

# INSPECTION REPORT

## **WOODSTOCK PRIMARY SCHOOL**

Leicester

LEA area: Leicester

Unique reference number: 120053

Headteacher: Mrs Deena Tatham

Reporting inspector: Mrs Christine Field  
OIN: 9479

Dates of inspection: 5 – 8 March 2001

Inspection number: 185390

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Hattern Avenue Leicester LE4 2GZ
Telephone number:	0116 2355825
Fax number:	
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev Philip Watson
Date of previous inspection:	1995 and 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
9479	Christine A Field	Registered inspector		Information about the school. The school's results and achievements Pupils' attitudes, values and personal development How well are pupils taught? What should the school do to improve further?
9056	Valerie Cain	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
20932	Tim Boyce	Team inspector	Information and communication technology Equality of opportunity	
4099	Rod Braithwaite	Team inspector	Mathematics Physical education	How well is the school led and managed?
23026	Monica Mullen	Team inspector	Geography Music	
8073	Lillian Simmons	Team inspector	Areas of learning for children in the Foundation Stage Art and design Design and technology	
4351	Jeanne Strickland	Team inspector	English English as an additional language Religious education	
22704	Garry Williams	Team inspector	Science History Provision for pupils with special educational needs	How good are the curricular and other opportunities?

The inspection contractor was:

Evenlode Associates Ltd  
6 Abbey Close  
Alcester  
Warwickshire  
B49 5QW

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Inspection Quality Division  
The Office for Standards in Education  
Alexandra House

33 Kingsway  
London WC2B 6SE

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school serves an area of local authority housing on the north western edge of the city of Leicester. It is located on a split site with Key Stage 2 separate from the rest of the school. There are 340 pupils on roll: 177 boys and 163 girls aged between four and eleven years, with a further 69 children who attend the nursery part-time. Most children have very low levels of attainment when they start in the nursery. The school serves a local community where unemployment is high and there is a significant amount of social and economic deprivation. Around thirty per cent of pupils leave or join the school each year, a level of mobility much higher than in many schools, and this makes budget forecasting difficult. Over thirty per cent of pupils take up free school meals although evidence suggests that many more are eligible. Some four per cent of pupils come from homes where English is not the main spoken language, but these pupils currently do not need specific help in school to learn to speak English. Over forty per cent of pupils have special educational needs. Eight of these pupils have a statement of special educational needs. The proportion of pupils in school with special educational needs is well above average. The school is involved in a number of national and local initiatives to help meet the diverse needs of these pupils: The school's main aims are to be fully inclusive and to develop high standards of teaching, learning and behaviour. As part of a national survey organised by OFSTED, a detailed inspection of the quality of provision for special educational needs took place during the week of inspection.

### **HOW GOOD THE SCHOOL IS**

Woodstock is an improving school that serves the needs of its community well and is striving to meet its aims. Behaviour has improved significantly in recent years and the school is now calm and settled. Academic standards are not yet as high as they should be, but are moving in the right direction because of the effective leadership provided by the headteacher and her able deputy. Teachers' effective implementation of the national strategies in literacy and numeracy is assisting pupils' growing achievements in these subjects. Good subject management in mathematics is positively supporting the development of pupils' numerical skills but there has not been the same quality of leadership in many other subjects and this requires attention. Teaching is satisfactory overall; there are pockets of very good teaching that have yet to spread to other classes. There remain weaknesses in planning and assessment that are impeding the very best rates of progress being made in lessons, particularly in Key Stage 2. Staff place appropriate emphasis on pupils' social development, and this effort is rewarded by the good relationships that underpin the successful learning taking place in most classes. A minority of pupils has poor rates of attendance and this is limiting their achievements. The school has set the academic targets it expects pupils to achieve in future national tests but these are not challenging, and do not reflect its determination to raise standards. The school provides satisfactory value for money.

#### **What the school does well**

- The headteacher and deputy work as a strong team who lead the school forward, with a united and determined staff.
- The school makes good provision for pupils with special educational and behavioural needs who do well against their personal targets in literacy, numeracy and behaviour.
- The school gives children a particularly good start to their education from nursery to Year 2.
- The learning sets arrangement in English and mathematics at Key Stage 2 is successful in helping most pupils make sound progress in these subjects.
- The school provides a safe and caring place in which behaviour is satisfactory, relationships are good and pupils show respect for one another and adults. The provision for pupils' moral and social development is good.
- The school works hard to give its pupils a fair deal and helps them overcome barriers to learning. Special grants are used efficiently to enhance the opportunities available to pupils.

### What could be improved

- Standards in mathematics, science, information and communication technology (ICT), physical education and English, particularly in writing, are not sufficiently high by the time pupils reach the end of Key Stage 2.
- The quality of teaching at Key Stage 2 is not of a consistently satisfactory quality.
- Teachers do not consistently use assessment information to plan work that is suitably challenging for all pupils.
- The monitoring of curriculum planning, teaching and learning is not sufficiently rigorous.
- The role of subject leaders is not sufficiently well defined to enable them to take a full part in raising standards and improving the quality of education.
- Attendance levels are poor and some pupils are being held back because they miss too much schooling.

*The school has more strengths than weaknesses; the above areas for improvement will form the basis of the governors' action plan.*

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

In 1995 the school became subject to special measures. In March 1998 Her Majesty's Inspectors (HMI) removed the school from special measures but found significant weaknesses, specifically in pupils' attainment and the quality of teaching. Both of these aspects have continued to improve and the school has made satisfactory progress in addressing other weaknesses identified, despite set backs caused by staff absences, difficulties in attracting temporary teachers and high levels of mobility in the community. Budgeting restraints have limited the level of resourcing and are also impeding a brisk rate of improvement. Most teachers rise above these problems and teaching is much better than it was. As a result, standards show some improvement in most subjects. The raising of academic standards continues to be the top priority for improvement. The local education authority has been assisting the school as a result of its own monitoring last November, and has committed itself to providing on-going intensive support to teaching and curriculum development. The school is judged to have satisfactory capacity to sustain an effective rate of improvement.

### STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	Compared with			
	all schools			Similar Schools
	1998	1999	2000	2000
English	E*	E	E*	E*
Mathematics	E*	E	E*	E
Science	E*	E	E	D

<b>Key</b>	
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

*The school's results were originally compared to other schools with between 20-35% of pupils eligible for free-school meals. The inspection team judges the level of eligibility to be over 50%.*

The grades for similar schools, shown above, differ from those suggested by OFSTED because there is substantial and compelling evidence that the socio-economic circumstances of the school's population is much more disadvantaged than the free-school meals figure would indicate. In accordance with OFSTED guidance the grades have been amended by the Registered Inspector to give a more accurate picture of the standards achieved.

Most children enter the nursery with very low attainment and, although they make good progress in the Foundation Stage, are achieving well below the level expected for five-year-olds in most areas by the time they enter Key Stage 1. National Curriculum test results overall show a rising trend, though the standards achieved by seven-year-olds in 2000 were well below average overall. The standards achieved in National Curriculum tests taken by eleven-year-olds in 2000 were very low overall and placed the school's results

in the bottom five per cent of schools nationally. Pupils' performance in tests, particularly at the end of Key Stage 2, is affected by various factors: high levels of absence and transfer between schools, well above average levels of special educational needs and the negative impact that unsatisfactory provision in the past has had on some older pupils' ability to achieve to potential.

Inspection findings indicate that pupils are making at least satisfactory progress in all subjects except ICT by the end of Key Stage 1. Standards are below average in English, mathematics and ICT at the end of Key Stage 1 and average in all other subjects. This reflects good achievement overall. Standards at the end of Key Stage 2 are well below average in English and ICT, and below average in mathematics, science and physical education (PE). Pupils make steady progress overall during their time in Key Stage 2, but aspects of teaching, curriculum planning and assessment have an adverse impact on some pupils' achievements in some subjects.

Senior managers are taking effective action to ensure the school is providing an appropriate education; and standards are set to continue to improve.

### **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Satisfactory. Most pupils are keen to come to school to learn.
Behaviour, in and out of classrooms	Satisfactory. Some pupils have very limited self-discipline that shows itself when teaching is less strong. The school does well to keep those pupils in mainstream education who have very challenging behaviour and draws well on specialist services to support work in this area. There is a very high rate of exclusion, but records show that this is justified, and is having a positive impact.
Personal development and relationships	Good relationships underpin successful learning in most classes. Pupils are willing to take on roles of responsibility when given the opportunity.
Attendance	Very low compared to other schools, but improving steadily. Some pupils are missing out on their studies because of poor attendance. Most pupils are punctual to school and the morning sessions get off to a good start.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>Aged up to 5 years</b>	<b>Aged 5-7 years</b>	<b>Aged 7-11 years</b>
Lessons seen overall	Good	Good	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

In 1995, teaching quality was only satisfactory in 62 per cent of the lessons seen. . By 1998, HMI reported that 80 per cent of the teaching was satisfactory or better. Today, 91% of teaching is at least satisfactory. Half of the lessons observed in the inspection were good. Pupils up to the age of seven years are taught well and there was no unsatisfactory teaching observed. In Key Stage 2 there is a mixed picture, though teaching is judged to be satisfactory overall. In a minority of classes there are weaknesses in behaviour management that limit the progress pupils make in some lessons. This becomes most apparent in afternoons, when lessons tend to be less well structured than in the morning. Teaching was unsatisfactory in nine of the lessons observed. Notwithstanding the weaknesses, inspectors judge that teaching in all subjects, except PE where teaching is unsatisfactory, is satisfactory overall. The successful implementation of the national literacy and numeracy strategies has had a positive impact on the teaching of English and mathematics throughout the school. Setting arrangements in Key Stage 2 are working well in supporting most pupils' sound learning in literacy and numeracy. The majority of teachers plan work that

interests and motivates pupils, who apply themselves well in the morning. In lessons other than English and mathematics, much lesson planning lacks detail and there is insufficient on-going assessment to help teachers to identify the next challenge for all pupils in their learning. In the weakest lessons, the unsatisfactory management of behaviour means that many pupils waste time are not working to their potential.

#### **OTHER ASPECTS OF THE SCHOOL**

<b>Aspect</b>	<b>Comment</b>
The quality and range of the curriculum	Unsatisfactory overall because of weaknesses in some subjects, especially ICT, PE and the poor range of books available to extend pupils' wider opportunities in literacy. The tight budget is limiting the enrichment of the curriculum.
Provision for pupils with special educational needs	Good. Early assessment, good involvement of specialist services and well-written Individual Education Plans (IEP's) are the key reasons that these pupils are making good progress against their individual targets.
Provision for pupils learning English as an additional language	Satisfactory. The school works closely with specialist services when the need arises to ensure that pupils are given appropriate support and achieve in line with their peers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The school is friendly and caring and gives good attention to pupils' moral and social development. Sound opportunities are made available for their spiritual growth and cultural awareness.
How well the school cares for its pupils	Satisfactory. Child protection procedures are effective. The school welcomes all pupils and is doing all that it reasonably can to provide a healthy and safe environment, but there are problems concerning the condition of the building that the school has reported to the local education authority.
How well the school works in partnership with parents	Satisfactory. The school tries hard to involve parents as partners in education but meets with limited success. A few parents give voluntary support in school and this is much appreciated by the staff.

#### **HOW WELL THE SCHOOL IS LED AND MANAGED**

<b>Aspect</b>	<b>Comment</b>
Leadership and management by the headteacher and other key staff	Satisfactory overall. There is good educational direction and the school is improving slowly but steadily. The head and deputy form a strong partnership who draw well on the talents of a supportive senior management team. Too few subject leaders have a direct role in raising standards, and this is a weakness in management.
How well the governors fulfill their responsibilities	Satisfactory overall. Governors fulfill most of their legal responsibilities. They are not yet sufficiently involved in monitoring the work of the school.
The school's evaluation of its performance	Unsatisfactory. Senior managers have their fingers on the pulse of the school and know where the strengths and weaknesses lie. Systematic monitoring and evaluation work is not sufficiently effective. The school is not applying best value principles to all areas of its work.
The strategic use of resources	Good use is made of a limited range of resources. Staff work hard to overcome the worse effects of deteriorating accommodation. The school is adding value to pupils' academic and social development and provides satisfactory value for money.

## **PARENTS' AND CARERS' VIEWS OF THE SCHOOL**

<b>What pleases parents most</b>	<b>What some parents would like to see improved</b>
<ul style="list-style-type: none"><li>• Their children like school.</li><li>• Most teachers enable pupils to make progress.</li></ul>	<ul style="list-style-type: none"><li>• Standards of behaviour.</li><li>• A consistent approach to homework.</li><li>• The school working more closely with parents.</li><li>• The school being better led.</li><li>• More detailed information about pupils' progress.</li><li>• The range of extra-curricular activities.</li></ul>

Six parents attended the meeting with the registered inspector and twenty four per cent responded to the questionnaire. Inspectors spoke to more parents during the inspection week to seek their views. Inspectors agree that behaviour requires more attention in some classes, but found no evidence to support the other concerns raised by some parents. The team agrees with parents' positive comments and found the headteacher and her staff to be very keen to work more closely with parents as things tried so far have met with limited response.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

