

# Woodston Primary School

Celta Road, Woodston, Peterborough, PE2 9ER

**Inspection dates** 16–17 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- From starting points that are below, and often well below, those expected for their age, pupils make good progress and achieve well. They make particularly marked progress in reading because this subject has been a recent focus for improvement.
- The staff take excellent care of the pupils and know the families very well. Parents' views are very supportive of the school.
- Pupils' behaviour and safety are outstanding. Excellent attitudes to learning are evident in all lessons and pupils feel safe in school.
- Teaching is good, with many opportunities for pupils to develop their thinking and creativity. Recent training in teaching reading and writing has improved teachers' knowledge and skills in these areas.
- The headteacher has a clear understanding of the school's strengths and weaknesses. She is well supported by senior leaders and the governing body, and together they are improving teaching and learning.
- Relationships between adults and pupils are excellent, and pupils are given very good opportunities to share their views.

### It is not yet an outstanding school because

- Progress in mathematics is not as consistently good across the school as it is in reading and writing.
- In a small number of lessons, teachers do not fully cater for pupils' differing needs by adapting work for different groups.
- Not all pupils are clear about what they need to do to improve their work.

## Information about this inspection

- The inspectors observed 13 lessons taught by seven teachers. Six of the lessons were observed jointly with the headteacher and deputy headteacher.
- The inspection team reviewed a range of documents, including the school's plans for improvement and policies about keeping children safe. The team members also examined the work in pupils' books and a range of data about their progress.
- The inspectors heard groups of pupils reading.
- Discussions were held with pupils, teachers, the headteacher, senior leaders and a group of governors. The inspector spoke to a local authority representative by telephone.
- The views of 26 parents were analysed through the Parent View website. The inspectors also took account of additional comments made by parents who contacted them and those they spoke to at the start of the school day.
- The inspectors considered the views expressed in questionnaires returned by members of staff.

## Inspection team

Joanne Sanchez-Thompson, Lead inspector	Additional Inspector
Lynn Lowery	Additional Inspector

# Full report

## Information about this school

- The school is smaller than most primary schools.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or a statement of special educational needs is average.
- Most pupils are White British. The proportion of pupils from minority ethnic groups is average and most of these pupils speak English as an additional language. The school is increasingly receiving pupils who speak very little or no English.
- The proportion of pupils supported through the pupil premium is much higher than the national average. This is additional funding for pupils known to be eligible for free school meals, in local authority care, or who have a parent in the armed forces.
- A high proportion of pupils join or leave partway through their primary school education.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- There is a daily before-school breakfast club, managed by the governing body.
- The school has achieved The Eco-Schools award.

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

- Speed up the progress made by pupils and raise standards in mathematics by:
  - placing more emphasis on calculation skills in Reception and Key Stage 1
  - giving pupils more regular and systematic opportunities to use their mathematical and problem solving skills in all subjects
  - making sure that, whenever possible, pupils have a chance to explain and discuss what they have done to arrive at an answer.
- Make all teaching good or better, and more outstanding, by:
  - making sure that all teachers plan demanding lessons so that work is suitably challenging for pupils of all abilities
  - showing pupils more examples of what is expected of their work, giving them more detailed guidance on how to improve and then allowing them time to respond
  - further developing skills and strategies to support the progress of pupils at an early stage of learning English.

