

Woodcot Primary School

Tukes Avenue, Bridgemary, Gosport, Hampshire, PO13 0SG

Inspection dates 21 – 22 May 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Not enough pupils make good or better progress in reading, writing and mathematics by the end of Key Stage 2. Although rates of progress are improving it is still not consistently good. By the end of Key Stage 2, standards are typically below average in writing and mathematics and similar to the national average in reading.
- Teaching requires improvement because sometimes teachers' expectations of what pupils can achieve are not high enough. They do not always set work that challenges all groups of pupils to do their best.
- Pupils do not have enough chances to write at length in different subjects of the curriculum.
- Pupils do not link the mathematical skills they have learnt in the classroom to real-life problems. They do not always use the correct mathematical language.
- Staff do not always closely monitor the progress made by disadvantaged pupils and hence ensure that gaps continue to close.
- Middle leaders do not regularly check on the quality of teaching and the progress of pupils in their areas of responsibility.
- Plans for improvement in literacy and mathematics do not always have clear targets against which leaders can monitor success.
- Governors do not always make effective checks on how well the school is doing, including how the additional funding for the pupil premium is used.

The school has the following strengths

- The headteacher, along with other staff, has taken effective steps towards improving the progress that pupils make. Recent initiatives are starting to have a positive impact on pupils' achievement and the school is now improving.
- The curriculum is interesting and varied. The school promotes pupils' spiritual, moral, social and cultural development well. There are an extensive range of visits and clubs that enrich pupils' learning.
- Behaviour is good and all pupils say that they feel safe and secure at school. Relationships between staff and pupils are warm and supportive.
- The early years provision is good and children make good progress from their starting points. A higher than average proportion of children reach a good level of development. They are well prepared for Year 1.

Information about this inspection

- Inspectors observed learning in 16 lessons and part lessons. Many were observed jointly with senior leaders. In addition, the inspectors heard pupils reading in Year 2 and Year 6.
- Meetings were held with a group of pupils and school staff. There was a discussion with the Chair of the Governing Body. A telephone conversation was held with a representative from the local authority. Additionally, there was a discussion with a member of the local authority on the second day of the inspection.
- Inspectors took account of 28 responses to the online questionnaire, Parent View. Other sources of parental views included discussions with parents at the end of the day.
- Inspectors observed the school's work and analysed a large range of documents and policies, including the school's own information on pupils' current progress and documents checking the quality of teaching and learning. They also examined records relating to behaviour, attendance and safeguarding.
- The views of staff were analysed through the 30 responses to the staff questionnaire.

Inspection team

Elizabeth Bowes, Lead inspector

Additional Inspector

Peter Thrussell

Additional Inspector

Full report

Information about this school

- Woodcot Primary School is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for support through pupil premium funding is similar to the national average. Pupil premium money is additional funding provided by the government for disadvantaged pupils.
- The majority of the pupils are White British.
- The proportion of disabled pupils and those with special educational needs on the school roll is similar to the national average.
- A high number of pupils enter the school at times other than Reception.
- The early years provision consists of a full-time Reception class.
- In 2014, the school met the government's floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club that is run by the governing body.
- Since the last inspection in 2011 many of the staff have changed. Senior leaders and some middle leaders have been in post a relatively short amount of time. A large proportion of other staff is also new. There have been some periods of staff absence.

What does the school need to do to improve further?

- Improve teaching to ensure that pupils make consistently good progress across the school by ensuring that:
 - teachers always have the highest expectations of pupils and set work that challenges all pupils to do their best by building on what they already know
 - pupils have more chances to write longer pieces of work across a range of different subjects
 - pupils relate the mathematical skills they have learnt in the classroom to everyday situations and that they are helped to develop their learning by using the correct mathematical language
 - teachers closely monitor the progress made by disadvantaged pupils when compared to other pupils.
- Improve leadership and management by ensuring that:
 - middle leaders help to drive improvements by regularly checking on the quality of teaching and pupils' progress in their areas of responsibility
 - actions plans for improvement in literacy and mathematics have sharp, measurable targets against which the school can evaluate its successes
 - governors make more effective checks on how well the school is doing.

