

# Woodstock Primary School

Hattern Avenue, Leicester, LE4 2GZ

## Inspection dates

31 January–1 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Achievement is good. Pupils make good progress across the school and reach average standards in English and mathematics by the end of Year 6.
- Teaching has improved. There are positive relationships in lessons which support learning. Pupils have individual meetings with staff which ensure they have a clear understanding of what they need to do to improve their work and this supports their learning.
- Pupils say they feel safe and that behaviour is good in school. There are clear systems which ensure that behaviour is good in lessons and in different teaching groups. Pupils focus on their learning in lessons and support each other with their work. Their positive attitudes contribute to an orderly environment.
- Governors have high expectations and have worked with leaders and managers to ensure teaching and pupils' achievement have improved since the previous inspection.
- Governors and senior leaders know the school's strengths and areas for development very well. This has ensured that staff have focused on the correct areas for improvement.

### It is not yet an outstanding school because

- There is not enough outstanding teaching. Expectations are not high enough to ensure more-able pupils reach the highest levels. Pupils do not always have enough opportunities to discuss their own and each other's work and teachers do not always check and adapt learning activities to ensure pupils make fast progress.
- There is some outstanding teaching in the school but this is not shared more widely across the school to help other teachers improve their practice.

## Information about this inspection

- The inspection team observed 17 lessons or part lessons, three of which were carried out jointly with the headteacher.
- Inspectors attended an assembly and listened to a group of pupils read.
- Meetings were held with the Chair of the Governing Body, staff, pupils and a local authority representative.
- There were not enough responses to the on-line Parent View survey to be viewed. Inspectors scrutinised the returns from the school's own parental questionnaires and talked to parents informally before school.
- The inspection team observed the school's work and scrutinised documentation including behaviour, attendance and safeguarding documents as well as records of pupils' progress.

## Inspection team

Susan Williams, Lead inspector	Additional Inspector
Earl Richards	Additional Inspector
Joanne Sanchez-Thompson	Additional Inspector

## Full report

### Information about this school

- Woodstock Primary School is larger than the average-sized primary school.
- Pupils come from a wide range of backgrounds with a large majority who are White British. The proportion who come from minority ethnic backgrounds is above average. The proportion who speak English as an additional language is above average.
- The proportion of disabled pupils and those with special educational needs supported at school action is broadly average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be 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 pupils with a parent in the armed forces, is above average.
- The school uses the alternative provision at Westcotes House to support pupils.
- The school did not meet the government floor standard in 2011; this sets the minimum expectations for pupils' attainment and progress in English and mathematics.
- A new headteacher took up her post in January 2013.

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

- Improve teaching so that it is outstanding and more pupils make fast progress by:
  - raising the expectations of what pupils can learn in lessons, particularly for the more able so they reach the higher levels
  - giving pupils more opportunities to talk about their own and each other's learning in lessons
  - checking on pupils' learning and adapting teaching to ensure pupils make rapid progress in lessons
  - sharing the existing outstanding teaching practice more widely.

## Inspection judgements

### The achievement of pupils

**is good**

- Children's skills and knowledge, and in particular their communication, language and literacy skills, are well below those expected for their age on entry to the school. On entering Year 1, their skills are closer, but still below those found nationally. This represents good progress from children's very low starting points.
- Pupils make good progress in Key Stage 1 and standards have risen in reading, writing and mathematics over the last three years. In the 2012 phonics screening check which tests pupils' understanding of letters and sounds at the end of Year 1, more pupils achieved the expected standard than in schools nationally.
- Pupils say they enjoy reading and read regularly to adults at school. Guided reading sessions are effectively developing reading. For example, in a Year 2 guided reading session pupils made good progress in their learning due to the excellent support and questioning from adults and the well planned group activities for pupils to develop their reading.
- Although the school did not meet the government floor standard in 2011 this was an exceptional year and standards in English and mathematics at the end of Key Stage 2 improved to be around national levels in 2012. Pupils receive individual sessions with adults to set and discuss targets which help pupils with their learning. These sessions have ensured pupils make good progress in school. However, because of their very low starting point, fewer pupils reach the higher level 5 in both subjects than nationally.
- Disabled pupils and those with special educational needs receive extra support in lessons and small groups to help them with the learning. These pupils make good progress in the school. Pupils attending the alternative off-site provision make good progress with their personal skills whilst there and they receive extra help in lessons when they return to the school to access learning and to take a full part in lessons.
- Pupils eligible for support from the pupil premium receive additional individual and small group sessions to help them with their learning as well as opportunities to access trips and visits to enrich their experience of school. At the end of Key Stage 2 these pupils have average point scores below those of other pupils in school, but this gap is narrowing. These pupils do better in the school than similar pupils nationally. White British pupils and pupils who speak English as an additional language are well supported in class and also make good progress in the school. The school is successful in ensuring equality of opportunity for pupils' learning.

