
Email address	head@woodnook.lancs.sch.uk
Date of previous inspection	22 January 2014

Information about this school

- Inspectors observed 14 lessons. One lesson was observed jointly with the headteacher. In addition, inspectors made a number of short visits to classrooms and watched sessions where pupils were taught in small groups.
- Meetings were held with staff and a representative from the local authority.
- A meeting was held with three governors.
- Inspectors talked to pupils informally in class and at breaks and listened to pupils read.
- A number of documents were scrutinised, including the school's own information about pupils' learning and progress, planning and monitoring documents, minutes of governor meetings, the development plan and records relating to behaviour, attendance and safeguarding information.
- Inspectors talked informally to parents around school, but there were too few responses to Ofsted's online questionnaire, Parent View, to show the results.

Information about this inspection

- The school is an average-sized primary school.
- Some classes are made up of pupils of different ages.
- The large majority of pupils are of Asian heritage with small numbers of Bengali pupils or pupils from White British backgrounds.
- A significant number of pupils are at an early stage of learning English.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of pupils for whom the school receives the pupil premium is well above the national average. The pupil premium is additional government funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The school does not meet the government's current floor standards, which set the minimum expectations for the attainment and progress of pupils in English and mathematics by the end of Year 6.

Inspection team

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