

Woodstock Primary School

Inspection report

Unique Reference Number	120053
Local Authority	Leicester City
Inspection number	313492
Inspection dates	20–21 February 2008
Reporting inspector	John Eadie

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	307
Appropriate authority	The governing body
Chair	Philip Watson
Headteacher	Adam Squires
Date of previous school inspection	28 November 2006
School address	Hattern Avenue Leicester LE4 2GZ
Telephone number	0116 2355825
Fax number	0116 2368277

Age group	3–11
Inspection dates	20–21 February 2008
Inspection number	313492

© Crown copyright 2008

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 three Additional Inspectors.

Description of the school

Woodstock is a larger than average sized primary school set in a disadvantaged area towards the edge of the city. Most of the pupils are White British and there are increasing numbers from a range of ethnic minorities. There is a higher than average proportion of pupils who have English as an additional language and the majority of these pupils are at early stages of learning English. The number of pupils with learning difficulties and/or disabilities is also significantly higher than one would expect to find in a school of this size. Considerably higher numbers of pupils than usual join or leave the school other than at the normal times of joining or leaving.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school has come through a difficult period and is improving and now providing a satisfactory education for its pupils. In accordance with section 13(5) of the Education Act 2005, HMCI is of the opinion that the school no longer requires significant improvement.

The most important improvement in recent months has been accelerated pupils' progress and, although the standards pupils reach are still low, their achievement is now satisfactory. Children make a sound start in the Nursery and Reception classes and provision in these classes has also improved. The key reason for pupils' better progress through the school is improved teaching. The proportion of good teaching has risen and continues to increase due to a number of strategies that the school has put in place. However, teaching is not consistent and good practice is not shared often enough. A particular area for improvement is that introductions for lessons are sometimes too long, so pupils, particularly the more able who have already understood the task ahead, begin to lose interest. The curriculum is starting to develop. It has been adapted to meet the needs of pupils and links between subjects are beginning to be made to increase its relevance. Satisfactory support is given to pupils with learning difficulties and/or disabilities and they make the same progress as their classmates.

Leadership and management is another area of improvement. Leaders now have a clear picture of the improvements needed and have put in place good systems to address weaknesses. These are clearly beginning to have an impact in the key area of pupils' progress. Good support has been provided by the local authority and particularly by a consultant headteacher. They have ensured that subject leaders for English and mathematics have the necessary skills to monitor and evaluate standards in their subjects and these leaders are now driving improvements effectively.

Pupils are developing into friendly and polite young people. A notable feature of their personal development is that they are keen to work and be involved in lessons. They are also keen to take on responsibilities, although there are few opportunities for this. For example, although there is a school council, the pupils say that they have not had many opportunities to make improvements in the school. The majority of pupils behave well and, although there are some pupils who find it difficult to get on with others, there are good systems to ensure that they do not disrupt lessons. The nurture group carries out good work in this respect in Years 1 and 2, but there is no similar provision for Years 3 to 6. Pupils who join further up the school, often with little English, are supported well and are quickly able to join in lessons. Attendance is still below average and the school recognises that further effort is required to improve this.

All adults care well for pupils but formal records are not always as thorough as they might be. Systems for academic support and guidance are good, although they are not always used effectively. For example, although the school has clear guidelines for setting targets for pupils to improve their work, these are not used in all classes. The best practice is seen in some classes where there are very clear targets displayed for pupils to see how to move on to the next stage in learning. However, in some classes, pupils have more general targets and are not clear about how they can improve their work. Teachers' marking usually gives pupils indications of what they need to do to improve, but this is another area of inconsistency.

Bearing in mind the progress made and the teamwork ethic evident in the school, the school is soundly placed to continue on its upward path. It recognises the hard work that lies ahead, but systems are in place to continue the improvements.

Effectiveness of the Foundation Stage

Grade: 3

The Foundation Stage gives children a satisfactory start to their education. Children have skills and knowledge that are well below the expected levels when they enter the school, particularly in their development of language. By the time they leave the Reception class, they are still below expectations in communication, language and literacy but are approaching expected levels in other areas of development. This improvement since the last inspection is the result of planning activities that meet children's needs and engage their interests. In particular, staff now focus on the development of literacy and children are encouraged to speak about their experiences. The newly equipped outside area is used well both for play and for learning specific skills. All staff work well with groups of children to encourage learning. However, assessments of children's gains in learning are not recorded thoroughly enough for teachers to know what they need to learn next.

What the school should do to improve further

- Raise standards by shortening the introductions of lessons and ensuring that all pupils, particularly the more able, are set to work on their tasks quicker.
- Ensure that all target setting and marking always help pupils to know exactly what it is that they need to do to take that next step in learning.
- Improve the quality of teaching by providing more opportunities for the good practice seen in some lessons to be shared.
- Work together with the education welfare officer and parents to improve attendance.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement has improved since the last inspection and is now satisfactory. Pupils' progress has accelerated well, although there is still ground to catch up and standards remain low. Standards and progress in mathematics are lagging a little behind those in English as there are more gaps to fill from the legacy of previous underachievement. The school has been aiming to improve literacy skills. For example, a group is planned to come into school to work on adventure stories, which will appeal to boys. A key reason for the improved progress is that assessment is now better used to identify potential underachievers. Effective interventions have been put in place for these pupils and the success of these groups is evident in the data that the school is now collecting assiduously. The progress of pupils who join the school with little English is checked carefully and these pupils are supported well so that they quickly join in lessons. Pupils with learning difficulties and/or disabilities have clear plans made for their progress and they make the same progress as their classmates.