1. Woodstock Primary School provides for a very disadvantaged community. The level of mobility (28 per cent of the number on roll) is a factor that very much has a negative impact on the pattern of attainment and progress in school. The number of pupils eligible for free school meals has risen significantly each year. Governors provided inspectors with compelling evidence that shows well over 50 per cent of pupils are eligible for free school meals though only 37 per cent actually have free school meals. The school provides for a well above average number of pupils who have special educational needs, some of these pupils having emotional and behavioural needs that impinge on the rate at which they learn. The school liaises very successfully with a local assessment and reintegration centre (ARC) to ensure that a good level of provision is made for a few pupils with emotional and behavioural problems who receive part of their education at the centre and part at school. The school population comprises some four per cent of pupils from homes where little English is spoken. However, pupils who speak English as an additional language do not receive any specific support with learning English. A minority of pupils do not attend school regularly enough, and records show they miss a significant amount of what is taught, and this is limiting their achievements. From time to time the school provides for refugee families and for pupils who live with their mothers at a nearby hostel. Both groups generally attend school for a short period of time. The school welcomes all pupils and is committed to educational inclusion. It is doing its level best to give its pupils a fair deal.
2. In 1995 the school became subject to special measures. In March 1998 Her Majesty's Inspectors (HMI) removed the school from special measures, but found significant weaknesses, specifically in pupils' attainment. Standards have continued to improve and the school has made satisfactory progress in addressing attainment issues and other weaknesses identified despite set backs caused by staff, absences, difficulties in attracting supply teachers and high levels of turbulence in the community. To some extent, the very tight budget and the low level of resourcing are inhibiting a better rate of improvement. Senior managers agree that the raising of academic standards is the number one priority for the school to continue to address.
3. The school's results and achievements show some improvement since the time of the most recent inspection in 1998. There has been good improvement in the standards being achieved in the Foundation Stage and Key Stage 1 and satisfactory improvement at Key Stage 2. The school is quite rightly giving prominence to developing pupils' literacy and numeracy skills and the majority of pupils are making steady gains in learning because of the school's approach. Pupils with special educational needs generally make good progress against their individual targets because of the well-targeted support they receive, particularly in English and mathematics. Most pupils, including higher attainers achieve well up to the age of seven years in most subjects. Pupils' progress dips in early Key Stage 2 in subjects other than English and mathematics largely because of weaknesses in teaching and shortcomings in planning and assessment. In the latter years of the key stage, the majority of pupils make up some lost ground, however, a significant proportion of Year 6, particularly the high attainers are not making the best rates of progress in a number of subjects owing to unsatisfactory aspects in some of the teaching.
4. Children receive a very effective education in the Foundation Stage. When the youngest children first enter the nursery, their attainments are very low compared to others of the same age elsewhere. By the time they are five years old, although their skills are well below the level expected for their age, most have made at least good progress in all areas defined by the Early Learning Goals. Children in the Foundation Stage who have special educational needs make good progress because of early assessment and good staff teamwork.
5. In the National Curriculum tests taken by seven-year-olds in 2000 over half the pupils achieved below level 2C in reading. Three quarters achieved below 2C in writing and just over one third

achieved below 2C in mathematics. This shows a very big tail of low achievers. The proportion of pupils achieving the higher level 3 in mathematics was average. Trends show pupils' performance improving at a faster rate than that seen nationally in reading and mathematics. Results overall are improving since 1996 at a good rate. Writing standards are improving although in the tests in 2000, pupils' performance was not as good as in 1999. Girls are outperforming boys in school but not to a significant degree. Teachers' assessments of science judged standards to be below average overall.

6. The school's results in the National Curriculum tests taken by eleven-year-olds in 2000 were very low overall, and placed the school's results in the bottom five per cent of schools nationally. Test results show lost ground in English by all pupils, and by girls in mathematics. Trends in performance in English were rising until 1999 and then dipped in 2000. They remain significantly below expected levels. Pupils' performance in science has improved over the last three years, though boys are doing better than girls over time. Standards overall are well below those of similar schools across the three subjects tested. (NB those with over fifty per cent of pupils eligible for free school meals).
7. School data shows that a good proportion of the pupils taking the Key Stage 2 tests achieved appropriately when their prior attainment was taken into account. Some thirty per cent of pupils joined the year group in the run up to the tests and they did not do as well as those pupils who had been educated at the school since nursery. Over half the year group taking the tests had special educational needs, some had spent time excluded from school because of extreme anti-social behaviour. A few had interruptions to their learning caused by long periods of absence.
8. This picture is not untypical in school. Two thirds of the current Year 6 have received their entire education at Woodstock. A third of the year group has special educational needs. The school's assessment data shows that those pupils who have been in the school from nursery are likely to achieve better than those who join at a later stage.
9. The standards seen today in mathematics are the major success story. Standards at the end of Key Stage 1 are below the national average, although pupils' achievements in their number and mental work are similar to the national average. There has been an improving trend over the last three years. Inspectors found that pupils of all ages make good gains in numerical skills largely because of the very effective implementation of the National Numeracy Strategy by teachers throughout the school. Teachers show a good level of skill when teaching the numeracy hour, and this is positively raising pupils' achievements. Pupils' standards of work in the other elements of mathematics are generally satisfactory, though work in data-handling is being held back by the limited opportunities pupils have to use ICT to support their learning. Inspectors judge standards in mathematics to be below average at both key stages. This shows a more positive picture than the national tests suggest.
10. Standards in English are better than they were at the time of both previous inspections. The schools' rate of improvement in English has kept pace with other Leicester schools and that seen nationally. Inspectors judge standards in English to be below average at Key Stage 1 and well below average at Key Stage 2. There is no doubt that the successful implementation of the National Literacy Strategy since 1998 has had a very positive impact on improving pupils' literacy skills. The level at which the current Year 2 are working demonstrates significant improvement from the low baseline, and is testament that the school's strategy is working well. Some well organised and lively teaching in literacy lessons is assisting older pupils make secure advances in their literacy skills. There is however, some under-achievement, at the end of Key Stage 2. A significant number of older pupils have received their earlier education when the school was not providing an acceptable standard of education in English and this shows in the low levels at which a significant proportion in Year 6 work. A very limited range of reading resources is a key factor in holding back the achievement of older pupils in their reading and writing. There is no library provision in school and so pupils do not have sufficient opportunity to develop their research and

enquiry skills to the full. The situation is made more difficult by the decreasing amount of support with reading at home for older pupils. Opportunities for speaking and listening are often limited to answering teachers' questions and there is insufficient regular planned drama or role-play within the curriculum. The school has yet to give sufficient emphasis to promoting vocabulary as well as it might in other subjects and in display about the building. Teaching was at least satisfactory in all English lessons observed though the level of challenge provided for high attaining eleven-year-olds observed in some numeracy lessons was missing from top set literacy groups.

11. ICT is one subject where standards have become worse since the school was first inspected in 1995. PE is the other. The standards in ICT are well below average at the end of both key stages. Pupils are not being given enough time to use computers to develop their own ICT skills nor to use them to support their learning in other subjects. It is only very recently that the school has established an ICT suite in Key Stage 2. The school has identified training in ICT as a key priority as this is limiting pupils' achievements. In the two satisfactory lessons observed during the inspection pupils in years 5 and 6 made steady gains in learning about ICT but the standards they achieved were below average.
12. Standards in PE are satisfactory at Key Stage 1, but unsatisfactory at Key Stage 2. Half of the PE lessons observed in Key Stage 2 were unsatisfactory largely because of weaknesses in teachers' management of behaviour that gave rise to potentially unsafe situations developing. The pace of lessons was slow and this resulted in little advancement in learning. The co-ordination of PE is currently a shared responsibility and one of the co-ordinators, a PE specialist, has been absent for some time. There is an appropriate commitment to improvement from the present co-ordinator but she requires further training to support her leadership role. This state of affairs is holding back the development of PE and thus the standards being achieved by pupils.
13. Standards in science have improved significantly since the time of the previous inspections. In 1996 the school's results stood at 20 per cent average or above, by 1998 they had increased to 36 per cent and last year rose to 68 per cent. Today, standards are average at Key Stage 1 and below average at Key Stage 2. The school expects around 60 per cent of the current Year 6 to achieve average or above standards in science. There is now a clearer and more rational curriculum for science than in the past that has led to teachers knowing what must be taught. Pupils are being given a good range of experiences in science and these are enabling both boys and girls to make steady gains in their scientific knowledge, experimentation and investigative skills as they get older.
14. Standards in religious education are broadly in line with the requirements of the locally agreed syllabus at both key stages. Pupils throughout the school have a good understanding of Christianity. This was well demonstrated in a Year 2 lesson in which pupils accurately identified various parts of a church such as *altar, font, lectern, cross*, and knew exactly what their purpose was, and why they are important to followers of the Christian faith. The study of other major world religions is not as prominent in pupils' work. In discussion with a group of Year 6 pupils it became clear that they knew very little about Islam or Judaism (both expected to be covered in the agreed syllabus), two religions very much in evidence in the wider community of Leicester. Both subjects are in better shape than they were. In both science and religious education lessons there are missed opportunities for pupils to write at length about things they find out and this is a missed opportunity.
15. Standards in art and design, and design and technology, are satisfactory across the breadth of experiences provided. There were some good quality drawings by Key Stage 1 pupils on display in corridors. Standards in history and geography are satisfactory throughout the school. In the lessons observed during the inspection in these subjects, inspectors recorded the secure knowledge that pupils at both key stages showed in the answers they gave to teachers' questions. For example, in a Year 6 lesson about *Voyages of Discovery* pupils related many facts about Tudor times and demonstrated a good understanding of differences between the world map then and today. However, through the scrutiny of a sample of pupils' work since September it became

clear that limited work is recorded in books. This is a missed opportunity to promote literacy skills more widely.

16. Standards in music are satisfactory throughout the school. There is positive use being made of a specialist music teacher to give pupils good quality experiences in performing, composing, listening and appraising. In some assemblies observed during the week of inspection there was no singing and this is a missed opportunity.
17. Pupils with special educational needs of all ages generally achieve well because the work is well matched to their learning needs and because they are given good support by well-briefed staff. Occasionally, some pupils make less progress in class lessons because targets in individual education plans are not given sufficient attention by teachers and it is left to the particular expertise of individual teachers to ensure that individual needs are met. In the best lessons the teacher ensures that targets are taken into account whatever the subject; these pupils make good progress as a consequence.
18. Target setting in school has had an increasing profile as assessment data has become more refined. Statutory targets in English and mathematics are agreed annually with the Local Education Authority. The school has set modest targets in English, mathematics and science for 2001. They reflect the projected achievement of the current Year 6 but do not take account of any value the school is adding to the pupils' education through making provision more effective. Senior managers are now in a position to decide whether to make targets more challenging so that future standards compare more favourably with those of similar schools.

#### **Pupils' attitudes, values and personal development**

19. Since 1998, the school has continued to tackle behaviour problems and significant improvement has resulted. Today, the morning session gets off to a good start. Registration times are purposeful and provide a calm and settled start to the day. Pupils' behaviour is satisfactory for most of the time, including breaks and lunchtimes. Occasionally, in some afternoon lessons, for example physical education, the standard slips to an unsatisfactory level. This is usually because the teaching has failed to maintain a good work ethic in which there are clear expectations set for behaviour as well as academic work. Some pupils in school have very challenging behaviour that flares up at the least provocation. On the whole, this is managed successfully. The school is drawing well on specialist support to assist these pupils in controlling their own behaviour. Some pupils receive part of their education at the ARC and this is working well. Overall, most pupils show good enthusiasm for school and enjoy being there.
20. Pupils generally behave as well out of the classrooms, during break and lunchtimes, as they do in lessons. Some pupils have difficulty controlling their behaviour and the school's strategy in giving them time out of class to cool off has its merits. Though it is not good practice for these pupils to sit in another class without work to do. The deputy headteacher is monitoring the behaviour system very effectively and has planned to review its success at the end of the year. The headteacher is very involved in pastoral matters and effectively supports those pupils who are experiencing difficulties. A significant number of pupils spend short periods in school before moving on. Occasionally, their behaviour has a ripple effect on the rest of the class. Sometimes at break, play fighting turns real and staff have to intervene to stop it getting out of hand. Occasional name-calling was observed to cause a rift between some older boys, but appeared to be easily forgotten. The school takes a tough line on bullying and records show good procedures for ensuring instances are dealt with effectively. Since the time of the previous inspection the school has made more consistent approaches to behaviour management and this has had a positive impact on the quality of learning and standards of behaviour achieved. Exclusions are higher than average, but very detailed record keeping shows that they are the very last resort and are warranted. There were no pupils excluded at the time of the inspection.

21. Children in the Foundation Stage settle into school routines and respond positively to the teachers' expectations for good behaviour. They quickly gain in confidence as a result of the good provision made, and are instilled with good attitudes to learning. These good attitudes stay with them during Key Stage 1 and underpin personal achievements successfully. Most older pupils have satisfactory attitudes to school, are keen to attend, and want to learn. A significant minority holds negative views to school and become difficult to motivate, often in afternoon sessions. *Circle time* is being used to assist pupils in exploring feelings and sharing them with others. This is making a good contribution to promoting pupils' self-esteem and confidence. Good relationships underpin the successful learning taking place in most classes.
22. The pupils who have special educational needs enjoy working with their support assistants. They are generally eager to learn, and with help concentrate for increasingly longer periods. Pupils whose behaviour is a concern make good progress towards better behaviour and a calmer approach to listening and working in class. Pupils from different ethnic backgrounds work successfully together. There was no evidence in the school's record keeping, or in what inspectors observed, to suggest that the school is anything less than a racially well-integrated community. The majority of pupils are well on their way to becoming responsible future citizens ready to take their place in a diverse world.
23. Pupils are polite and friendly, most have a clear moral code and show care for one another, their belongings and school property. They are willing to help and do jobs, such as assisting at lunchtime, organising resources for learning, arranging charity fund-raising and collecting tokens to be exchanged for books for school. Pupils develop personal and social skills at a steady rate and are clearly motivated by the stick-on spots and certificates awarded for hard work, good behaviour and effort. Pupils show good levels of independence when given the opportunity.
24. Attendance in the 1999/2000 academic year was very low in comparison with other primary schools. At 83.8 per cent this was lower than at the time of the previous inspection. However, since the start of this academic year, attendance levels overall have been around 91 per cent and this demonstrates satisfactory improvement. The school has set a target of 92 per cent for this year which will still be below the national average, but reflect a five per cent increase on the school's attendance rate for last year. Most absence is due to genuine illness and levels of unauthorised absence are within reasonable limits. However, parents do not properly account for a significant number of absences and this requires greater scrutiny. Most pupils are punctual in arriving for school allowing sessions to start on time and continue without interruption. Attendance remains a key issue for the school to continue to tackle.

## **HOW WELL ARE PUPILS TAUGHT?**

25. In 1995 teaching quality was 62 per cent satisfactory or better and was identified as a major weakness. The school was placed in special measures. In 1998, HMI reported that 80 per cent of the teaching observed was of satisfactory or better quality. Teaching was identified as a significant weakness, but special measures were lifted. Today, 91 per cent of teaching is at least satisfactory, though improvement is still needed particularly in parts of Key Stage 2. The local education authority has been assisting the school as a result of its own monitoring last November, and has committed itself to providing on-going intensive support to help improve teaching. There were three temporary teachers deployed during the week of inspection to cover for staff absence. Good arrangements have been made by the school to ensure that children in the Foundation Stage continue to receive a good education even though the school has been unsuccessful in securing a teacher to cover for long-term absence in a reception class.
26. Staff morale is positive and most staff are resilient, hardworking and committed. The school will always be a challenging place to teach in because of its social setting, but most teachers are determined to give of their best to the pupils and this is a major reason why so many pupils

achieve as well as they do. Despite the efforts of some teachers, a minority of pupils finds it difficult to concentrate and retain information, and this has an adverse impact on their learning. For example, in a very good literacy lesson taught to lower attaining pupils from Years 3 and 4, although the teacher worked very hard to move the learning forward, there was constant need for her to reinforce the main points. It became evident that pupils, even though very keen and enthusiastic and working well, had difficulty grasping new facts and recalling things they had learned only moments earlier. Despite the very worthwhile experience the pupils received, they only made steady progress during the hour. This is a key factor that illustrates why the raising of academic standards is an uphill struggle.