## Inspection judgements

### The achievement of pupils

**is good**

- The overall achievement of pupils is good. In all classes, pupils have very positive attitudes to learning and work well together to complete tasks. They are enthusiastic and interested learners who are keen to ask and answer questions and discuss their work.
- When children first begin school, their attainment is typically below national expectations for their age. It is particularly low in personal, social and emotional development and communication, language, literacy and mathematical skills. Children generally make good progress, although at the end of Reception attainment is still below average in writing and mathematics. They make particularly good progress in developing their social skills and independence for example, when they select their own equipment to make models.
- Pupils' attainment in Key Stage 1 is below average, and weaker in mathematics and writing than in reading. Pupils are beginning to make faster progress as a result of actions taken by the school, and the proportion of pupils who reach or exceed national expectations for the end of Year 2 is increasing. Results in the phonics screening check (which assesses pupils' grasp of the way sounds link with letters) of Year 1 pupils were above average in 2012.
- By the end of Year 6 standards in English are broadly average and pupils' progress in both reading and writing compares well with other schools nationally. In 2012, there was a dip in standards in mathematics. The work seen in lessons and pupils' books shows that standards are on track to rise again at the end of this year, and pupils are making good progress.
- In almost all year groups, pupils' progress is currently good in reading and writing. This is supported well through the use of a specialist reading teacher, 'Reading Buddies' (community volunteers), good quality resources and the many opportunities pupils have to apply their basic skills in other subjects. As a result, pupils enjoy reading and writing and can talk confidently about their favourite books and authors.
- Progress in mathematics is not as consistent across the school and the school has quite rightly developed a plan to address this.
- Disabled pupils and those who have special educational needs are making good progress. In most lessons, the tasks set for them are challenging but achievable. The school is making sure that pupils at the early stages of learning English are acquiring basic skills in reading, writing, communication and mathematics well, but has not yet fine-tuned additional support for those within this growing group of pupils who find learning more difficult.
- Pupils who are supported by the pupil premium generally make the same good progress as other pupils, although their attainment when they leave the school is on average two terms behind their classmates in reading, writing and mathematics. The funding is used well to provide specialist teaching and adapted work, and support for pupils and parents from the 'learning mentor'.

### The quality of teaching

**is good**

- Since the previous inspection the quality of teaching has remained good overall. Teaching is typically good, with a small amount that is outstanding and some that requires improvement.

- Relationships between teachers and pupils are very strong and this has a very good impact on learning.
- The best teaching is helping pupils to make good progress and achieve well. Teachers set out clearly what pupils are expected to learn and most show examples or talk about how to be successful in a task. In lessons where this does not happen, pupils are less clear about what a high quality piece of work will look like and so do not achieve as well as they might.
- Teachers usually ask pupils probing questions to check how well they are progressing in lessons, and give helpful individual and group comments on what they need to do next. They mark work regularly but not always in enough detail to show pupils exactly how they can improve their work, and do not always give them opportunities to practise the improvements suggested. Marking in mathematics is not as effective as in tasks that involve writing.
- Teachers plan interesting and active lessons which motivate and challenge pupils. In a Year 5 English lesson, for example, pupils wrote poems about the impact of a tsunami in which one compared it to 'a crashing bull'. Pupils rapidly developed their understanding and use of a range of technical features of writing through discussion and the sharing of ideas. In a few lessons, planned tasks do not help pupils to make rapid progress as they are too easy or pupils are not required to complete them.
- The school has identified that the teaching of mathematics is not as strong as in English and changes to the way that pupils are taught to talk about and then tackle written problems are already having an impact. This approach is not yet embedded across the school.
- Teachers generally plan well for the use of information and communication technology (ICT) to support learning. Pupils are confident users of a range of technologies. For example, Year 1 pupils were using it to research wild animals, Year 4 were drafting and editing their writing and Year 6 were finding out the difference between debit and credit cards.
- Teaching assistants often provide very effective support to teachers and pupils. This is particularly the case when working with disabled pupils and those who have special educational needs. Support for pupils who speak English as an additional language and find learning more difficult is not yet as effective.
- The school environment is outstanding and reflects the school's commitment to the promotion of pupils' spiritual, moral, social and cultural development. Pupils actively participate in extended learning opportunities, for example by forging strong links with a school with a different cultural heritage in Trinidad and Tobago. Pupils have written letters to each other and staff have visited each other's schools.

