



Woodstock Primary School

Inspection Report

Unique Reference Number 120053
Local Authority Leicester City
Inspection number 291613
Inspection dates 28–29 November 2006
Reporting inspector Timothy Bristow HMI

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

Type of school	Primary	School address	Hattern Avenue
School category	Community		Leicester
Age range of pupils	3–11		LE4 2GZ
Gender of pupils	Mixed	Telephone number	0116 2355825
Number on roll (school)	341	Fax number	0116 2368277
Appropriate authority	The governing body	Chair	Philip Watson
		Headteacher	Adam Squires
Date of previous school inspection	5 March 2001		

Age group	Inspection dates	Inspection number
3–11	28–29 November 2006	291613

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools, two Additional Inspectors and a Child Care Inspector.

Description of the school

Woodstock Primary School serves a disadvantaged area of Leicester. It is a larger than average primary school with a nursery. When children start school in Nursery, their attainment is well below expectations. Most of the pupils are White British. The proportion of pupils from minority ethnic groups or who have English as an additional language is higher than average. The number of pupils who are eligible for free school meals is higher than average as is the proportion of pupils with learning difficulties and disabilities. Significant numbers of pupils join the school after the start of compulsory education. The school provides an out of school club. The school has gained the Healthy School Award and the Artsmark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Inspectors agree with the school's view that Woodstock is providing an inadequate education for its pupils. In accordance with the Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a Notice to Improve and significant improvement is required in relation to the progress pupils make and the standards they achieve.

Pupils start school with limited skills and abilities. They get off to a sound start in the Foundation Stage because the provision is satisfactory. However, they make too little progress throughout Key Stages 1 and 2 and standards at the end of Year 6 are far too low. Although teaching is satisfactory too many lessons do not provide sufficient challenge and pupils do not make as much progress as they could. The resulting lack of basic skills means pupils are not well prepared for their future economic well-being. The school has made inadequate progress in raising standards in English, mathematics and science since the last inspection and currently provides unsatisfactory value for money.

The school is a happy, harmonious and friendly place where pupils learn to respect each other. Behaviour in school is good because it is well managed. Pupils come from a variety of different backgrounds and are successfully integrated into the school. Although attendance rates are still below the national average, they have risen considerably since the last inspection because of effective measures taken by the school. The care and guidance received by pupils with learning difficulties and disabilities, with English as an additional language and those who come new to the school are good. Systems have been introduced to track the progress of pupils, however, these are not used well enough to identify pupils' individual needs and eliminate underachievement. A consequence of this is that guidance to pupils about how to improve their work is inconsistent.

The school now has an established leadership team which has made some improvements in teaching and learning. Although satisfactory systems for monitoring and evaluating the school are in place, these are not clearly focused on the progress pupils make in their learning. Training to enable subject co-ordinators to be able to do this has begun but it has not yet had an impact across the school. The school has satisfactory capacity to make further improvements because it has demonstrated that measures taken to improve achievement have begun to impact on the progress of younger pupils.

What the school should do to improve further

- Make more effective use of information gathered through monitoring and evaluation activities to focus teaching on improving the progress made by all pupils.
- Provide further training and guidance for subject coordinators to enable them to be more effective in leading improvements and raising standards.

- Track pupils' progress relentlessly to ensure that underachievement is identified and addressed.
- Adopt a thorough and consistent approach to marking which provides pupils with clear guidance about how to improve their work.

Achievement and standards

Grade: 4

Pupils' achievement is inadequate and standards are exceptionally low. Although the school has improved provision this has not yet had sufficient impact on the achievement of pupils. Children start Nursery with levels of skills and understanding well below national expectations. They make satisfactory progress in the Foundation Stage, doing particularly well in developing socially and emotionally. By the time they enter Year 1, standards are still below expectations. Progress in Key Stage 1 is inadequate. Although national assessment results for 2006 are higher than 2005, there is still significant underachievement. Work seen in lessons and pupils' books indicates that too many pupils are not achieving as much as they could. Standards in reading, writing and mathematics at the end of Year 2 are below national averages.

National test results, as well as the school's own assessment data and pupils' work, show that pupils do not make enough progress in Years 3 to 6. The school sets realistic targets for Year 6 pupils based on prior attainment, but these were not met in 2006 when results of national tests were exceptionally low in English, mathematics and science. In 2006, national assessment results for Year 6 indicate that the achievement of pupils with English as an additional language and those with learning difficulties and disabilities was in line with local authority averages.