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

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Leaders have not made sure that all groups of pupils make the best possible progress over time in every year group. There have been many new staff since the last inspection. Some staff absences have resulted in a dip in progress. However, the capacity of leadership is improving and there is now a more rigorous approach to checking on the quality of teaching and the progress that pupils make. The headteacher has created a culture where teaching is becoming more effective, attendance is improving and the achievement of current pupils is rising. Leaders ensure that all pupils feel safe and behave well.
- Middle leaders are not fully effective as they are still developing their roles. They do not regularly check on the quality of teaching and progress of pupils in the areas for which they are responsible.
- Plans for improvement in literacy and mathematics do not have clear targets so leaders cannot measure how successful the school is in reaching its aim for all pupils to make the best possible progress.
- The school has formed some useful partnerships with other schools to give staff the opportunity to share expertise. The impact of the support from the local authority is effective and has contributed towards improving the quality of teaching.
- Improvements in the way that teachers' performance is managed have ensured that they are now accountable for the progress that pupils make in their class. Decisions about future pay awards and promotion are based on challenging targets.
- The school is more rigorous than previously in checking on the progress that pupils make. Leaders regularly monitor how each child is doing. They are determined that every child will succeed and be happy at school.
- The pupil premium funding is starting to be effectively used and disadvantaged pupils are supported either individually or in small groups. As the quality of teaching is improving the assessments of where each pupil is in their learning are increasingly accurate.
- The school fosters good relations. It endeavours to promote equality of opportunity for all pupils. Discrimination of any kind is not tolerated.
- The primary physical education and sports funding is well used to improve staff training with a specialist sports teacher who provides high quality coaching to enable teachers to develop their own skills. The school has also used the funding well to link in with the Gosport School Sports Partnership which enables pupils to take part in inter-school tournaments. The school benefits from a large on-site swimming pool and all pupils enjoy regular swimming lessons. The impact of the funding has enhanced pupils' well-being, developed their responsibility and enabled greater participation in sporting activities. For example, some Year 6 pupils who are called 'the games crew' organise a football tournament for the whole school.
- The range of subjects that pupils learn is interesting and varied. There are regular trips and visits to further enhance learning experiences, such as the recent trip to Portchester castle. Those who have worked hardest in the subjects are rewarded. For example, in Year 6 a pupil is to be rewarded with a signed football shirt from Gosport Football Club.
- Social skills are developed carefully through the school's values that champion those pupils who show consideration for others. Cultural development is clearly planned in every year group. Assemblies and lessons provide an awareness of the beliefs and backgrounds of those from different cultures. For example, pupils benefit from having regular talks about everyday life in Ghana. Pupils really enjoy the opportunity to learn musical instruments, such as the ukulele. There are numerous spiritual opportunities and pupils learn about a variety of world religions. All pupils know the difference between right and wrong.
- Staff make pupils aware of the importance of British values and as a result they are well prepared for life in modern Britain. Pupils have gained a good understanding of the democratic system. For example, the school held its own election recently where pupils developed four different manifestos. Each group then had the opportunity to explain their manifesto to the rest of the school. Pupils then voted using ballot boxes. The results of the election saw a win for the Progress Party which championed lower taxes and helping homeless people.
- The school's arrangements for safeguarding are effective and meet statutory requirements. Child protection procedures are robust and staff have had appropriate training.
- The school has worked hard to establish good links with parents. Most are very supportive of the school and praise the way that the school cares for their children.

■ The governance of the school:

- Governors are positive about the school and visit regularly. However, they do not make effective enough checks to see how well the school is doing. This is particularly in terms of the learning and progress of current pupils, including those who are eligible for the pupil premium funding.
- Governors know about the quality of teaching and what is being done to reward good teachers. They have supported the drive to improve teaching and regularly monitor how the performance of teachers and pay awards are linked to good pupil achievement. Governors are also aware of the procedures to follow should they need to tackle any underperforming teachers.
- Governors have undertaken relevant training to support them in their role. They make sure that most financial resources are well used to support pupils' learning.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils are committed to the school's behaviour policy and values which set clear expectations for the school community.
- In lessons, the vast majority of pupils apply themselves well to the tasks set by the teacher. They listen attentively to instructions and respond well to questions. Behaviour is not outstanding because in a few lessons some pupils do not display consistently positive attitudes to their learning. This is particularly the case when work is not interesting.
- Pupils enjoy taking on responsibilities such as the school council. They have made some mature decisions on matters regarding the use of the playground.
- Pupils' behaviour around the school is good; they are polite and well mannered. In the lunch hall they were seen to have happy, friendly conversations with each other.
- Attendance is improving and it is now close to the national average for primary schools. There are very few exclusions.
- The school breakfast club provides a nourishing start to the day for those who arrive early. This has a positive impact on their behaviour throughout the day.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils are taught in every year group about the importance of keeping themselves safe. An effective programme is planned to build on previous learning. For example, in Year 1 they learn about the people who keep us safe, including fire and police officers and in later year groups they learn about the importance of being safe when travelling to and from school.
- All pupils have a clear understanding about the dangers associated with giving out personal information when using the internet.
- Pupils report that incidents of bullying are rare and parents support this viewpoint. Pupils know about the different forms that bullying can take, such as cyber-bullying.
- The school site is very secure and the swimming pool is well fenced. Pupils only gain access to it when with staff.