27. Teaching is good for all pupils up to the age of seven years who make good progress from a low base. There was no unsatisfactory teaching observed in nursery, reception, Year 1 and Year 2 classes. In Key Stage 2 there is a mixed picture, though teaching is judged to be satisfactory overall. In a minority of classes there are weaknesses in behaviour management that limit the progress some pupils make in their studies. This becomes most apparent in afternoons when lessons tend to be less well planned and structured than in the morning when English and mathematics are taught. The majority of teachers plan work that interests and motivates pupils to work with good application in English and mathematics lessons. Other than English and mathematics, most subject leaders have yet to have opportunities to see others teach the subject on which they lead. The features of the best quality teaching in the school are currently insufficiently shared. Homework consists mostly of reading and spelling, but practice is satisfactory overall. The head teacher recognises the need to make homework requirements more explicit to teachers, pupils and parents. There are plans for a homework club to be established after school.
28. The teaching of children in the Foundation Stage is good overall. Teaching ranges from very good to satisfactory. Nursery children are currently being taught for four days out of five by qualified nursery nurses. Staffing problems have meant the teacher who taught full-time in nursery now teaches a reception class to cover for absence. As Foundation Stage manager, she maintains close oversight of all the work going on in nursery and reception classes, and because of this children are not in any way losing out from the re-arranged provision. There is very good teamwork in the nursery that enables the youngest children in school to get off to a flying start in their education. Activities are well chosen to make learning fun as well as productive. As they move into reception, good quality teaching maintains most pupils' progress at a steady rate. Planning, based mainly on the Early Learning Goals, is well focused on individual learning and links appropriately to National Curriculum programmes of study that children move onto when ready. Teaching overall is confident and lessons are well structured to engage the children's interest, and make learning enjoyable.
29. Teaching is good overall in Key Stage 1. A quarter of all the lessons observed in Year 2 were of very good quality. The best lessons observed moved on at a good pace because there was consistently very good management of pupils and teachers had high expectations of what different pupils could achieve. All of the aspects of teaching in Key Stage 1 judged by inspectors were at least satisfactory except one – marking. Teachers were observed to use questioning very effectively to find out what the pupils knew, understood and could do and adjusted their lessons to help pupils move onto the next challenge. However, in the sample of pupils' work examined by inspectors it was evident that this good practice is not being used in marking. Most comments are geared towards encouragement and there are few evaluative comments aimed at targeting the next steps in learning. This is a missed opportunity.
30. Teaching is satisfactory overall in Key Stage 2. It ranges from very good to poor. The best teaching in Key Stage 2 was observed in English and mathematics sets each morning. Here planning is better focused on different pupils' needs, lessons move on at a reasonable pace and, as a result, pupils make steady gains in learning. Useful tracking, by the deputy head, of how well pupils are doing in sets is enabling attainment targets to be set for each pupil. The arrangements to

set pupils by ability are working well for most pupils, though more could be expected of potentially high attainers in English. There is still room for the sharpening up the objectives in planning so that different pupils within single sets are always given work that demands they achieve at the highest level possible.

31. Planning of lessons other than English and mathematics is a weakness in most classes. Lessons plans tend to focus more on what is to be taught, rather than what will be learned. Such practice requires review to ensure that pupils' needs are catered for more explicitly whether they are high or low achieving. Some teachers are confusing *teaching activity* and *learning objectives* in their written plans. Time is not well used in some lessons as, for example, in PE. Here inspectors often saw lessons starting ten minutes after the planned start because of inefficient changing procedures. In most of the PE lessons observed little was accomplished by pupils because of ineffective behaviour management that resulted in pupils going off task and choosing to work below their potential. In general, assessment of learning outcomes is too informal and is not used sufficiently well to assist the planning of future lessons. There is variable use of time targets and in some lessons observed, teachers did not sum up what had been learnt and so missed the opportunity to reinforce the key learning points of the lesson. All of these slow down rates of learning and are therefore key issues for the school to address.
32. In total, nine per cent of the lessons observed during the week of inspection were less than satisfactory. These were all in Key Stage 2 in science, history, design and technology, religious education and PE lessons. Shortcomings were largely due to ineffective teaching methods and organisation, a lack of clarity of purpose and the unsatisfactory match of tasks to ability. In the few classes where teaching has shortcomings the weakness in planning described above is exacerbated and results in unsatisfactory conditions for learning. Conversely, there was some good teaching observed in all the subjects where unsatisfactory practice was also observed. On balance, and notwithstanding the weaknesses, inspectors judge that teaching at Key Stage 2 in the above subjects, except PE where teaching is unsatisfactory, is satisfactory overall because pupils are making satisfactory gains in learning.
33. The teaching of pupils with special educational needs is generally good and is having a beneficial impact on the progress these pupils make in meeting their individual targets. Teaching and support staff have sound understanding of the needs of pupils' special educational and behavioural needs and assist them well. Work is suitably planned, and through effective support these pupils make good progress. Pupils who speak English as an additional language are assessed early on and suitable work to aid their language development is provided whilst external specialist support is secured. The few pupils who speak different languages at home currently in school are not receiving specific support to help them learn English. Some of these pupils also have special educational needs and have individual education plans to support their successful learning, others are high attaining and are generally set suitably challenging work to do. A new policy for meeting the particular needs of pupils who speak English as an additional language and to raise the achievement of minority ethnic children, particularly those at risk of under achieving, has yet to be fully implemented.
34. Literacy and numeracy hours are well established and are effective in helping pupils develop basic skills securely. The monitoring of teaching across the school to identify strengths and weaknesses has been positive in English and mathematics and here good evaluation of teaching and learning has led to sustained improvements. The quality of language use and language learning across the curriculum is a weakness. Opportunities to promote pupils' speaking and writing skills were largely observed to be missed in most subjects. Reading skills were given good attention in history, satisfactory attention in science, art and religious education and unsatisfactory attention in mathematics and geography. The school's excellent intention to fulfill an objective set out in policy that states; "Opportunities for language development are identified and exploited across the curriculum" is not yet being realised in Key Stage 2, despite pockets of good practice. Some good examples of this were seen in Key Stage 1.

## HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

35. Since 1995, when the school was found to be failing to give its pupils an acceptable standard of education, there has been a re-focusing of the curriculum that has meant specific emphasis being given to promoting pupils' literacy and numeracy skills. The most recent inspection by HMI in 1998 reported that the curriculum, whilst encompassing all subjects of the National Curriculum, was quite rightly, giving due prominence to pupils' basic skills development. This remains the situation today. The school has put a lot of time and effort into improving the curriculum in English and mathematics to ensure that the youngest children right from when they start school to the oldest in Year 6 improve their literacy and numeracy skills. Non-core subjects are given a suitable place on the school's timetable, but there are issues for subject development that centre around planning and assessment yet to be given sufficient attention by management.
36. The curriculum for the Foundation Stage is planned appropriately on the basis of the recommended Early Learning Goals. The national literacy and numeracy strategies have been fully and effectively implemented and have contributed to the raising of standards particularly in English and mathematics by the age of eleven years.
37. Inclusion is at the centre of the school's aims and all staff take this very seriously. All pupils, regardless of background are given equal access to a curriculum that meets their needs. The school liaises very effectively with specialist support services to ensure that pupils who may be at risk for failing academically are given an appropriate curriculum that is adapted to their specific needs. For example, a handful of pupils are receiving their education part-time at the ARC and the rest of the time in school. Good provision is made for the well above average number of pupils in the school who have special educational and/or behavioural needs. The school has an appropriate Equal Opportunities policy. Procedures for monitoring information in relation to gender, ethnicity and background are in place and information to aid assessment practice is appropriately documented by the deputy headteacher who takes responsibility for data analysis. The good planning for pupils with special educational needs provides pupils with good opportunities to improve the progress they make in their learning and their behaviour. The school is successfully harnessing both local and national initiatives to the benefit of pupils, for example the *Sure Start* programme that supports the home –visiting undertaken by Foundation Stage staff. Provision for extending and broadening the curriculum for higher attaining pupils is currently under-developed.
38. The curriculum at Key stages 1 and 2 is very relevant to the pupils' needs and aptitudes but the emphasis given to literacy, numeracy and pupil's personal and social development has led to some imbalance in the time available to teach the full range of subjects. Pupils are being given a range of worthwhile experiences and the curriculum is broadly balanced with the exception of ICT, PE, RE and some aspects of writing and mathematics. In English at Key Stage 2, opportunities to extend writing and speaking skills are insufficient. In mathematics, at both key stages, there are limited opportunities for pupils to handle data. The provision being made for RE is currently paying too little attention to the major world religions other than Christianity, though recently revised planning addresses this. ICT currently does not meet statutory requirements and is a key issue for the school to tackle. The school is better placed to raise standards in ICT skills across the curriculum with the provision of the ICT suite that is now established for the teaching of skills throughout the school. The school is aware that the need for the use of computers in the classrooms at Key Stage 2 to support learning across the curriculum is a priority. The time available for PE teaching and learning was observed to be very different in practice to that shown in planning. This was largely due to weaknesses in teaching that eroded the time available for pupils to develop their skills at a reasonable pace.

39. Pupils' intellectual, physical and personal developments are satisfactorily promoted. Provision for health, sex education and drugs awareness is satisfactory. The school receives support from the school nurse and local constabulary to support its programme. In *circle time*, pupils are given the opportunity to discuss a range of moral and social issues and they are effectively enabled to discuss and solve problems in a safe and secure environment.
40. The previous inspection found that the school provided satisfactory social, moral, spiritual and cultural provision, with a well-planned programme of assemblies in place. Since then, much attention has been devoted to pupils' social and maturity responsibility and a marked improvement in behaviour has resulted because of the school's approach. The school is appropriately preparing pupils to take their place in a diverse society.
41. Provision for pupils' social, moral, spiritual and cultural education is satisfactory overall. Good attention is paid to pupils' social development. The headteacher, and most staff, provide good role models and have high expectations for good behaviour, and this is achieved in most classes. Some pupils, who have very challenging behaviour, are well supported in trying to cope with their anger and upset and the school's strategies are working successfully. Circle time is used to good effect to help pupils understand the impact that their actions have on others. Pupils appear eager to take responsibility when given the opportunity, for example, most are involved in school concerts. However, there are missed opportunities for pupils' personal development during assemblies, which would assist in promoting self-esteem and assist pupils' speaking skills. In some classes, pupils are given the opportunity to organise and assess their own work, but this practice is inconsistent. The provision for extra-curricular activities is good. There is a wide range of music and sports activities that enhances the opportunities for social development provided in the school. Visits by outside groups have supported activities within the school and created opportunities for pupils to develop skills in their own particular interests.
42. Provision for pupils' moral development is good. Pupils know what is expected of them and the large majority of pupils have a clear understanding of right from wrong. Most pupils have a good rapport with each other and with staff. During the inspection week, staff, visitors and other people were treated with respect and courtesy from pupils. Pupils donate to charity and they collaborate well with each other and accept responsibility when it is offered.
43. Pupils' cultural development is satisfactory overall but there is room for improvement. Both art and music lessons provide opportunities for pupils to appreciate creative pieces from a range of cultures. Throughout the school, many have some chance to hear quality music, for example Vivaldi at assembly time. Most of them also have regular opportunities to perform musically before an outside audience. These occasions add significantly to the musical culture of the school. In geography and history pupils learn about different places and lifestyles that extend their cultural understanding. For example, Life in Tudor times. Pupils in Year 1 spend time looking at different house styles in the neighbourhood and think about the families who might live in bungalows or semi-detached houses. These types of experiences enable pupils to think about their own culture and community. Since the Autumn visits and visitors to school have been cut back owing to budgetary constraints. The pupils in the school no longer have the opportunity of residential visits to promote physical or cultural activities. The narrow range of books is a limiting factor on pupils' cultural awareness as there are few opportunities for them to extend reading into different genres. Pupils' cultural traditions are promoted by visits to the local church but aspects of other cultures are insufficiently promoted to ensure pupils understand, appreciate, respect and experience the richness and diversity of other cultures.
44. The school has effective links with other primary and comprehensive schools. Curriculum links have been established through committees with cross-phase groups, including special educational needs. Links with the local community, for example the hospice, fire station, football and rugby clubs are making a positive impact on pupils' learning and the quality of life within the school.

## HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

45. The arrangements for the care and general welfare of all pupils remain satisfactory. All staff are caring and committed; they are alert and sensitive to the complex and different needs of the majority of pupils. Those pupils with special educational or behavioural needs and those from different ethnic backgrounds are well integrated. The headteacher takes a strong lead in making sure that pupils new to the school are welcomed and settle in quickly. The school provides the venue for a monthly meeting of support service representatives, who together with the headteacher, discuss the needs of particular children and work cooperatively to ensure they are responded to in the best way possible. Parents say that their children like school and pupils clearly value both the day-to-day and long-term support given.
46. The procedures for introducing the children and their parents to the school are very effective and ensure that the youngest children settle quickly into the routines of school life. Teachers, who know their pupils well, closely monitor pupils' personal development. Emphasis is placed on raising pupils' self-esteem and making them aware of their individual achievements.
47. Assessment of pupils' attainment and progress is satisfactory overall. Data is now being analysed from National Curriculum tests, optional tests and end of topic tests in the core subjects. Senior managers analyse these results and track pupils to monitor progress in their academic achievement, which is providing useful information. There has been a significant improvement since the last inspection with good procedures in place for assessment in English and mathematics. Constant monitoring and assessment throughout the school support academic progress well. Teachers check on pupils' progress through observations, questioning and tests. In English and mathematics, standardised tests are used regularly to indicate pupils' development against age-related expectations. Teachers use this information to identify pupils with special educational needs and to set targets for individual pupils. These are discussed and agreed with pupils, and teachers record what individual pupils have covered and understood. Assessment procedures are in varying stages of development following the school's move to planning in line with requirements of Curriculum 2000. However, assessment procedures in science, ICT, religious education and most foundation subjects are not sufficient to inform effective curriculum planning or to accurately target work to support pupils' next steps in learning. The monitoring of pupils' academic performance and personal development is good for the foundation stage and for pupils with special educational needs.
48. The monitoring of attendance overall is satisfactory. Registrations take place twice daily before both morning and afternoon sessions. Pupils know the routines and willingly comply. The school now uses a computerised registration system. Registers are neat and comply with legal requirements, a clear improvement since the last inspection. A significant minority of parents needs reminders to advise the school of their child's absence. The main reasons for absence are genuine illness, although there is some condoned absence by parents. The school recognizes it must adopt a rigorous and consistent approach to its monitoring of absences as there remain a significant number of poor attenders. Regular discussions take place with the educational welfare officer who will undertake home visits if there are concerns. The school's target of 92 per cent attendance has not yet been met though there has been some improvement.
49. Procedures for monitoring and promoting good standards of behaviour are very effective. The school has positive strategies in place to raise standards of behaviour, although all the staff do not consistently apply these. Lunchtime supervisors are trained and enhance behaviour standards. There is a clear behaviour policy, school and class rules and a system of rewards and sanctions that are well understood by pupils. Good behaviour is celebrated in assemblies. The majority of pupils comply, but there are a significant number of pupils who present challenging behaviour and who require close supervision. There has been a considerable improvement in the standards of behaviour since the last inspection. Equipment is provided at lunchtimes to encourage good social

skills. No oppressive behaviour was observed during the inspection. However, in some classes a minority of pupils who mis-behave adversely affects the quality of learning; this occurs where the class management is unsatisfactory. Exclusions are made in the most serious, or persistent, cases and complaints are dealt with quickly. The school works very hard to involve other agencies, for example ARC and the Behaviour Support Team, and to ensure that children remain, and are supported, in school. The monitoring of pupils' personal development is informal, but satisfactory, as teachers know their pupils well. Woodstock is successful in keeping some difficult pupils in mainstream education.

50. The arrangements for child protection matters are of good quality and work well. Staff are trained and are vigilant. Appropriate use is made of the outside agencies for professional advice and support. Medical needs are well met; there are sufficient trained first aiders for the two buildings. Parents are contacted quickly if the need arises. On a personal level, the staff do all they can to provide a safe environment, however, there remain several potential hazards that are health and safety risks, for example, open dry concrete ponds and the uneven surface of the playgrounds.
51. Procedures for supporting pupils' personal development are satisfactory. Whilst circle time, assemblies and the use of visitors such as the nurse and police, considerably enhance pupils' wider knowledge there is presently no co-ordinated programme for personal, social, health education or monitoring arrangements in place. Pupils receive appropriate health and sex education but there is no agreed sex education policy.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

52. The school continues to work very hard to encourage parents and carers to be involved in their child's education and school life. Newsletters are sent out half termly giving details of events and general information. A home-school visit is arranged for all pupils prior to them entering school for the first time to ensure understanding, offer help and advice and initial contacts with staff. In addition, a booklet explains how parents can help and encourage their child in the early stages. Notice boards also inform parents of activities and letters are also sent to parents explaining topics for learning. Invitations are sent asking parents to assemblies, concerts and parents' evenings. All correspondence is in a friendly, encouraging style. Parents confirm that they receive regular communications and can easily speak, both formally and informally, to staff if there are concerns. Parents of nursery and reception children value the opportunities given for involvement. Just under a quarter of parents responded to the inspection team's questionnaire and attendance at the parents' meeting very low. Overall, parents' views were lukewarm. The team spoke to many more parents during the week of inspection to gain a wider perspective. In general, parents hold positive views about the school. Parents confirm that their children like school and felt that teaching and pupils' progress were good; some concerns about homework and behaviour were raised that the team agrees could be more consistent throughout school.
53. The quality of information provided for parents through annual reports is good. The language is clear and identifies strengths and targets for improvement. Attendance information is given, together with the headteacher's comments. However, there is presently no opportunity for parental comments. Parents of pupils with special educational needs are invited to be fully involved in the review process and many do so.
54. Parental involvement in the life and work of the school is very limited. There is no parents teacher association for example. Attempts by the school to establish an association failed through lack of interest. Other new initiatives, for example the planting of a community garden, have been delayed due to lack of support. A small number of parents help in class, mainly with younger pupils and the school highly values this support. Attendance at parents' meetings has shown a rise in recent years, but support for other information meetings (eg: SAT's, numeracy) is low. Attendance at termly concerts and musical concerts is good. There is a suitable homework

policy; homework set is relevant and appropriate to the age and needs of pupils. A minority of parents hear their children read at home. The lack of parental involvement in pupils' learning has an adverse effect on some pupils' learning and the standards they achieve.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

55. The most recent inspection of the school, by Her Majesty's Inspectors (HMI) in 1998, stated that the headteacher gave the school 'firm, purposeful leadership and management'. This is still the case today. The headteacher is effective, she continues to lead the school forward, albeit not as quickly as planned because of staffing issues. The senior management team brings individual strengths to the role they play in school improvement, for example in leading the improvement of special educational needs provision and the Foundation Stage. The school is providing a satisfactory standard of education for its pupils and is improving steadily.
56. The headteacher's particular strengths concern pastoral aspects, particularly the pupils of the school who have a very positive empathy with her. Many children in school come from disadvantaged backgrounds and the head ensures that all are given appropriate support that enables them to have equality of opportunity to succeed. The school taps into various local and national initiatives to assist in this. The head and deputy head teacher work effectively together and have a clear view of the school's strengths and weaknesses, and the direction in which it should be led. They have made significant contributions to the improvement in school management since their appointment and the rising results in the National Curriculum tests is one indicator that demonstrates the success of their approach. Staff absences and the problems the school has faced in securing suitable temporary replacements has been one area that has delayed the rate of improvement envisaged in some aspects of the school's work. For example, both headteacher and deputy have had to teach classes instead of management activities planned. Managers recognise that there remain aspects of school management, which need attention, in particular more regular monitoring of teaching and the curriculum, and the school's use of new technology. Nevertheless, staff morale is good, there is a united will to give the pupils a good deal and senior managers are capably challenging perceptions of what Woodstock pupils can achieve.
57. The school aims are clearly reflected in its day-to-day life and are promoted to good effect. Managers have successfully encouraged many pupils to be respectful, polite and self disciplined and as a result many are keen to come to school. In 1995, there was different picture painted in the inspection report written as many pupils showed negative attitudes to school and their studies. The school is now a calm and settled place, and there is a good working atmosphere, particularly in the morning session.
58. The school development plan (SDP) process works effectively enough, but the plan itself is in need of review. There are numerous areas identified for improvement but these lack prioritisation. The headteacher is aware that raising academic standards as the number one must be given more explicit emphasis in the SDP.
59. The monitoring, evaluation and development of teaching was given sufficient attention until a few months ago and data shows that support strategies have been implemented. Since last Summer the school's system of monitoring has fallen into abeyance because of a desperate lack of supply teachers in the area, who can be employed to give time to senior management to monitor teaching. This has resulted in flaws in teaching at Key Stage 2 not being recognised and remedied quickly enough. Additionally, again due to staffing difficulties in freeing subject co-ordinators, there have been few opportunities for them to develop their leadership role to the level seen in many schools. The Local Education Authority has usefully committed time to supporting improvement in this area. The senior management team is, however, becoming more influential in the management of the school, as its members have gained increased responsibility for their specific areas. They are

working effectively together with a united determination to continue to improve the quality of education in the school and the academic standards being achieved.

60. The governors, under the caring leadership of the chairman, are steadily developing their roles, but have more work to do to check that the principles of “Best Value” are consistently applied. Several of them work in the school, and all have strong commitment to supporting the school and helping it to improve. They have a much clearer idea than in the past of how the school works, and its current strengths and weaknesses. Governors lead on key areas of the school: numeracy, literacy and special needs, and all visit classes regularly and are making a sound contribution to the monitoring of standards in those areas. Nevertheless, their role as a ‘critical friend’, especially with regard to standards across the whole curriculum is inconsistent. Governors tend to be more confident to evaluate social development than academic development. They are not yet comparing how well the school is doing against a range of available benchmarks, for example Autumn Package information.
61. The governing body is wholly supportive, but as yet, insufficiently able to lead the drive to develop some areas of weakness. Governors are fully aware that ICT does not meet statutory requirements and have planned to purchase more resources when finances allow. The governors are struggling with a very tight budget. Due to a falling pupil roll over recent years, and the high mobility of pupils attending the school, the strategic medium and long term financial planning by governors has not been able to accurately predict budget needs. Financial constraints are impeding the rate of school improvement set out in the school’s development plan. Governors are working very closely with the local education authority to alleviate budget problems caused by falling income, which were unforeseen.
62. Governors fulfill most of their statutory duties but there are some minor omissions in the annual report to parents and the school prospectus. A statement on sex education in the school has also not yet been prepared, although it has been identified as a priority for the school development plan.
63. The school has developed a good quality performance management policy, although it is not yet activated. This has a strong link with the school performance reviews and staff personal development. This also has been neglected in recent months, due to lack of supply staffing for teacher release, and a substantial amount of teacher illness. In service training, for the same reasons, has also ground to a halt. Whilst the school is doing its utmost to deal with these needs, it faces a very serious problem because of the lack of appropriate supply teachers and this is having a detrimental effect on these aspects. During the inspection, because of staff illness, a teacher had to be ‘borrowed’ from a neighbouring school due to a complete dearth of supply teachers. The induction of a new teacher to the school recently was accomplished successfully. The teacher was mentored and supported very positively by assigned staff, which has contributed substantially to the development of her teaching.
64. The school’s use of its limited financial resources is satisfactory. Key essential educational priorities are supported appropriately but some required improvements only happen if money is available; for example buildings refurbishment. The staff profile is such that salary expenditure is high, and together with the variable roll, means that finance is always tight; consequently curriculum leaders have tiny budgets for their needs, which are identified in the School Development Plan, but often not affordable. The school secretary and her assistant, who have the assistance of an assigned bursar who regularly monitors expenditure, effectively manage all administration of budgets. The school has not been audited for several years. Funds for specific grants are used well, although there are less of them than is usually found in disadvantaged areas. The school secretaries use computers well to monitor finance, attendance and pupil records; the school, though, is not using its recently acquired computer suite satisfactorily, which is reflected in the low standards achieved by pupils in ICT.

65. All staff are firm in their acceptance and promotion of educational inclusion. The school management provides well for pupils identified as having special educational and/or emotional and behavioural needs. The Code of Practice is followed; there are good quality individual education plans, and good provision from outside agencies. The school makes good provision also for support assistants for these pupils. However, as with assistants in all classes, there is evidence of inconsistency in their productive use, and insufficient prioritising in their class deployment. A new policy to guide the school's practice in assessing and meeting the needs of pupils who learn English as an additional language is of good quality but has yet to be fully put into practice. No pupils currently in school receive targeted support to learn to speak English. There are fourteen pupils who are from minority ethnic backgrounds in school and all are well –integrated. Attendance levels are too low and some parents are not supporting the school in this aspect of its work, despite good involvement of the educational welfare service. Managers know that boosting attendance is a continuing priority in making the school totally inclusive.
66. The school has made considerable efforts to improve the environment though this remains a weakness. Buildings are shabby and in poor repair, though the premises officers and their staff do a sterling job in keeping the school clean. The inspection team in 1995 identified the unsatisfactory toilet facilities and poor condition of the playgrounds and these still remain. The play area for the children in the Foundation Stage is adequate, but there is need for a soft surface for the climbing frame to ensure all year round use. Dry pond areas in the main playground are a potential hazard to pupils at playtimes. Appropriate arrangements by staff limit the worst effects of working on a split site. There is presently no library; classroom libraries are poor although there are some books in corridors and a small display in the Key Stage 2 foyer. Whilst the new computer suite is satisfactory, the area is cramped. Much furniture, for example desks are old and tatty. A number of health and safety issues were discussed with the headteacher who had already brought these to the attention of the local education authority. The level of resources to support learning is barely adequate overall.
67. The school has worked hard to meet its identified priorities and, although not yet successful in all areas, it has been steadily improving in many aspects such as behaviour and pupil progress. The commitment of staff and governors to further improvement and their ability to accomplish their aims is sound. Pupils begin their education at Woodstock with low level skills and due to the quality of education provided most make at least satisfactory progress in their academic and social development. Most pupils are being well prepared for the next phase of education. Due to these factors, the school is judged to provide satisfactory value for money.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

The school provides for children from a very disadvantaged community who undoubtedly benefit in many ways from the education they receive, not least in the way they are helped develop a good set of enduring principles by which to live. In their work to further raise standards and improve the quality of education at the school, the governors, headteacher and staff should

### **1. Improve the standards pupils attain in English, mathematics, information and communication technology (ICT), science and physical education (PE) by the end of Key Stage 2 by:**

- Making sure that the provision for ICT meets legal requirements.
- Giving all pupils a full entitlement to ICT every week.
- Planning the use of ICT to support learning in all subjects, especially the data handling element of mathematics.
- Developing pupils' use of language, particularly in speaking and writing across all subjects of the curriculum.
- Extending the opportunities for pupils to set up their own investigations in science and enable them to devise and use their own recording formats.
- Raising teachers' expectations of what older pupils are expected to learn in PE by insisting on consistently well structured, well managed and efficiently timed lessons.
- Setting challenging targets for every year group in English, mathematics and science (and learning set) that are regularly reviewed and adjusted upwards as necessary.
- Setting demanding targets for the school to attain in English, mathematics and science annually, to close the gap between the school's performance and that of similar schools.

Paragraphs: 3, 10, 11, 12, 18, 34, 61, 64, 78, 80, 81, 82, 83, 85, 86, 90, 98, 101, 110, 114, 121, 135, 140.

### **2. Improve the quality of teaching, particularly at Key Stage 2 by:**

- Continuing to develop effective behaviour management strategies.
- Undertaking appropriate training to build teachers' confidence to teach ICT and PE effectively.
- Ensuring that all teachers pay sufficient attention to setting clear learning objectives in lesson planning for all subjects and for the range of pupils they teach.
- Evaluating how well different pupils achieve in their lessons and using this information consistently to set suitably challenging future work, especially for high attaining pupils.
- Identifying and promoting more widely features of the very best teaching and learning to be found in school.

