

Woodstock Primary School

Inspection report

Unique Reference Number	120053
Local Authority	Leicester
Inspection number	358678
Inspection dates	13–14 June 2011
Reporting inspector	Alison Cogher

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	286
Appropriate authority	The governing body
Chair	Norman Rochester
Headteacher	Hazel Willis
Date of previous school inspection	20 February 2008
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. Seventeen lessons were observed and 13 teachers were seen. The inspectors met with members of the governing body, staff and pupils. They observed the school's work, and looked at school documentation and policies including safeguarding information, teachers' planning and pupils' work, assessment and pupil progress tracking data. Questionnaires from 39 parents and carers were received and analysed together with 18 from school staff and 104 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How successful leaders and managers are in securing improved levels of progress and attainment for all pupils across the school.
- The impact of action taken to improve the quality of teaching.
- How well the curriculum is supporting pupils' learning.
- The impact of the school's efforts to improve pupil attendance rates.

Information about the school

The school is above average in size and serves an area on the northern edge of the city of Leicester. Provision for children in the Early Years Foundation Stage is made in the school's Nursery, and two Reception classes. The large majority of pupils are of White British heritage. Other ethnic groups are represented in the school population, the largest of which include pupils of Asian, African and European heritage. A higher than average proportion of pupils has English as an additional language. The proportion of pupils known to be eligible for free school meals is well above average. The number of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is above average. A higher number of pupils join or leave the school other than at normal times. The school has experienced significant staff changes in the last two years. The headteacher has been in post since September 2010.

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?**3****The school's capacity for sustained improvement****3**

Main findings

This is a satisfactory school. It is improving steadily as a consequence of a number of changes made in key aspects of the school's work, including raising expectations of what pupils can achieve. Progress made since the last inspection is evident in the improved procedures for assessing and tracking pupil progress and the use made of this information to guide teaching. In addition, the outdoor area in the Early Years Foundation Stage has been redesigned to provide increased opportunities for outdoor play. School-based assessment data indicates that pupil progress is satisfactory but improving in English and mathematics with more pupils reaching average levels of attainment by the end of Year 6 this year compared to previous years. Although there is more to do, this recent upturn has been secured because teaching has improved and assessment information is being used in a more focused way to guide target setting and lesson planning. Revisions to the curriculum, including more enrichment activities, are engaging and motivating pupils who generally display positive attitudes to learning and in their enjoyment of school. Older pupils talk enthusiastically about their recent trips to London and the Derbyshire Peak District which clearly provided them with new and memorable experiences.

Teaching is satisfactory overall across the school. Good teaching is evident in the school but it is not consistently so, with the result that there is some variation in pupils' progress between classes, year groups and subjects. Teachers and teaching assistants have good relationships with pupils and use these well to encourage, guide and support individuals. Lessons are planned to cater for the interests and needs of pupils of different abilities although the match of work is not always good enough in all parts of lessons. Consequently, there are times when pupils find work too easy or too hard and so their pace of learning slows. Teachers mark pupils' work well and provide them with good information about what they have learned and often also about what they need to do next to improve. The impact of this practice on pupils' learning is largely lost as pupils are rarely afforded the opportunity to respond to the comments, questions and challenges their teachers make. The school's procedures for promoting regular attendance are extensive, imaginative and rigorously implemented. As a result, the attendance of the vast majority of pupils is average.

All groups of pupils are well supported, cared for and guided, including those with special educational needs and/or disabilities. Pupils feel safe at school and have a good understanding of how to keep themselves safe. They are confident that if they have a concern it will be dealt with promptly by the school.

School self-evaluation has been targeted at key aspects of the school's work and is largely accurate. It has provided a clear steer for the school by identifying specific priorities, particularly in relation to the quality of teaching and pupil achievement. However monitoring of other aspects of the school's work is limited so there is no secure

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information about how these are having an impact on outcomes for pupils. The use of pupil attainment and progress tracking data to set targets for improvement has been refined and the level of challenge increased. To date, senior leaders have been responsible for the majority of this work as the knowledge and skills of middle leaders are not sufficiently developed to enable them to contribute fully to the process. Improvements secured since the last inspection, together with staff and governor commitment, mean the school has satisfactory capacity to keep improving.

What does the school need to do to improve further?