### The quality of teaching

**is good**

- There are positive relationships between adults and pupils in lessons and clear routines which support learning. Teachers plan lessons thoroughly and ensure reading, writing and mathematics are taught effectively.
- Pupils understand what they need to do to improve their work. They have regular individual sessions with adults to discuss their learning and this helps them know how to improve their work in lessons. Adults support disabled pupils and those with special educational needs well. Teachers ensure work is adjusted to the right level so that it is not too hard and ensures these pupils make good progress.

- In the best teaching, such as in a Year 6 session on descriptive writing, the teacher's high expectations, enthusiasm, use of resources including a reading and a video clip inspired pupils. They were encouraged to be creative, initially drawing their ideas to help them with their descriptive writing. More-able pupils were given an independent task to challenge them with their learning. These techniques and opportunities to discuss work with probing questioning from the teacher meant that pupils made fast progress in their learning.
- In some lessons, expectations for more-able pupils are not high enough and teachers set work which these pupils find a little easy. Teachers do not always check on learning regularly enough and adapt their teaching or develop opportunities to take learning further to ensure pupils make fast progress. Sometimes, pupils do not have enough opportunities to talk about their own and each other's work and to talk about their learning in lessons.
- There is some outstanding teaching in the school. However, this is not shared more widely to help all teachers improve their practice and raise achievement.

### **The behaviour and safety of pupils** are good

- Pupils' behaviour around the site and in a range of teaching groups is good. Pupils are polite, courteous and very welcoming. They greet adults in a friendly way and follow instructions from staff without question. Their good behaviour contributes to a calm environment in the school. The school promotes good relations and ensures discrimination of any kind is not tolerated.
- Pupils' attitudes to learning are positive. They work well together in groups and when given opportunities to discuss their work in lessons. They respond well to teachers' instructions and focus on their work in lessons.
- Pupils say they feel safe and that behaviour is good in school. They know about different kinds of bullying such as verbal and cyber bullying. They say bullying isn't an issue but there is 'occasional falling out' which they say teachers deal with. One pupil said, 'When I came to Woodstock everyone wanted to meet me and be my friend.' Another pupil said, 'This is a friendly and supportive school.' Parents responding to the school's own surveys all said their child felt safe in school.
- The school has effectively supported some pupils who have found it difficult to behave in school. Staff manage occasional incidents of poor behaviour well. The number of incidents has reduced and the school uses exclusions infrequently. When these have been used pupils have been supported on their return and incidents have not recurred.
- There are good links between school staff and those in the alternative provision to ensure pupils are well cared for and consistent strategies are used to help pupils with their behaviour and social development. The school has rightly made attendance and punctuality high profile and these have improved.

### **The leadership and management** are good

- The headteacher has quickly established herself with staff and pupils. She has worked with staff to create a vision for the long-term direction of the school. She is well supported by a strong team of senior and middle leaders. Senior leaders have a very accurate understanding of the strengths and areas for development in the school.
- The deputy headteacher has worked hard to raise standards in teaching and to ensure

consistent practice across the school. This work has been very successful and teaching has improved. Teachers apply policies consistently in relation to teaching reading, writing and mathematics. The 'assertive mentoring' programme, where adults work with individual pupils, has helped teachers to know their pupils and for pupils to focus on their learning.

- Teacher appraisal is thorough. Clear targets are set for teachers to improve their performance which include teaching being of a consistently good quality, the expectation for pupils' to make good progress as well as a target linked to their role. Teachers are only paid more money if they meet their targets.
- There is a focus in the curriculum on developing pupils' basic skills across all subjects. Pupils' spiritual, moral, social and cultural development are also supported by the curriculum and pupils of different backgrounds learn about, and from, each other. Assemblies encourage reflection such as how pupils should behave towards others.
- The local authority has worked with the school to support the appointment of the new headteacher. Effective support has been provided to support the development of teaching and self-evaluation.
- Child protection and safeguarding procedures are all in place with staff well-trained in their use. The school ensures that all adults who have access to pupils are vetted and that pupils are kept safe.
- **The governance of the school:**
  - Governors were determined the school must improve following the previous inspection. Their support and challenge have ensured this has happened. They have a thorough understanding of the strengths and areas for development in the school and are realistic about how the school compares with others. They are determined the school should improve further. They are kept updated about the quality of teaching in the school and understand data about pupils' progress. Governors were involved in developing a policy for how pupil premium funding should be spent and have received regular updates to ensure this is making a difference for these pupils. Governors receive external support for monitoring the performance of the headteacher and receive updates on how effective the setting of targets for staff to improve their work has been. Governors sign off pay recommendations for staff and are aware of how underperformance is tackled. They keep themselves up-to-date with regular training with some governors are currently following national programmes to develop governance. Governors ensure statutory duties are met including safeguarding.

## 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

<b>Unique reference number</b>	120053
<b>Local authority</b>	Leicester
<b>Inspection number</b>	405907

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

<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>	344
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Norman Rochester
<b>Headteacher</b>	Elizabeth Lambert
<b>Date of previous school inspection</b>	13 June 2011
<b>Telephone number</b>	0116 2355825
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