Paragraphs: 3, 27, 30, 31, 32, 84, 92, 100, 115, 119, 123, 125, 137, 138.

### **3. Improve subject management by:**

- Setting out explicitly what the role and remit of the subject leaders is in improving the subjects they are given responsibility for.
- Providing training and development in subject leadership for those who require it.
- Involving subject leaders in regular assessments of pupils' achievement against National Curriculum levels in the subject they lead on.

Paragraphs: 47, 59, 64, 86, 94, 101, 106, 111, 116, 120, 128, 134, 139, 146.

### **4. Establish rigorous monitoring and on-going evaluation of the strengths and weaknesses in teaching and the curriculum by:**

- Setting out a plan that clearly shows what monitoring is to take place and what it is expected to achieve and who is to take part.

- Reviewing the time allocation to subjects to make sure that the key elements can be taught and learnt.
- Establishing a consistent format to curricular planning at all levels throughout the school that can be checked by senior management on a regular basis.
- Ensuring that subject planning is focused on enabling pupils to build their knowledge, skills and understanding of all subjects systematically, and with appropriate extension for potentially high attaining pupils.
- Involving governors more in monitoring the school's strengths and weaknesses so that they can develop their role as 'critical friend'.

Paragraphs: 30, 31, 35, 38, 58, 60, 126, 127

**5. Develop assessment procedures specifically to ensure that there are regular opportunities for teachers and managers to assess pupils' progress in all subjects by:**

- Establishing assessment opportunities in all subjects.
- Insisting that teachers' evaluate learning outcomes regularly and record this weekly in an agreed format.
- Using marking as a tool for assessing pupils' progress and giving clear feedback on the next steps for improvement.
- Paragraphs: 29, 47, 85, 93, 106, 116.

**6. Improve pupils' attendance by:**

- Developing assessment practice to check what impact absence is having on some pupils' ability to achieve to potential and to share this information with parents.
- Setting targets for pupils' individual attendance and rewarding sustained improvement.
- Researching and drawing on good practice models in use nationally.

Paragraphs: 1, 24, 65.

Although not identified as separate issues, in preparing their action plan the Governing Body should also pay attention to the following:

Ensuring that the annual report they provide for parents and the prospectus contains all of the required information. (Paragraph 62)

Rectifying health and safety issues identified immediately. (Paragraph 50, 66)

Agree and approve a sex education policy. (Paragraph 51)

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed

95

Number of discussions with staff, governors, other adults and pupils

30

### *Summary of teaching observed during the inspection*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	13	36	42	8	1	0

*The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.*

### *Information about the school's pupils*

#### **Pupils on the school's roll**

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	35	340
Number of full-time pupils eligible for free school meals	0	176

*FTE means full-time equivalent.*

#### **Special educational needs**

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	8
Number of pupils on the school's special educational needs register	7	151

#### **English as an additional language**

	No of pupils
Number of pupils with English as an additional language	14

#### **Pupil mobility in the last school year**

	No of pupils
Pupils who joined the school other than at the usual time of first admission	38
Pupils who left the school other than at the usual time of leaving	66

### *Attendance*

#### **Authorised absence**

	%
School data	16.1
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	0.1
National comparative data	0.5

*Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.*

### *Attainment at the end of Key Stage 1*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	31	32	63

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	22
	Girls	23	23	27
	Total	37	37	49
Percentage of pupils At NC level 2 or above	School	59 (62)	59 (64)	78 (79)
	National	83 (82)	88 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	17	18
	Girls	22	19	19
	Total	36	36	37
Percentage of pupils At NC level 2 or above	School	57 (57)	57 (77)	59 (58)
	National	84 (82)	88 (86)	88 (87)

*Percentages in brackets refer to the year before the latest reporting year.*

### *Attainment at the end of Key Stage 2*

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	35	21	56

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	17	25
	Girls	12	9	13
	Total	23	26	38
Percentage of pupils At NC level 4 or above	School	41 (50)	46 (47)	68 (55)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	18	19
	Girls	9	8	11
	Total	20	26	30
Percentage of pupils	School	36 (38)	46 (43)	54 (22)

At NC level 4 or above	National	70 (68)	72 (69)	79 (75)
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*Percentages in brackets refer to the year before the latest reporting year.*

***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	4
Black – other	6
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	9
White	317
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

***Exclusions in the last school year***

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	7	0
Other minority ethnic groups	0	0

*This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.*

***Teachers and classes*****Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	18
Number of pupils per qualified teacher	21.5
Average class size	25

**Education support staff: YR – Y6**

Total number of education support staff	14
Total aggregate hours worked per week	291.5

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1*
Number of pupils per qualified teacher	64
Total number of education support staff	2.5
Total aggregate hours worked per week	80
Number of pupils per FTE adult	18

***Financial information***

Financial year	1999/2000
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	£
Total income	817931
Total expenditure	817032
Expenditure per pupil	1836
Balance brought forward from previous year	899
Balance carried forward to next year	-7950

*\* the qualified teacher spends one day per week in nursery currently.  
FTE means full-time equivalent.*

## *Results of the survey of parents and carers*

### **Questionnaire return rate**

Number of questionnaires sent out	350
Number of questionnaires returned	84

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	37	57	6	0	0
My child is making good progress in school.	37	51	12	0	0
Behaviour in the school is good.	23	50	13	11	4
My child gets the right amount of work to do at home.	14	49	33	2	1
The teaching is good.	31	55	13	1	0
I am kept well informed about how my child is getting on.	23	46	25	6	0
I would feel comfortable about approaching the school with questions or a problem.	40	39	11	7	2
The school expects my child to work hard and achieve his or her best.	45	38	11	5	1
The school works closely with parents.	17	43	24	11	6
The school is well led and managed.	21	46	10	15	7
The school is helping my child become mature and responsible.	25	57	11	6	1
The school provides an interesting range of activities outside lessons.	14	29	20	29	8

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

68. At the time of the previous inspection in 1995, the provision for children under five was good and this provision has been maintained in spite of serious staffing difficulties. Children are admitted to the nursery after Christmas and Easter in the year of their third birthday. They transfer to one of two reception classes when they are four, except for summer born children who stay in the nursery until Year 1 in accordance with the local education authority's current policy. The nursery and reception classes make up the Foundation Stage. At the time of inspection there were 36 children attending the nursery in the mornings and 38 in the afternoon. The reception classes contained 13 and 19 children respectively. The nursery is staffed by three qualified nursery nurses under the direction of the Foundation Stage manager, who teaches a reception class on four days and the nursery for one day a week. These arrangements have been made because no qualified teacher could be found for one reception class to cover for long-term absence. Due to the good teamwork and management of the situation, the arrangements made are working well. There has been no disruption to children's education in the Foundation Stage and they continue to receive a good quality education.
69. The great majority of children start in the nursery with skills that are much lower than those expected nationally, especially in the areas of language and literacy and personal, social and emotional development. They have a good start to their education, but are achieving standards still well below those expected when they transfer to the reception class. This is confirmed by assessments done soon after transfer. In the Foundation Stage, the planned curriculum is broad, balanced and relevant to children's needs. Children with special educational needs, and those who learn English as an additional language are identified early and given effective support so that they make the same good progress as their class-mates. Induction procedures are thorough. They include home visits before nursery admission and these are appreciated by parents as a first step in allowing parents, children and staff to get to know each other. Care is taken to introduce children to the reception classes and these measures allow children to settle quickly into the nursery and move classes with confidence. The good progress made is the result of good or very good teaching in all areas of learning. Appropriate assessment procedures enable staff to know what children are achieving so that they can plan suitably their next steps in learning. By the end of the Foundation Stage, most children have achieved the Early Learning Goals in areas which are not dependent on language skills. Children have a restricted vocabulary and many have poor articulation. The children need more time in school to benefit from the structured language and literacy teaching, which form part of the National Curriculum. Parents appreciate the care and concern shown towards their children by the hardworking and skilled practitioners who keep them well informed about their children's progress. All staff work well as a team and make very good role models.

### **Personal, social and emotional development**

70. Children make good progress in this area and attain the level expected by the time they move into Year 1. The well-established routines give security which means children enjoy coming to school. They are encouraged to behave considerately and to try their best. The Foundation Stage manager's watchword is, 'We are all here to help each other' and children quickly absorb this philosophy. Staff expect children to behave appropriately and give many opportunities for them to develop independence so that they grow in confidence. They learn to co-operate with others, take turns and share fairly, choosing and organising some of their activities for themselves. Staff plan their teaching with care so that children are kept happily busy and this contributes to the good behaviour. All adults are deeply caring and show courtesy and respect towards each other, parents and children. This promotes good social development in class and outside it, such as snack times in the nursery, and playtimes and lunch times in the reception classes. Children are

expected to clear their activities away ready for the next children to use. The high quality of teaching enables children to make good progress towards the early learning goals in this area and to develop personally, socially and emotionally within a secure and welcoming Foundation Stage environment.

### **Communication, language and literacy**

71. Children enter the nursery with very limited language skills and use mainly one or two words in answer to questions. Most cannot yet explain their feelings or describe what they are doing clearly. They quickly learn to listen carefully to their teachers and their spoken language does improve but, by the time of admission to the reception class, most children still find it difficult to sustain a short conversation or ask questions. All adults in the Foundation Stage encourage language development, taking care that children understand and introducing new words to expand their limited vocabulary. Role play is used, along with puppets, to give opportunities for talking informally through play, but insufficient use is made of role play with specific focus on changing situations such as a doctor's surgery, an opticians or a theatre to encourage and teach new ranges of vocabulary. Children are introduced to the early skills of reading in appropriate and enjoyable ways. Pleasant reading areas encourage children to look at books, and in reception classes, imaginative games and activities are used to introduce letters and their associated sounds. Children share books with each other and the teachers, and make a start on the early stages of the National Curriculum. Good opportunities are provided for children to begin writing, making marks on paper which develop into letter-like shapes and simple words. Children trace over letters and learn to copy their teachers' writing with increasing accuracy. The quality of teaching in this area is very good, but by the end of the Foundation Stage, many children achieve well below the early learning goals because of their disadvantaged starting point in language.

### **Mathematical development**

72. In the area of mathematical development good teaching is enabling children to recognise numbers, count correctly to 10 or 20, and recognise numerals. They build up understanding of number through play with good resources, number rhymes and finger plays or songs. In the nursery 'Five green bottles' and 'Five little speckled frogs' are used for play, which teaches subtraction and are much enjoyed. Children develop appropriate mathematical language to describe their activities and reception children match, count and manipulate numbers to 20 with confidence. All classes have a satisfactory range of mathematical toys, games and equipment to develop children's understanding of shape, weight, capacity, time, money and measurement. Reception children made a long length of interlocking chain as long as all of them lying head to feet. Such varied experiences and good teaching are helping children towards the early learning goals in number, though few attain them by five years. Children's weakness in language hampers their ability to discuss and develop mathematical ideas and methods to solve practical problems.

### **Knowledge and understanding of the world**

73. The teaching in this area is good overall and sometimes very good. A range of play opportunities and planned experiences help children to learn about the world and different people's roles within it. During the inspection, nursery children played with absorption in a big tray fitted out as a farmyard. They created an environment with soil, straw, logs, fir cones and miniature farm animals, which was constantly changing. The adult in charge supported the play unobtrusively, offering new words and asking questions to help develop children's experience. She helped to sustain play for children with a short attention span who are dependent on adult interest and intervention to learn through their play. Walks around the school and its neighbourhood introduce early geography skills and some visits are made to the local library. On their return from their explorations, children re-create their experiences in the classroom by play with miniature world materials. They play with road and rail layouts and toy vehicles. They lack the provision of painted lines outside on the playground over which to steer their trikes or scooters to develop their mapping and tracking skills further. Children begin to learn early history skills by learning about

themselves and their families. Technological skills start with using a satisfactory range of construction toys and daily access to a computer, which some children use confidently although the equipment is not up-to-date. A science lesson in reception class included close observation of spring flowers, bulbs and flowering shrubs which were very carefully viewed using a variety of magnifying glasses. This resulted in enhanced learning through good teaching and appropriate resources. The nursery's large glass tank equipped for stick insects allows for fascinating observation and discussion by children and *Damson* the nursery rabbit is an important focus for close contact with a pet animal. All these science experiences foster a sense of awe and wonder, and which helps children to develop spiritually. The good range of experiences enables children to make satisfactory progress towards the early learning goals. Some elements are not achieved because of children's underdeveloped language and restricted experiences in relation to imaginative play. They are not yet able to ask questions about why things happen and how things work.

### **Physical development**

74. The provision for and teaching of physical development is satisfactory. Children's first movement skills are poor when they start in the nursery, but they are improved by daily planned activities using a variety of tools and instruments. Children throughout the Foundation Stage draw, paint, cut and stick in their regular activities. Their hand-eye co-ordination is improved by games such as throwing and catching bean-bags and balls.
75. The important skills of running and riding wheeled toys are catered for by daily play outside and there is a portable climbing frame to teach jumping, climbing and balancing. However, the play area lacks a soft safety surface and the climbing equipment can only be used on grass, which restricts its use in inclement weather. Good use is made of the glazed verandah for physical and other activities when the weather precludes play outside. The satisfactory provision enables teachers to teach the physical skills sufficiently for most children to reach the early learning goals on physical development by the age of five.

### **Creative development**

76. Children are given a wide variety of creative experiences, which allows good progress to be made in this area. Their drawings and paintings show steadily developing skill, with more discernible form and appropriate use of colour. In reception class, children can colour in carefully between an outline. Art activities include painting, collage, model-making and pattern making. Work is carefully displayed to create a warm, attractive learning environment throughout the Foundation Stage, which reflects the appropriate curriculum followed. Several curricular elements are combined in a reception class display of 'The Runaway Pancake', which shows art, literature and mathematics. In the same class, small fingers have carefully created mats with cross-stitching to take home. In the parallel class colourful lanterns add vibrancy to the display of work about the Chinese New Year, adding a multi-cultural element to the classroom. Children have a good variety of percussion instruments to shake, rub or bang and are developing an appropriate repertoire of songs. They move happily to music. Every day they spend some time playing in the domestic role play areas, which are enhanced by good quality dressing up clothes, but most children, lack the ability to play a truly imaginative part. By the end of the Foundation Stage, most children achieve the early learning goals in this area, but their attainment in creative play is restricted by their inability to communicate and express ideas and feelings in imaginative ways.