The quality of teaching requires improvement

- The quality of teaching in reading, writing and mathematics requires improvement. This is because teachers do not always have high enough expectations of what pupils can achieve. As a result, pupils do not make consistently good progress over time.
- Although teaching is improving, in many lessons teachers still do not provide work that is of just the right level of difficulty. As a result, pupils who are most able are given work that they find too easy and those who are less able are given work that is too difficult for them.
- While some teachers carefully monitor the progress of disadvantaged pupils, in other classes this is less apparent and as a result these pupils make too variable rates of progress.
- The impact of teaching on pupils' writing skills is sometimes limited because they do not always give

pupils enough chances to write longer pieces of work across a range of subjects.

- In mathematics, learning is limited because teachers do not give pupils enough opportunities to apply the skills they have learnt to everyday situations. Teachers do not always help pupils to develop their knowledge of the correct mathematical terms.
- In reading, teaching successfully promotes learning. In every year group teachers encourage pupils to develop their reading skills. Reading diaries show that pupils read a range of different authors and both fiction and non-fiction books.
- Learning support assistants are now starting to have more of an impact on pupils' progress than previously. In lessons, they were seen to effectively support pupils who needed extra help with their work. Outside of lessons they often provide good intensive individual support to enable pupils to catch up as is the case with those pupils who were new to the school.
- Senior leaders have worked hard to improve the quality of teaching. They have made good use of external advice and the quality of teaching is improving as a result.
- Where teaching is effective in promoting good learning and achievement teachers provide exciting lessons that engage all pupils. Pupils were seen to respond quickly to challenging questions, for example when they were working on a problem interpreting mathematical scales.

The achievement of pupils

requires improvement

- The progress made by pupils in recent years has not been strong because across the school the rates of progress have been too variable. In 2014, pupils did not make the progress that they should have done since leaving Key Stage 1.
- Standards typically at the end of Key Stage 1 are a little below the national average. The most recent check on how well pupils in Year 1 understand phonics (the sounds linked to letters) was below the national average. However, recent improvements in the quality of teaching phonics have started to improve pupils' skills so that they are now on track to perform better. Standards by the end of Key Stage 2 are typically below average in writing and mathematics and in line with the national average in reading.
- From their different starting points disadvantaged pupils in 2014 made less than expected progress in reading and mathematics. A lower percentage than the national average attained the expected Level 4. There are still some gaps in the different year groups between the progress made by disadvantaged pupils and others in the school, most notably in Years 1 and 3 in reading and in Year 4 in writing. At the end of Year 6 in 2014 when compared to other pupils nationally disadvantaged pupils were over a term behind in reading, writing and mathematics. When compared to other pupils in the school they were a term ahead in reading and half a term ahead in mathematics. In writing they were about a term behind.
- The achievement of those who are most able requires improvement. This is because the work that these pupils receive is not always challenging enough to enable them to make good progress. Typically a lower proportion than the national average attain the higher levels in reading, writing and mathematics in both Key Stages 1 and 2.
- The progress of disabled pupils and those who have special educational needs varies. This is because in some classes, until recently, the support for these pupils to make good progress has been too inconsistent. However, progress is now improving in all the different year groups, particularly in reading and mathematics.
- Those pupils who enter the school at times other than the beginning of Reception are also now making better progress than previously.
- The progress of pupils currently on roll is improving and work in pupils' books indicates that achievement will be more in line with the national average in Key Stages 1 and 2 in 2015.

The early years provision

is good

- The provision is well led and managed. The leader and other adults create a variety of interesting activities for both the indoor and outdoor area. Children enjoy the range of different experiences on offer. Records regarding achievement are well kept and give leaders a good understanding of what each child needs to make good progress.
- Most children enter the school with skill levels that are below those found typically for their age, particularly in communication and language skills. Carefully planned activities enable children to make good progress in their speaking skills. For example, during the inspection some children were engaged in role play in the construction area. The learning support assistant carefully developed their speaking skills so that they were able to talk about how they were mixing the cement to just the right consistency to

allow for the mortar to set.

- Teaching is good and routines are quickly established that help children settle down. Parents are very pleased with the way that their children have been helped to learn. They enjoy celebrating their child's successes with 'wow slips'. By the end of Reception a greater proportion than that found nationally reach a good level of development. As a result many are ready for learning in Year 1.
- Children behave well in the early years. They take turns and share equipment willingly. Parents report that their children are kept safe.

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

Unique reference number	116166
Local authority	Hampshire
Inspection number	456202

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair	Jon Wills
Headteacher	Marion Clist
Date of previous school inspection	8 November 2011
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