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

### **are outstanding**

- Excellent relationships are the cornerstone of the outstanding behaviour in this inclusive school where pupils feel safe and secure. Pupils say, 'There are always kind people to help us'.
- Parents, pupils and staff all express highly positive views about behaviour. Expectations are high and pupils concentrate extremely well in lessons. They persevere well with their work and thoroughly enjoying their learning. Attendance has improved and is above average.

- Behaviour around the school, outside and at the breakfast club is exemplary. Pupils get on very well together and are uniformly kind, polite and well mannered.
- Consistent and positive management of behaviour by all staff is a strength of the school. There are striking examples of improvement over time for individuals. The school has well-developed systems for identifying barriers to pupils' learning and well-being and the 'learning mentor' plays a key role in monitoring the success of actions taken. The school works well with outside agencies to support its pupils.
- Pupils have an excellent understanding of the various forms of bullying, including through mobile phones and emails. They take a very mature and responsible view of how to prevent and deal with it. They are confident that any very occasional incidents of bullying will be dealt with effectively and promptly.
- Pupils say they feel safe and secure and their parents agree. Pupils understand how to keep themselves and others safe in a range of circumstances, including when using computers.
- Pupils are very proud of their school. They are always willing to take on responsibilities in lessons or around the school, such as being members of the school council.

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

- The headteacher is ambitious for the school's further development and has a good understanding of its strengths and weaknesses. She shares these well with senior leaders, staff and the governing body. Areas identified for improvement at the previous inspection have been successfully tackled, demonstrating the school's capacity for further improvement.
  - Questionnaire returns show that teachers and parents all think that senior leaders provide effective leadership and management across all areas of the school.
  - The local authority has, in recent years, given 'light touch' support to the school. However, this year it has offered valuable support to improve the teaching of mathematics, and to help a teacher who is new to teaching Reception children.
  - Leaders and managers regularly collect data on pupils' attainment and progress. This information is analysed to highlight differences in the rates of progress of different groups and to identify weaknesses in teaching and support.
  - Senior leaders observe teachers' work and make accurate judgements regarding the quality of teaching and the progress that pupils make. Teachers are set challenging targets and held to account for the progress made by the pupils they teach. Evidence collected is then used to decide teachers' pay and promotion within the school.
  - The help and guidance provided for disabled pupils and those who have special educational needs are well managed. Pupils make good progress and their achievement is monitored effectively by the special educational needs coordinator.
  - The way subjects are taught and the additional activities provided for pupils contribute well to their academic progress and personal development. Creativity and life skills are cultivated
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equally well. The promotion of pupils' spiritual, moral, social and cultural development is highly effective. Pupils are encouraged to respect the natural world through their Eco Council work and the butterfly garden, and show a keen sense of wonder as they see a butterfly emerge from its chrysalis.

- Safeguarding arrangements comply with current national requirements. Leaders and managers are expertly equipped to ensure all staff recruited are closely checked, and to identify and respond to concerns regarding child welfare.

■ **The governance of the school:**

- The governing body supports the school well. It has improved since the last inspection as a result of training opportunities and recent changes in membership, and is now more effective in holding the school to account. Governors are providing school leaders with appropriate support and increasing levels of challenge. They understand and monitor data on pupils' progress and regularly visit the school to review the quality of education, for example by looking at pupils' books. Governors' links with other schools have enabled additional expertise to be used to support improvement and this has proved very helpful. Governors ensure that resources are used well. They know how pupil premium funding is being spent, and are beginning to evaluate its impact in more detail. They fulfil their responsibilities for managing the headteacher's performance, and are now ensuring that staff salaries are only increased when targets are met. They focus sharply on making sure that the school fully meets safeguarding requirements and have attended relevant training.

## 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>	110692
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	412998

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Waterman
<b>Headteacher</b>	Jacki Mitchell
<b>Date of previous school inspection</b>	14 December 2009
<b>Telephone number</b>	01733 562784
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