### **ENGLISH**

77. Standards in English have improved steadily at Key Stage 1 since the last full inspection, but they are still below the national average at Key Stage 1. At Key Stage 2, there has been a very slight improvement over the whole period, with results in the National Curriculum tests fluctuating from

year to year. The school's results in the national tests in 2000 were very low in comparison with the national average and also in comparison with those of similar schools. Standards today are still well below average. The difference between the attainment of boys and girls in English is not significant in either key stage, and is similar to the national pattern.

78. There is no doubt that the successful implementation of the National Literacy Strategy since 1998 has had a very positive impact on improving pupils' literacy skills. The level at which the current Year 2 are working demonstrates significant improvement from the low baseline, and is testament that the school's strategy is working well. There is however, some under-achievement, at the end of Key Stage 2. A significant number of older pupils have received their earlier education when the school was not providing an acceptable standard of education in English and this shows in the low levels at which many in Year 6 work. Pupils' performance in tests is affected by various factors: high levels of absence and transfer between schools, well above average levels of special educational needs, and the negative impact that unsatisfactory provision in the past has had on some older pupil's ability to achieve to potential. Pupil turnover is considerable at Woodstock and this has some impact on standards achieved. The absence of some pupils also has been shown to influence negatively their performance. In 2000, however when comparing the results in English at the end of Key Stage 2 achieved by stable and transient groups of pupils reveals those who have always attended Woodstock did better than the whole year group. The school is providing an effective education in English but there is room for improvement.
79. Pupils' language development on entry to the school is very limited. They are given a good start in their early years at school, where pleasure in language is evident. This is sustained in Years 1 and 2, as pupils develop more confidence and skill in their listening and speaking, and make steady progress in their reading and writing. Handwriting books show that regular practice is helping pupils to improve letter formation and presentation.
80. They begin to use a wider range of vocabulary, and most enjoy books and apply themselves well to writing tasks. Good vocabulary development was seen in a Year 2 literacy lesson, where dictionary work included a range of special science words which linked with their work in that subject. In a Year 2 lesson in religious education, pupils demonstrated a good knowledge of terms relating to the church they had recently visited. Older pupils are willing to answer questions but their attainment in speaking and listening is well below average at the end of Key Stage 2. This is because the impact of the school's improvements in language, and literacy teaching have had less time to make the same positive impact on older pupils achievements as on younger pupils. Most make steady gains overall but there are limited opportunities for them to talk and use language to explore feelings for example. Most pupils listen well in class and answer and ask questions on an individual basis with reasonable confidence. Generally they do not offer complex or lengthy contributions to convey their ideas and are not used to using language in a range of situations and for different purposes.
81. In their reading, pupils with special educational needs make slower but discernible progress, though many younger lower attaining pupils do not have a good grasp of letter sounds and have difficulty in reading new words. High attaining older pupils read with appropriate fluency and understanding, and speak of enjoying books at home. Well-used resources for shared and guided reading, particularly the *Big Books* in Key Stage 1, contribute to reading progress and achievement. The lack of attractive class libraries and reading corners in Key Stage 1 hinders progress, and there is little opportunity for pupils to browse or to settle down with a new book of their choice. This affects both poor readers, who lack the stimulus of exploration and discovery, and the more able, who need more extension and range in their reading. Reading record books are taken home and there is reasonable support given. Classroom assistants hear younger pupils read on a regular basis and record their assessment of progress to share later with the teacher.
82. Book resources for use in lessons are satisfactory at Key Stage 2, but provision for the encouragement of wide reading is inadequate. There is no school library and the poor classroom

libraries in no way compensate for this. Such a paucity of reading resources is having an adverse effect on pupils' cultural development as well their achievement in reading and library skills. Although time is allocated for personal reading, there is too little discussion of books, recommendations or reading of extracts. Pupils do not talk readily of the novels, writers or kinds of writing they enjoy. A pupil interviewed from Year 6 was happily reading a Harry Potter novel which had been given to her at home but there had been no mention in her class of this book despite its tremendous popularity among that age group. Some pupils have difficulty in naming any writers or books they have enjoyed or in explaining the difference between fiction and non-fiction. The limited involvement of parents in supporting older pupils' reading at home is an inhibiting factor on achievement too.

83. Standards of attainment in writing at Key Stage 2 are well below average. Many pupils in school learn slowly, and in some lessons teachers were observed to quite justifiably reinforce the key points they wanted pupils to grasp. Satisfactory teaching in some instances whilst giving the necessary attention to ensuring that learning was sustained for some, failed to set sufficient challenge for the higher attainers. In writing, there is regular work on grammar and punctuation. Pupils in Year 6 show some understanding of verse forms and have learnt to recognise such features as *alliteration*, *simile*, and *rhyme*. The writing tasks introduced reflect the requirements of the National Curriculum for Key Stage 2. Pupils write poems, letters, advertisements and some pupils have produced lively and imaginative work. Overall, however, writing is sparse in quantity, and unsatisfactory in quality. Many pieces of work are short, often unfinished and in some classes unmarked. Teachers' records show that the poor attendance by some pupils is resulting in them missing important aspects of the work and this too limits their achievements. Sustained or extended writing is rare and there is little evidence that pupils are drafting and redrafting their work. In some classes pupils spend more time on worksheets than on their own writing, with over-use of highlighting and gap filling exercises. Marking is seldom of a quality which enables pupils to recognise the strengths and weaknesses in their own work and to see how they can improve it.
84. Teaching in English is satisfactory overall. It was never less than satisfactory in all of the lessons observed and was good or better in half. It was good in four out of five of the Key Stage 1 lessons seen. In Key Stage 2, it was satisfactory with a third of lessons being good. In both key stages there was an equal amount of very good teaching. Good behaviour and relationships were the norm in most classes, with a positive working atmosphere. The framework of the National Literacy Strategy is well understood and is being used productively in both key stages. The most effective planning seen was well focused on different pupils' needs and supported lessons moving on at a reasonable pace so that pupils made steady gains in learning. There is still room for sharpening up the objectives in planning so that different pupils within single sets are always given work that demands they achieve at the highest level possible. Useful tracking by the deputy head of how well pupils are doing in literacy sets is enabling attainment targets to be set for each pupil. This is a positive feature, though more regular review would help in moving targets upwards as necessary. The arrangements to set pupils by ability is working well for most pupils, though more could be expected of potentially high attainers at the end of Key Stage 2. Careful monitoring is needed, however, to ensure that, while pupils in lower attaining sets, especially those with special educational needs make good progress in basic skills, they also have access to the reading and writing activities and materials shared in the other sets.
85. Although classroom practice in Key Stage 2 was satisfactory overall, with some lively teaching seen in several lessons, teachers are not providing pupils with a wide enough range of language experiences and challenges. Drama and discussion are little used and pupils' oral skills are insufficiently developed. These are missed opportunities. Teachers could be doing more to promote exploration and excitement in reading even within the constraints imposed by the limited book resource. There is a tendency for teachers to use too many photocopied commercial worksheets, not always useful or of high quality. Inconsistency in marking is a significant weakness. In some classes, comments on work are limited to brief summative "Good", "Excellent", "Unfinished". In others there are clear attempts to give pupils goals to aim for. There

is little evidence that some teachers are analytical in their marking, or that they see it as a useful dialogue with pupils.

86. The introduction and resourcing of the National Literacy Strategy has been well managed by the headteacher, acting as subject co-ordinator. She and the literacy consultant for the LEA have monitored the quality of teaching and learning throughout the school. Recently, subject management of the two key stages has been separated, and the new system is not yet fully under way. The co-ordinator for Key Stage 2 has yet to undertake specific monitoring work. Schemes of work and whole-school reading and writing policies have yet to be written, with closer attention to the needs of pupils of differing abilities within each class or set and to the use of assessment as a tool for planning. The school has set modest targets in English for 2001. They reflect the projected achievement of the current Year 6 but do not fully take account of any value the school may add to the pupils' education through making provision more effective. Senior managers are now in a position to assess the potential for making targets more challenging so that attainments in the future compare more favourably with those of similar schools.

## MATHEMATICS

87. Standards at the end of Key Stage 1 are below the national average, although pupils' achievements in their number and mental work are similar to the national average. This is largely due to the successful introduction of the National Numeracy Strategy. The improving trend of the last three years confirms the findings of the last inspection report in 1998. Throughout the school, all pupils, including a high percentage of pupils with special educational needs and those who learn English as an additional language, are making good progress after beginning at a low baseline.
88. By the time pupils leave school at the end of Key Stage 2 standards remain below those expected nationally. The previous inspection report noted steady improvement; this has been maintained and all pupils, including those with special educational needs, are making satisfactory progress. The positive effect of the school's good numeracy strategy has helped give pupils significant improvement and confidence in their mental number work. There is though, in both key stages, a weakness in data handling because pupils have insufficient opportunities to develop this area, especially through the use of ICT, which is unsatisfactory. Many pupils also have difficulties with reading, and their understanding of written tasks, especially in assessments, is adversely affected.
89. In Key Stage 1, most pupils in Year 1 can add two numbers to 10, and can explain the meaning of 'add', 'takeaway', and 'equals'. Some know how to make coin combinations up to 10p and know their 10 times tables. A few pupils reverse their numbers and find difficulty in maintaining concentration in their carpet sessions for more than 10 minutes.
90. In Year 2, pupils have a great interest in numbers and can identify pairs of numbers which add up to 100. Most pupils in one class can count on in 10s from 14 to 54 and take away in 10s down from 48. Most understand language like 'more/less'. In their books, more able pupils can partition numbers like 122 and 195, identify halves and quarters and draw accurate lines of symmetry. In Years 3 and 4, pupils can subtract sums of money like £1.20 from £5 correctly as if on a shopping expedition and work out '43 less than 60' or 'how many more is 50 than 14?' Pupils, however, have slow recall of their 2, 5 and 10 x tables in Year 3. Less able pupils in Year 5 can work out 50% of 100, that  $25/100 = 1/4$  and that 2.25 is the same as  $225/100$ . They can handle large and small sums of money up to £10, although a few do not understand the difference between £3.08 and £3.80. Although lower attainers in Year 6 can measure and draw a 7 cm square, and know the key vocabulary words, they do not know what perimeter means. Higher attainers in Year 6 can work out quickly  $\frac{1}{2}$  of 86,  $\frac{1}{4}$  of 68,  $\frac{1}{4}$  of 34, 25% of £8 and that  $7\frac{1}{5} = \frac{36}{5}$ . They can divide decimals e.g. 57.00 divided by 4, calculate  $\frac{5}{12}$  of 600 and understand mathematical language like 'top heavy' and 'improper' fractions, 'numerator' and 'denominator'. Much of the evidence of their knowledge shows a heavy emphasis on numeracy. They also have opportunities to

investigate mathematically and learn about two and three dimensional shape, but there is little evidence that pupils regularly use bar charts, pictograms, frequency tables etc in their study of data. A large majority cannot use information technology for this purpose.

91. Teaching at Key Stage 1 is good overall, and frequently very good. The best lessons are characterised by very clear objectives, challenge to all ability ranges in the class, sharp questioning and good pace. This results in pupils making secure gains in their knowledge and understanding when working with numbers. Teaching is sometimes less effective when carpet sessions are too long, and pupils lose concentration; or when teachers teach to the middle ability range and do not challenge the more able sufficiently, and when there is a lack of urgency in the lessons. Pupils' learning is directly connected to these criteria and slows down when teaching is not strong. At Key Stage 2, teaching overall is satisfactory. The co-ordinator takes considerable responsibility, teaching groups at both ends of the key stage and, in every lesson observed, very effectively. This teaching is characterised by immaculate pupil management, very specific objectives and good knowledge of pupil's capabilities, a consistently challenging environment and very good pace. Pupil's learning in these classes is often very good because they rise to the challenges and enjoy tackling the harder and harder work they are set. Teaching is also good in the sets with a majority of pupils with special educational needs. Teachers' knowledge of the targets and abilities of the pupils in these classes helps their learning develop according to their specific needs. Some teachers do not address questions sufficiently to individual pupils, resulting in several calling out at once, so that teachers cannot assess what particular pupils know or are learning.
92. Pupils' attitudes in both Key Stages usually reflect the standard of teaching in their class. Consequently, where the teaching is good, pupils are attentive, respectful, work hard and with pride. Where teaching is less effective, pupils call out when teachers are talking, do not stay on task for long without supervision, and produce careless or sloppy work. Independent learning is often difficult for the younger pupils, many of whom have low concentration levels.
93. Pupils' presentation of work is generally satisfactory, and sometimes good. Not all teachers follow the school's marking policy. Homework is given fairly consistently and explained in advance, but pupils sometimes become de-motivated when not at school and some do not receive the support they need in order to accomplish their tasks.
94. Both co-ordinators have a good understanding of the needs of the school in mathematics, and are working well, together with teaching staff, to further improve standards. All staff have received training, some have visited other schools to see examples of good teaching practice, and most have been monitored, although not recently, in their teaching and offered advice. The introduction of more detailed target setting for pupils, the use of booster classes for older pupils, and an improvement in the use and deployment of classroom assistants should ensure that attainment in mathematics in the school will continue to rise.

## SCIENCE

95. Teachers' assessments of the standards attained by seven-year-olds in science in the 2000 National Achievement Tests, showed them to be below average overall. The results of the National Curriculum tests for pupils at the end of Key Stage 2 were well below average. A similar picture can be painted when drawing comparison with similar schools. Test results show that boys appear to be doing better in science than girls but there was no evidence for this observed during the week of inspection.
96. School data shows that most of the pupils taking the tests achieved appropriately when their prior attainment was taken into account. The same social factors affecting standards in English and mathematics have an impact on science results too but not to the same degree. Inspection findings indicate that pupils are improving their performance in science at a faster rate than in the two

other subjects. Pupils are very enthusiastic to “learn by doing” and the active, hands on nature of the activities being provided for pupils are clearly motivating good achievement. Teachers are confident to teach science and there is now a robust curriculum in place to help guide practice. These are the key reasons why standards in science are rising. Pupils are being given a good range of experiences in science that is enabling most to make steady gains in their scientific knowledge, experimentation and investigative skills as they get older. Pupils throughout the school have a sound understanding of scientific vocabulary that they demonstrate when answering the teacher’s questions, though few demonstrate this competency in extended pieces of written work. Evidence from lessons suggests that results in the National Curriculum tests are well placed to improve next year to being broadly average at Key Stage 1 and below average at Key Stage 2.