Personal development and well-being

Grade: 3

Personal development and well-being are satisfactory with some good features. Pupils' spiritual, moral, social and cultural development is good. Visits to different places of worship and celebrations of festivals such as Diwali and Eid are improving pupils' understanding of each other's cultures. A residential visit for Year 6 and other responsibilities within the school, such as peer mentoring, enhance pupils' social skills. Pupils are proud to be members of the school council and have been successful in bringing about improvements, for example providing a variety of equipment for the playground. There are good relationships amongst everyone in school. Pupils' attitudes to learning are good. They enjoy lessons, especially those involving practical activities. Where lessons lack appropriate challenge, pupils lose concentration. The pupils' good understanding of how to maintain a healthy lifestyle has been recognised in their achievement of the Health Mark.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Monitoring and evaluation of teachers by school leaders have helped to raise expectations of what pupils can achieve, which has led to improvements in teaching. Although some good teaching was seen during the inspection, this has not had time to eliminate the widespread underachievement of pupils. Assessment is not used well enough to match activities precisely to pupils' individual needs. This results in insufficient challenge for many pupils and their progress is often too slow. Although pupils work hard they are not always able to develop their independence because activities are too prescriptive. Pupils make the best progress when lessons are clearly focused and when teachers make good use of questioning to assess learning. Where this happens activities are well matched to the pupils' individual needs.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Although all requirements are covered, it does not always build effectively on previous learning and slows the progress that pupils are able to make. There are good opportunities for pupils to take part in physical activity and effective use is made of a specialist PE teacher throughout the school. The school's broad curriculum is enriched by a number of partnerships, including the Eco-management and audit scheme and the Space for Sports and Arts initiative. The Sure Start partnership has helped children to make a satisfactory start in Nursery. Pupils in Key stage 2 benefit from a small range of out-of-school activities.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Pupils feel safe and are confident they can approach an adult if they have a problem. A learning mentor provides effective support for pupils who find behaviour difficult. The support provided for those pupils for whom English is an additional language and those with learning difficulties is good. The teaching assistants work closely with the class teachers to enable these pupils to make satisfactory progress. Robust procedures are in place for child protection and risk assessments are regularly carried out within the school and for all visits the pupils make. Although pupils have targets, these are not used consistently and some pupils do not understand what they mean. Work is not always marked and pupils do not receive sufficient guidance about how to make their work better.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has successfully led the school through a period of turbulence which had detrimentally affected the achievement of pupils. He now leads a team who are committed to enriching the lives of pupils. The headteacher has accurately assessed the school's performance and identified areas for improvement. This has led to some improvements in teaching. However, the achievement of pupils remains inadequate because monitoring and evaluation are not clearly focused on pupil progress. Monitoring by subject leaders is limited and the school recognizes that there is room for improvement. Teachers are starting to use recently introduced tracking systems to identify pupils' needs and progress is beginning to improve. However, this is not happening quickly enough for all pupils. The management of pupils with learning difficulties and disabilities is good. Governance is satisfactory. Although governors are very supportive and have a good overview of the school, they are not holding it to account with sufficient rigor. The school works hard to involve parents.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

Text from letter to pupils explaining the findings of the inspection

Thank you for the help you gave us when we visited your school. We felt very welcome at Woodstock Primary School. If you remember, we came to look at all the work that you were doing and to talk to you and your teachers. We enjoyed meeting you and thought you were very friendly and well behaved. You like school and try hard to do your best in lessons. You are helpful and kind to each other. We agree that you feel safe in school and that an adult will always step in to help you if needed. Interesting activities are organised for you to take part in and you are learning to become fit and healthy. Your teachers have provided you with a caring school.

We also think there are some things that the school could do better:

- Teach you to learn more quickly, especially in English and mathematics.
- Give you more advice about how you can improve your work.
- Make sure that your work is not too hard or too easy so that your lessons become more interesting.
- Give teachers some advice about how to teach you to learn more quickly.

Inspectors will be visiting again to see how the school is dealing with these things. We are sure you can do really well if you receive this help.

Please remember to come to school every day and carry on enjoying your work.