- Accelerate pupil progress and raise attainment in English and mathematics by:
 - improving the quality and consistency of teaching so that by July 2012 80% is judged good or better
 - making better use of assessment information so that activities in all parts of lessons are closely matched to the differing needs of pupils
 - ensuring that pupils have the opportunity to respond to teachers' marking of their work, so that they gain a better understanding of their own learning and what they need to do to improve.
- Increase the effectiveness of leaders and managers at all levels by:
 - implementing a monitoring programme that enables the school to evaluate the impact of all aspects of its work on pupil outcomes
 - ensuring that middle leaders have the knowledge and skills to enable them to contribute fully to the monitoring and improvement of teaching and pupil attainment.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Children start school with lower than expected knowledge and skills, particularly in the areas of communication, language and literacy and their personal development. They make satisfactory progress although it is beginning to rise in some areas such as their knowledge and use of letter sounds and their personal and social development. However, for the majority of children their attainment remains below the expected levels when they start Year 1. They continue to make satisfactory progress in Years 1 to 6 and although assessment data indicates some improvement is being secured, it is not consistent across the school. Pupils make faster progress in lessons that are well organised and when adults provide them with well-targeted support and resources that support them to complete tasks successfully. For example, in a Year 2 lesson good use was made of information and communication technology (ICT) and individual pupil's workings to demonstrate how to write correctly an addition problem using money. Similarly, pupils in Year 4 used electronic notebooks to access and edit texts to further their individual skills as critical readers. Focused intervention work and a concentration on developing key literacy and numeracy skills in Year 6 are enabling the large majority of pupils to secure broadly average attainment.

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There is no significant difference between the progress and achievement of groups of pupils from different ethnic groups, including those learning English as an additional language, those with special educational needs and/or disabilities or those entitled to free school meals. Although there are positive signs that pupils' progress and attainment are rising, a secure trend is not yet firmly established. Pupils' satisfactory basic skills development, including in the use of ICT, together with their ability to work and play sensibly together help them to be soundly prepared for the future. Their satisfactory spiritual, moral, social and cultural development is reflected in the constructive relationships they develop with each other and adults and their willingness to accept responsibilities, and to contribute to their school community. An increased range of opportunities for them to do so are being provided through groups such as the school council and playground buddies.

These are the grades for pupils' outcomes

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

¹ 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?

Teachers and teaching assistants work cooperatively to support pupils to develop into motivated, enthusiastic learners. Pupil behaviour is managed appropriately so the learning of all pupils in lessons is not disrupted. Teachers have good subject knowledge and often use this well in lessons to ensure that any pupil misunderstandings are corrected quickly. Time is given to ensuring pupils understand the vocabulary being used in lessons, particularly that which is subject specific. For example, Year 5 pupils reinforced their

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understanding of the names and properties of different types of triangles during a lesson on measuring angles within triangles. A range of resources, including ICT, are generally used to good effect to engage pupils' interest and support their learning in lessons. Lesson planning is thorough but does not always take full account of pupils' different learning needs. Activities are not always matched well enough during the introductory and main parts of the lesson with the result that at times not all pupils learn as well as they could. Pupils learn well when teachers encourage them to be actively involved. For example, during a Year 4 lesson pupils were keen to write a description of a story character after one pupil assumed the role of the character and answered questions from other pupils about what they were really like. Teachers' marking of pupils' work is good and often gives pointers for improvement although these are rarely responded to by pupils.

The planning of the curriculum has been recently reviewed to provide more opportunities for enrichment and the linking of subjects. This is providing pupils with a broader range of experiences and the chance to practise their literacy, numeracy and ICT skills in a range of circumstances. The changes have been well received by pupils and staff but it is too early to evaluate their impact on pupils' learning. Staff work hard to ensure pupils are well cared for, supported and kept safe. The school knows its pupils and families very well and works closely with a range of outside agencies to provide well-targeted help and guidance. For example, the promotion of regular attendance uses a wide range of strategies that include: sports breakfast clubs; a walking bus; awards for the good or improved attendance of individuals; and the best weekly class attendance. Pupils and families who give particular cause for concern are monitored closely and often receive the additional assistance of the school's family and parent support worker.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Senior leaders monitor key aspects of the school's work, including the quality of teaching, pupil progress and attainment. Staff involvement in school self-evaluation is growing but is not sufficiently well planned or organised to provide the school with enough information about the impact of all its work on outcomes for pupils. In addition, middle leaders do not have the range of skills and knowledge necessary for them to contribute fully to the process. Governors, many of whom are new to their roles, are supportive of the school and increasing their involvement so they too can contribute constructively to the improvement process. Safeguarding processes have a high priority and are well embedded in whole school practice. Procedures to ensure no pupil is subject to discrimination are sound with the consequence that pupil achievement is promoted equally.