97. Younger pupils are beginning to understand the concept of fair testing and with help undertake investigations, such as how the components required to establish an electrical circuit need to be connected to make the bulb light. In Year 3, pupils learn that rocks are natural and bricks are man-made. In Year 4, pupils identify the differences between solids and liquids. They are attentive in class and answer questions confidently. When watching a video to reinforce their learning, they are focused on the programme and eagerly respond to questions from the teacher afterwards. As they approach the end of the key stage, pupils confidently carry out an experiment on sound. They record their predictions and after the investigation, compare their predictions with the actual results. In a Year 6 class, pupils carried out various experiments to try to change the brightness of a bulb in a circuit.
98. Across the school, pupils’ observations are recorded appropriately through diagrams, writing, tables and graphs, but the presentation of work is variable. In Year 6, much of the recorded work is directed by the teacher and there is limited independent recording by pupils using their own formats. ICT is not being used to support the recording of scientific findings, and this is a missed opportunity, especially to support the recorded work of pupils with special educational needs, some of whom find writing difficult.
99. In the majority of classes, pupils’ response to science is appropriate and better in some classes than others. Occasionally when the teaching fails to stimulate pupils’ interest early on in the lesson, a few pupils become distracted and potentially disruptive. This inhibits their own progress and sometimes that of others. The majority of pupils show good attention to teachers’ demonstrations and instructions. In almost all lessons, resources are handled appropriately and pupils co-operate in pairs or small groups as required. When teaching is good, pupils are interested in their work, stay on task and respond well to teacher’s questioning, often using scientific vocabulary accurately. Relationships between pupils and between pupils and adults, are generally good.
100. In the lessons observed, the quality of teaching varied from unsatisfactory to good. Teaching is judged to be satisfactory overall. Teachers generally demonstrate sound subject knowledge, but planning is variable. It is of much better quality in Key Stage 1 than at Key Stage 2. Across the school, pupils undertake a good range of practical activities that capture their interest and sustain prolonged enthusiastic learning, with written follow up work mostly matched to their needs. However, in some instances, pupils capable of achieving higher standards find the work too easy and are not always challenged sufficiently in their scientific thinking.
101. The subject co-ordinator is keen to develop science further but has little opportunity to be influential in raising standards across the school. He has had limited opportunity to monitor teaching, learning and standards. This aspect has been recognised by senior managers as an area for development. Training in subject leadership will be required. Some formal monitoring of attainment takes place by the school and the co-ordinator did some time ago, scrutinise pupils’ work, but not recently. Targets are being set in science at the whole school level, but these are not being used in curriculum or lesson planning. The good practice in tracking and target setting in place in mathematics, for example, is not being transferred to science. This is a weakness in the quest to raise standards in pupils’ learning.

## **ART AND DESIGN**

102. Pupils of all abilities, including those with special educational needs or having English as an additional language make sound progress in Key Stage 2 and good progress in Key Stage 1. They achieve standards, which match national expectations. Although there is limited time available for the subject because of the emphasis given to literacy and numeracy, standards have been maintained and this reflects the secure place art and design has in the curriculum. Pupils' work shows a satisfactory range of experiences. Art-work plays an important part in display that is used effectively in Key Stage 1 to create an attractive learning environment within a building that shows some dilapidation. Standards of display are not as consistent in Key Stage 2, although in some class rooms and corridors pupils' work is carefully displayed.
103. At Key Stage 1, pupils use a range of materials and media appropriately to express their ideas. Initially, some show weak skills in painting and immaturity in the quality of their drawings, particularly of people. These skills improve during the key stage and pupils' work becomes more discernible in form and more sophisticated. A Year 1 class displays very attractive printings embellished with glitter. Whole body portraits show good progress and make a colourful display. At the end of the key Stage, three-dimensional pictures of daffodils reach high standards in the detail and intricacy of the drawings. There are a few computer-generated pictures of flowers, but the use of information technology is underdeveloped in supporting pupils' creativity. Other flower pictures in the style of Georgia O'Keeffe make effective display. At the end of the key stage self-portraits, some done after Picasso, show a range of developing skills. Pupils have combined art with science in experimenting with natural dyes for painting, creating soft hues from fruits, vegetables and spices.
104. At Key Stage 2, pupils expand their knowledge, skills and understanding of art and design. They pay increasing attention to detail in drawing, painting and in three-dimensional work, although this is more limited than two-dimensional. Textiles are used and quick drying clay for ceramics. The youngest pupils mix different paint shades for hot and cold colours, and create interesting designs from repeating patterns. An older year group draws different chairs in wood or soft fabrics and reaches satisfactory standards. At the end of the key stage, pupils learn about perspective and draw still life pictures of a jug and a bottle, and reach good standards in detailed drawing of cartoon strips. Black silhouettes on colour washed backgrounds make an effective display. Pupils study Monet and Escher and experiment with pointillistic work in the style of Seurat to good effect.
105. Teaching is satisfactory overall and enables most pupils to learn successfully. Art is taught as a subject in its own right but it also supports other subjects such as history, as in the Tudor projects, illustrating noblemen and royalty. Teachers explain techniques and experimental work is valued. Pupils though, are not encouraged enough to talk on an individual basis about what they are doing and why. Opportunities to evaluate their work are few.
106. The coordinator for art has made reasonable progress in seeking training and advice with regard to the implementation of Curriculum 2000. The quality and range of learning opportunities is being sustained. The link between art and other subjects is a positive feature of the school's provision. The coordinator has correctly identified the assessment of art as an area for development. The co-ordinator has insufficient responsibility for monitoring and evaluating curriculum planning, teaching and learning. There is inconsistent use of sketchbooks in Key Stage 2 so that the design process is not always recorded and individual progression is not always clearly tracked.

## **DESIGN AND TECHNOLOGY**

107. At the time of the previous inspection in 1995 there was no clear judgement made about standards, and shortcomings were reported in teaching. Changes in the primary school curriculum, especially the time devoted to literacy and numeracy, gave rise to limited development in design and technology until the introduction of Curriculum 2000 last September. Since then the school has worked hard to resume work in the subject and standards today are broadly in line with national expectations for all pupils irrespective of gender or ethnicity.
108. In Key Stage 1, the youngest pupils start to develop their making skills. They combine foods to make a salad and are now doing a project on homes, which will lead to making a model house. They learn to cut carefully and stick or fasten materials together, using tools and materials with assistance if needed. At the end of the key stage pupils achieved good standards with a model making task to make a moving roundabout. The *Chief Engineers* drew plans, chose materials, found ways stuck parts together, made the models and then tested them. They recorded that the roundabout worked but it wobbled so they improved it until it did not wobble so much. This was a successful design and technology project for Year 2. The parallel class designed and made glove puppets from felt. They were carefully stitched and attractively embellished. During a Year 1 lesson, pupils worked hard to make two-dimensional houses with doors that opened. Various joining materials and techniques were used and pupils evaluated their work as successful before they were borne triumphantly home.
109. In Key Stage 2, pupils start to record their designs in sketchbooks, but standards are inconsistent between classes, with some confusion between art and design technology. Pupils refine their making skills as they get older, and attain satisfactory standards overall. At the end of the key stage, pupils show sound knowledge of rotary and lever motions and the functions of a car. They know how to build a pulley and belt system to transfer rotation from one part of a model to another, and reverse the direction. Year 6 pupils thoroughly enjoyed the practical part of the lesson using construction kits, but when the time came to explain and evaluate their work, the inconsiderate behaviour of some pupils disrupted the lesson and lessened its impact on learning for the whole class.
110. The quality of teaching is satisfactory overall. It is sound in Key Stage 1 and mainly satisfactory in Key Stage 2. One lesson in Year 6 was unsatisfactory. Pupils generally enjoy lessons in design and technology. They work enthusiastically when they are well motivated. Most persevere well and take pride in their achievements. They share resources and help each other with tasks, working sensibly and safely together. Basic skills are more carefully taught. Some older pupils lack experience in handling a range of tools and as a result these skills are below what is expected by the end of Key Stage 2. Whilst attention has been given to evaluating products, sometimes these skills are at a superficial level. In both subjects, teachers focus appropriately on extending literacy and mathematical links, for example through appropriate vocabulary, but the use of information and communication technology is more limited, particularly in design and technology. Lesson planning is appropriate to the purpose, identifying what pupils are intended to learn, based on what they have previously been taught. Teachers generally have appropriate expectations for achievement and some have high expectations for behaviour which are met. Occasionally, assertive behaviour by a minority of pupils takes too much of the teacher's time and lessens the impact of otherwise satisfactory teaching and learning. Good use is made in some lessons of ancillary staff who support children with special educational or behavioural needs effectively so that they progress well towards the targets set for them.
111. The subject is managed satisfactorily. The previous inspection reported that there was no policy, scheme of work or designated curriculum leader for design and technology. These shortcomings have now been rectified. An appropriate scheme of work is now in use and the school is developing a system of assessment in conjunction with the scheme's topics. The co-ordinator's role in monitoring and evaluating curriculum planning, teaching and learning, is underdeveloped. Resources for Key Stage 1 are satisfactory, but in Key Stage 2 there are insufficient tools and no

efficient and safe arrangements for storage and accessibility. This is unsatisfactory and the school have recognised this.

## **GEOGRAPHY**

112. Standards in geography are in line with national expectations at both key stages. This judgement represents a somewhat improving picture of the subject since the previous inspection. Since September, effective use has been made of national planning guidance to meet the needs of school by adapting the programme of work. To some extent, geography has taken a back seat whilst emphasis has been given to literacy and mathematics. Through worthwhile experiences, pupils of all abilities are making steady progress in their geographic skills, knowledge and understanding.
113. At Key Stage 1, pupils are becoming increasingly aware of the place in which they live and know something of its characteristics. They comprehend the relationship between aerial photographs and basic maps appropriately. They are able to find their own homes on a local map capably. Most are competent in tracing their route from home to school on the simple street maps provided. An understanding of the significance of addresses in identifying different places in the world is developing. Elementary weather facts have also been studied satisfactorily and they have learnt some of the natural features of islands. They are not yet sufficiently confident in making comparisons with dissimilar areas.
114. At Key Stage 2, knowledge of maps, places and different environments increases satisfactorily overall, though a few older pupils remain unsure as to the main constituent countries of the British Isles. Most, however, are familiar with many European countries and their capitals. They are able to locate information from different sources to find differing world temperatures and decide on favourable holiday conditions. An understanding of land use is developing satisfactorily, as in Year 5, where pupils can evaluate the relevant facts influencing the success and profitability of separate sites. Year 6 pupils have a sound knowledge of a river formation and some are able to use correct terminology well to describe the various attributes of a typical river. However, in some classes there is little evidence that a broader range of geographical skills is developing sufficiently well. There are too few examples of extended written pieces about geography topics.
115. The quality of teaching is satisfactory overall. In lessons observed most teachers effectively build on pupils' previous knowledge when introducing new ideas. Sensible questioning is used to re-enforce taught facts and to re-establish forgotten material. Most teachers communicate constructively with their pupils and ensure that interest is maintained and the work assigned completed in the allotted time. Some teaching is strengthened when practical resources are purposefully provided to stimulate and encourage independent thought. Nevertheless, in general there is too little work provided to improve pupils' abilities in investigation and geographical enquiry. Pupils, including those with special educational needs mostly show satisfactory attitudes in lessons. When a topic has been carefully chosen to capture interest, pupils' levels of concentration are maintained. However, a number of lessons are constantly undermined by a distracting undercurrent of noise. No significant fieldwork is currently undertaken. The quality of teachers' planning varies too much. Some prepare their work satisfactorily and see that an appropriate amount is covered over the year and requirements are met. A few are still not translating the requirements of the school's scheme into sufficiently well developed and progressive lesson plans.
116. The leadership of geography is satisfactory. The co-ordinator has only recently taken on the management of geography and is aware of the need to develop planning and assessment. She is also aware of the need to undertake a full audit of resources. So far her role in monitoring the standards being achieved and influencing improvement has been minimal.

## **HISTORY**

117. Standards are better now than they were reported by the 1995 inspection when it was stated that although some pupils in both key stages reached national expectations, many achieved below this, and a significant minority underachieved. By the end of both key stages, pupils now reach levels in line with that expected of pupils of the same age. This improved picture is due to improved and more confident teaching. Through worthwhile experiences, pupils are making steady gains in their knowledge about history, though investigative work and personal research and enquiry are not promoted consistently enough. Since September, the school has made sound strides forward in teaching to the national guidance provided (QCA) but has yet to establish a consistent approach to curriculum planning and on-going assessment opportunities. These focus sufficiently on what pupils need to learn so that skills are built up systematically over their time at school.
118. By the age of seven, pupils develop their knowledge and understanding of the lives of people and important events of the past; for example, by retelling vividly and accurately the story of the “Great Fire of London”. They can identify key dates, places, the buildings affected by the fire, and know a good amount of detail about King Charles and Samuel Pepys. The work is successful because the teacher has a secure grasp of the subject as shown by effective and probing questioning and high expectations of the pupils. In Key Stage 2, teaching and standards are more inconsistent. In Year 4 an unsatisfactory lesson was observed in which pupils, having first watched a video, demonstrated secure knowledge about Tudor times but became restless and bored when the teacher failed to sustain their interest. The lesson quite simply ran out of steam. Planning was cursory and paid little attention to setting clear learning objectives. The lesson was scheduled to take place for the whole afternoon but was cut short because of the disinterested behaviour. By the end of the key stage, standards are raised by effective, and challenging teaching where pupils show good recall of key events in Tudor times and display their knowledge of the Armada using appropriate vocabulary. They are confident in using sources of information to find out about the past. In a lesson observed, pupils looked at maps of the world from the past (when it was thought to be flat) and present day. They used good terminology to describe similarities and differences. They referred to “Voyages of Discovery” that revealed the world was round. The resources chosen to support the lesson were good and stimulated pupils’ interest. Pupils made good progress in the lesson and gained in their historical knowledge, understanding and enquiry skills.
119. Teaching overall is satisfactory, with evidence of good teaching at the end of both key stages. In the better lessons, pupils are motivated, apply themselves very well and show an interest in their work. When motivation is sustained, it is a result of a balanced mix of prompting, explaining, questioning and effective use of resources. Where the teaching is less successful, it is because management of pupil behaviour is less effective and pupils wander off task, resulting in limited progress being achieved.
120. Leadership of history is satisfactory. The history policy is appropriate and some monitoring of planning is achieved. The co-ordinator however, is unaware of what is actually being taught, how it is taught or the standards to which it is taught. The focus on monitoring has yet to be sharpened in order that the areas where teaching skills need to be honed and where subject knowledge needs to be improved are identified. The lack of assessment is a weakness.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

121. There has been unsatisfactory progress made in improving ICT since the time of the previous inspection. Low level resourcing in both hardware and software, coupled with a lack of staff confidence to teach the full range of ICT, are the chief factors as to why ICT is unsatisfactory today. The majority of pupils make unsatisfactory progress throughout the school and are not learning as well as they should because they are not given sufficient opportunities to experience the full range of activities set out in the programmes of study of the National Curriculum. Standards are unsatisfactory at the end of Key Stage 1 and poor by the end of Key Stage 2. The

school is aware of these weaknesses and ICT has been identified as a key area in the school development plan.