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The school's partnership with parents and carers is strengthening. Newsletters provide valuable information about events at school and parents and carers involvement is actively encouraged through events to share, for example, curriculum developments. The school is developing into a cohesive community and is beginning to reach out into the local and wider communities. Although its impact on pupil outcomes is not yet evident, the school's partnership work is improving. There are strengths in the links established with local secondary schools, and sports and technology providers.

These are the grades for leadership and management

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

Early Years Foundation Stage

Supportive induction procedures and developing links with other local pre-school providers ensure that children settle quickly into both the Nursery and Reception classes. Relationships are warm and encouraging, and this helps children to develop confidence and engage positively in the activities provided. Most children learn to play together cooperatively. Staff work closely together to ensure that children feel safe, well cared for and valued as individuals. Assessment of children's learning and progress is accurate. Improved curriculum planning takes account of this information so children are able to build successfully on their previous learning. Children's early literacy and numeracy skills are supported well through the structured teaching of phonics in small groups. However, the timing of these sessions is not always tightly aligned with the result that children who have finished their session sometimes interrupt and hinder the learning of other groups.

Good quality resources and the broad range of activities provided capture children's interest so they are motivated to learn. For example, after exploring objects they might take on a trip to the seaside, children recorded sentences to share with others. Learning during this type of activity is improved when adults are involved as they skilfully guide and encourage children's play and the development of their language and communication

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skills. Effective deployment of staff indoors promotes this approach successfully. The planning of activities for the outdoor spaces reflects those found inside but the deployment of staff to support children's learning is not organised as efficiently. As a result, the pace of children's learning slows when they are outdoors. Satisfactory leadership has ensured school self-evaluation is accurate and clear action plans for improvement have been constructed. There has been insufficient time to see a significant impact on children's attainment and progress. Nursery and Reception class staff work well as a team. They are enthusiastic about the changes secured so far and show good levels of commitment to keeping improvement moving forward.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a low return of questionnaires. Most parents and carers who responded to the questionnaire are pleased with the school's work and their children's experiences at school. They indicate that they consider teaching at the school to be good. Although the inspection team found good features within teaching, it concluded that improvement is needed and that teaching overall is satisfactory. The questionnaire results indicate some parents and carers have concerns about the extent to which the school takes account of their suggestions and concerns and the way pupil behaviour is managed. Inspectors found both of these aspects to be satisfactory and improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodstock 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 286 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	51	16	41	3	8	0	0
The school keeps my child safe	21	54	15	38	1	3	0	0
My school informs me about my child's progress	16	41	19	49	3	8	0	0
My child is making enough progress at this school	14	36	21	54	3	8	1	3
The teaching is good at this school	17	44	21	54	1	3	0	0
The school helps me to support my child's learning	15	38	23	59	0	0	1	3
The school helps my child to have a healthy lifestyle	14	36	22	56	3	8	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)	12	31	22	56	4	10	0	0
The school meets my child's particular needs	13	33	24	62	1	3	1	3
The school deals effectively with unacceptable behaviour	9	23	21	54	7	18	0	0
The school takes account of my suggestions and concerns	11	28	19	49	8	21	1	3
The school is led and managed effectively	17	44	18	46	4	10	0	0
Overall, I am happy with my child's experience at this school	18	46	17	44	0	0	4	10

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



15 June 2011

Dear Pupils

Inspection of Woodstock Primary School, Leicester, LE4 2GZ

Thank you for your warm welcome when we visited your school. We have judged your school to be satisfactory and getting better. We know from our discussions with you in lessons and with the school council, and from the results of the survey some of you completed that there are a number of things you like about your school.

Here are some of the things we think are good in your school.

Adults in the school do a good job of taking care of you and you know how to keep yourselves safe.

Most of you enjoy your lessons and you like the opportunities you are being given to go on visits to help you learn.

Your teachers have good subject knowledge and give you clear guidance and explanations.

You like being involved and are keen to take on extra responsibilities.

This is what we have asked the school to do next.

Help you to make better progress in English and mathematics so you reach a higher standard.

Ensure that teachers plan activities in lessons so you all learn as well as possible.

Make sure that you have the opportunity to respond to teacher's marking of your work.

Make sure that all of the school's work is checked thoroughly to see how it is helping you to learn and develop as people.

All of you can help your school to improve further by listening to your teachers and working hard in all your lessons.

Yours sincerely

Alison Cogher

Lead inspector

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