122. Pupils at Key Stage 1 currently have only limited access to computers, with most classes having only one machine, often of poor quality. The school is aware of this weakness and is in the process of equipping each class in the key stage with a suitable machine. An additional problem is the lack of sufficient appropriate software to support pupils in their work across the curriculum. ICT skills are weak and pupils get insufficient time using a computer to develop the necessary confidence and capability. Some pupils in a Year 1 class made suitable use of a CD ROM in a literacy lesson to retell the story of “the three little pigs”, whilst pupils in Year 2 used a graphics program to produce simple pictures of flowers based on the art of Georgia O’Keefe. However, pupils are generally given insufficient opportunities to apply their limited skills across the curriculum.
123. The quality and quantity of resources is slightly better at Key Stage 2, where a suite of computers has been established in a separate teaching room. However, not all teachers feel sufficiently confident to take their pupils into the ICT suite and the quality of the provision varies widely from year to year and class to class. Pupils in a Year 3 class completed a range of very low level activities, chiefly simple games, linked to their work in literacy and, even though very little knowledge of computers was required to complete these tasks, pupils learning quickly stalled and they lost interest. Pupils have few problem solving strategies when using computers and generally adopt a “press any key” approach, to little or no effect.
124. Higher achieving pupils in one Year 5 class are able to use their ICT skills to find information stored on an interactive encyclopaedia, using straightforward lines of enquiry to save text and pictures from screen and copy them into their own documents. Pupils in a Year 6 class can make some use of a data base program to display and print information on rivers, but are generally unable to manipulate this data to any particular purpose. Most pupils in Year 6 have done some basic word processing, but many have little or no experience of other elements of the subject.
125. In the limited number of lessons seen during the inspection, the quality of teaching was at least satisfactory. However, since ICT is not being taught in some classes because staff have insufficient subject confidence and expertise, and most of the required programmes of study have not been taught at all, the overall quality of teaching is, at best, unsatisfactory. This is not such a good standard of teaching as that found in the previous inspection, when teaching was judged to be sound. The school is aware of these weaknesses in subject knowledge and training for all staff is already scheduled.
126. The curriculum for ICT is unsatisfactory as it lacks breadth and balance, and most pupils have been given little or no experience of data handling, control technology or modelling, for example. The school has recently adopted a suitable scheme of work, from which it is selecting appropriate areas for study. The school does not discriminate against pupils in its provision by gender, ethnicity or social circumstance, but the equality of this access is unsatisfactory as pupils in some classes are denied even the limited opportunities made available to some of their peers.
127. The use of ICT across the curriculum is poor, and although there are limited applications in English, art and DT, most pupils are given insufficient opportunities to apply their limited skills in most subjects. The school has no effective procedures for assessing the attainment and progress of individual pupils and no way of knowing whether the work is appropriately matched to their individual needs.
128. The subject co-ordinator has good subject knowledge and has an accurate understanding of the weaknesses that exist in the subject and the strategies that need to be adopted to rectify them. However, since she has been given no opportunities to monitor quality and standards throughout the school and is unaware about much of the work completed in the Key Stage 1 building, the

overall quality of the management is unsatisfactory. The use of resources is poor since the ICT suite is unused for much of the time. Pupils at Key Stage 1 are given no opportunities to use the ICT suite in the Key Stage 2 building and are not developing an appropriate range of ICT skills.

## MUSIC

129. The attainment of pupils, of all abilities, is in line with the average levels expected nationally by the end of both key stages. This judgement shows that there has been a satisfactory maintenance of standards at Key Stage 1 and some improvement at Key Stage 2 since the previous inspection.
130. At Key Stage 1, from the small amount of lessons observed, pupils, including those with special educational needs, are learning to sing adequately. However, their repertoire of hymns and songs is not as extensive as is usually found and they do not practise their skills regularly in assemblies. They are able to follow a rhythm effectively and know how to adapt to musical signals appropriately. A very large number of pupils belong to the "Fun Size" choir which practises in school time, and provides a broader experience of different songs, which are generally sung well.
131. At Key Stage 2, pupils knowledge of hymns improves and satisfactory progress is generally made in singing, although there is some evidence that not all pupils extend their repertoire of general songs sufficiently. In one class, pupils are learning efficiently to internalise a tune and hold it firmly in their heads while performing silent actions. A significant contribution is made to pupil's skills through the "King Size" voluntary choir. In this, pupils are successful in learning to control sounds through good breathing, correct intonation and expression of feeling.
132. All pupils, throughout the school, have some chance to hear quality music, for example Vivaldi at assembly time. Most of them also have regular opportunities to perform musically before an outside audience. These occasions add significantly to the musical culture of the school. In addition, many pupils benefit from the range of extra-curricular activities organised, such as the recorder and ocarina groups.
133. The quality of teaching is satisfactory overall and sometimes good, particularly when there is specialist teaching. In lessons observed, pupils are moved along at a satisfactory rate as they are introduced to new material or productively practise the old. Explanations are clear and pupils are enabled to understand what is required of them and gradually improve their knowledge. However, teachers' subject knowledge and skills are very variable throughout the school. This results in some unevenness in provision, as not all teachers have got to grips with the school's new curriculum demands. Planning is not yet of a consistent quality across the classes. Pupils' attitudes to music are generally positive. Most enjoy singing and there is evidence that some benefit markedly from the opportunities they have to perform in public with others. Some, however, lack confidence when doing so in lessons, especially when previous experiences have been limited.
134. The co-ordinator has a clear view of strength and weaknesses in the subject. She gives a strong lead to developing the music curriculum through her own good practice. She has yet to take a rigorous approach to monitoring the quality of teaching and learning, and the standards being achieved throughout the school.

## PHYSICAL EDUCATION

135. By the end of Key Stage 1, when pupils are seven-years-old, standards in PE are in line with expectations and pupils are making satisfactory progress. This is similar to the findings of the 1995 inspection when PE was last reported. At the end of Key Stage 2, standards are below the expected level and pupils' learning is unsatisfactory. The last inspection found that most pupils

achieved national expectation, although there were shortcomings in important areas. There has been no improvement, and standards are judged to be worse than they were.

136. In Year 1, pupils can warm up to music by running and stretching and demonstrate building activities such as climbing, pulling and hammering. They find it difficult, though, to remember what they are supposed to do without constant reminders from the teacher. Pupils in Year 2, work well in pairs, listen carefully to instructions and understand the effect activity has on their heart rate. They are developing their skills in catching and throwing balls. They have problems in concentration, and are frequently fussy and rely heavily on their teachers to organise them.
137. In Key Stage 2, although there is a clear and detailed scheme of work covering all the required PE curriculum, little evidence was seen during the inspection as to what pupils could achieve. Few showed spatial awareness during often perfunctory warm ups, although they knew a few stretching exercises. Pupils in Year 3 were not always able to catch a sponge ball or throw it accurately to a partner. Most could roll one a few feet along the floor to a partner. A majority of pupils in Year 4 can devise a simple travelling movement, including jumping and hopping, and enjoyed demonstrating to each other. Pupils in Year 5 were observed to transfer a ball to a partner, but were less successful at blocking or passing. In Year 6, one class of pupils showed good skills in their practice of invasion games skills, being able to use several basketball and volleyball moves. Other Year 6 pupils had considerable difficulty in developing any skills because of their lack of concentration and attention. For many pupils at Key Stage 2, including those with special educational needs, learning is slow or non-existent and their behaviour unsatisfactory or poor. This is as a direct result of unsatisfactory teaching.
138. The quality of teaching and learning in Key Stage 1 is generally satisfactory. The teachers work hard to develop pupil concentration and ability to sustain attention and interest. Pupils' learning is very dependent on adult instruction as they show little independence or initiative. Teachers show good class management skills, instruct clearly but do not always take opportunities to improve skills. Teaching in Key Stage 2 ranged from a significant number of unsatisfactory lessons to one good one. Teaching is unsatisfactory overall. Most lessons started late, sometimes up to 15 minutes after the timetabled start, and consequently no lessons had more than 25 minutes activity and most had less. In unsatisfactory lessons, teachers showed limited subject knowledge or awareness of what pupils can achieve. Much instruction was delivered to an accompaniment of pupil banter, conversation, undirected movement around the hall and general inattention, which usually went unchecked. Some activities were excessively noisy and boisterous, with possible safety hazards, and some pupils wore inappropriate footwear that means they can't be sure-footed. As a consequence little learning took place. Although teachers occasionally questioned pupils, there were no observed opportunities for pupils to comment on their skills and techniques or those of others. In one good lesson observed in Year 6, the teacher had good class management skills and subject knowledge, clear lesson objectives and good expectations of what his pupils could achieve. The lesson was pacy and active for pupils, who were able to develop their skills.
139. The school has recognised its problems in PE, and is actively pursuing improvement. Leadership of the subjects is currently unsatisfactory since no-one has been allocated a clear role and remit to ensure that the quality of teaching and learning improves quickly. The co-ordination of PE is currently a shared responsibility and one of the co-ordinators, a PE specialist has been absent for some time. There is commitment to improvement from the present co-ordinator, but she requires further training to support her leadership role. She has already taken several initiatives, especially in extra-curricular activities such as cross country running and football. She is actively seeking parental support of their pupils, which has been limited in the past. She is enthusiastic and looking forward to the challenge of improving PE in the school.

## RELIGIOUS EDUCATION

140. There has been some improvement since the last inspection, though more development of religious education remains to be done. There is still little use of discussion or drama. Contacts with representatives of different faiths and visits to places of worship other than Christian churches are insufficient. Religious education is taught regularly throughout the school and no pupils are withdrawn. At present, teachers are adapting the requirements of the local Agreed Syllabus to the materials and guidance provided nationally. Through the worthwhile experiences observed in most lessons pupils are making satisfactory progress in their religious knowledge and understanding. The choice of topics covered is making a secure contribution to pupils' spiritual development.
141. The standards pupils attain at the end of Key Stage 1 are slightly above the expectations for seven-year-olds as set out in the locally agreed syllabus. Pupils make good progress in their knowledge about, and understanding, of religious education. Three good lessons were seen in Years 1 and 2, all relating to a recent visit pupils had made to the local Anglican church. They had clearly enjoyed the visit and had learnt to recognise parts of the church and, to some extent, their uses. They were alert and interested, had good recall of the building and were keen to review and talk about the experience. They knew the terms *altar*, *pulpit*, *candle*, *font* and *cross*. They had met and talked to the minister, who knows the school and pupils well as a governor. Good links were made in these lessons between religious education and their work in art and literacy. They were working on a class album of labelled drawings and photographs as a follow-up to their visit.
142. A useful connection was also made between this visit and an assembly held in the same week, which returned to the theme of the church building and developed it when all Key Stage 1 classes came together.
143. At the end of Key Stage 2, pupils attain standards that are broadly in line with the expectations for eleven-year-olds as set out in the locally agreed syllabus. Pupils make sound progress in their knowledge about Christianity. They are also being helped with developing a good set of principles to live by through the moral teaching promoted in religious education. Lessons. The choice of stories in assemblies often has a religious theme that usefully helps to reinforce pupils' knowledge and understanding.
144. Teaching quality is good at Key Stage 1 and satisfactory overall at Key Stage 2. Since September the school has taken on board the requirements of Curriculum 2000 and adjusted what is to be taught accordingly. Teachers' planning identifies appropriate coverage of a range of major world faiths over the course of a year. There is currently insufficient evidence in pupils' books that the teaching of religions other than Christianity has been adequately covered so far.. For example, some Year 6 pupils, when asked what other religions they had learnt about, said "Judaism and Islam". They could remember very little of what they had learned, however. They were unable to name the places of worship for either faith, or the sacred books. Lessons observed in three different years in Key Stage 2, showed that work on Christianity was continuing, though with less consistently successful outcomes than were seen with the younger pupils. In all three years the theme was knowledge of the Bible. One lesson began well enough with pupils singing the Lord's prayer whilst sitting on the carpet. The teacher captured pupils' interest with a clear introduction to the theme of prayer. Back at their desks pupils then read extracts from the Bible as preparation for individual work on the meaning of prayer. As the lesson progressed restless behaviour and the teacher's ineffective behaviour management, resulted in the lesson failing to hold pupils' attention and insufficient learning taking place. Another, well planned and successful dealt with the story of the Good Samaritan and its moral lesson and pupils made clear gains in their understanding of the key elements. In the third, the lesson was appropriately focused on Lent. Most pupils showed by their responses that they were well informed about Jesus' sojourn in the desert, his temptation and his preparation for death. They showed some good knowledge of the events of Easter, talking animatedly about processions, though few were able to recall *Palm Sunday* when asked about this. Very good relationships in the class supported positively the secure attainment that resulted.

145. These examples show that some good work is being done to give pupils' good knowledge and understanding of Christian faith, traditions and places of worship. There is less evidence of planned progression or the development of a more reflective approach to religious issues among older pupils.
146. The subject co-ordinator has good subject knowledge and is confident in his role. He has clear insights into action is required to improve the subject. So far he has had no opportunity to observe the quality of teaching and learning in RE throughout the school. The school policy document gives as one of the aims for R.E. at Woodstock "to help the children develop an understanding of the main religions of the world, especially those that are represented in Leicester". Although Leicester offers many possibilities, no representatives of other faiths have as yet been invited to talk to pupils, and no recent visits have been made to places of worship other than Christian churches. Although work in religious education has a sound basis, more needs to be done if pupils are to improve their learning in the subject.