Personal development and well-being

Grade: 3

Pupils' spiritual, moral, social and cultural development is satisfactory. Attendance has improved, although it remains below average. A small number of pupils and parents expressed concern that a minority of pupils do not behave appropriately. However, there are systems in place to

limit the effects of challenging behaviour. These have reduced the number of exclusions and most pupils now behave well. In the nurture group, pupils develop social skills which enable them to be successful learners.

Pupils know how to lead healthy lives. They eat healthily in the canteen and would take regular exercise if there were more opportunities to do so in after school sports clubs. Pupils are keen to take responsibility, but opportunities to do so are limited. They fund raise keenly and older pupils enjoy helping younger pupils with their reading. School council members take their responsibilities seriously, but they are not as influential as they would like to be. Pupils say they feel safe in school, that bullying is relatively rare, and they have someone to turn to if it happens. There is some racist name calling and the school takes this issue seriously. Pupils' achievement in English, mathematics and information and communication technology, combined with positive attitudes to learning, give pupils a satisfactory grounding for their future.

Quality of provision

Teaching and learning

Grade: 3

There are a number of strengths in teaching. Teachers know their pupils well, planning is generally detailed, and work is matched well to the abilities of the pupils. Many lessons are interesting and enjoyable. Progress is sometimes limited by the time spent sitting on the carpet during overlong introductions to lessons. Pupils say that teachers let them 'work in the way that suits them best' and this helps them learn more easily. Teachers are supportive of pupils and use praise effectively to develop their confidence. Pupils value the rewards offered and work hard to achieve them. Teachers use interactive whiteboards well to capture pupils' interest and involve them effectively in their learning. Learning walls in classrooms are helping to create a more interesting and colourful learning environment which is appreciated by the pupils. Teaching assistants provide effective support for pupils with learning difficulties and/or disabilities.

Curriculum and other activities

Grade: 3

The curriculum meets statutory requirements and French is being phased in at Years 3 and 4. Staff are working effectively to improve standards in literacy and numeracy by reinforcing these subjects in other areas of the curriculum. Personal, social and health education is covered thoroughly, with good emphasis on health education which helps the pupils' personal development. The integration of subjects into topics is planned efficiently to make learning meaningful. Although the school is well provided with resources for extra-curricular activities, there are few after school clubs. As a consequence there is no involvement of pupils below Year 3 and there are too few opportunities for all pupils to take exercise. Pupils' learning is enhanced by visits, which are available for all year groups, and a good number of visitors.

Care, guidance and support

Grade: 3

The school provides a supportive and caring ethos in which pupils say they generally feel safe. They know what to do if bullying happens and say teachers mostly deal with it effectively. Measures for keeping pupils safe meet statutory requirements, Support for pupils with learning difficulties and/or disabilities is satisfactory. Individual education plans (IEPs) are well written,

but not all teachers thoroughly monitor progress towards achieving the targets. Parents are not as fully involved in IEP reviews as they could be.

Pupils have learning targets in English and mathematics and know how well they are doing and what to aim for. However, not all teachers tell them how to move up to the next level. Good induction and transition procedures help pupils joining in all year groups settle quickly and ensure older pupils feel confident to move on to secondary school.

Leadership and management

Grade: 3

The improvements in leadership and management since the previous inspection have been largely instrumental in the acceleration of pupils' progress. Leaders now have a clearer picture of the school and much improved systems of assessment are enabling teachers to match work more effectively to pupils' needs. The support of the local authority, and particularly a consultant headteacher, has been effective in aiding these improvements. Leaders at all levels are now beginning to take the reins themselves and drive developments.

Monitoring and evaluation procedures have been tightened appreciably and this is why leaders and managers now know the strengths and weaknesses of the school. Governors are playing an increasing role in this process and are providing sound support and challenge for leaders.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
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	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	4
The behaviour of learners	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	3

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.

Annex A

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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?	No

Text from letter to pupils explaining the findings of the inspection

22 February 2008

Dear Pupils

Inspection of Woodstock Primary School, Leicester LE4 2GZ

Thank you so much for the welcome that you gave to us when we visited your school recently. We very much enjoyed speaking to you and hearing all you had to tell us. You will know that your school was not doing very well when it was last inspected in November 2006. You will be pleased to hear that it has improved and is now giving you a satisfactory education.

The most important improvement is that your progress is much better, although the standards you are reaching are still well below where they should be. The key reason for your faster progress is that teaching is better and now has many good features. Some of you told us how much your teachers help you to improve your work. Another important reason that is helping you to make better progress is that your headteacher and other teachers have developed good systems to measure how much you know and understand and this is helping them tell you what you need to learn next. All adults look after you well and you are developing into friendly and polite young people who work hard.

- There are some important things that still need improving. These are the ones we have told your headteacher and teachers to work on to help you reach higher standards:
- the introductions to your lessons are sometimes too long and you could be getting on with your work more quickly
- your teachers are not yet always telling you what you need to learn next and their marking does not always help you to improve your work
- there is some really good teaching in your school and we have suggested that other teachers should have an opportunity to watch some of these lessons
- some of you do not come to school regularly enough and so are not making the progress that you could.

I am sure that you will keep working hard to try to raise the standards of your work, particularly in English and maths, and helping your headteacher and teachers to make your school better.

Best wishes. Yours sincerely

John D Eadie Lead inspector

Annex B

22 February 2008

Dear Pupils

Inspection of Woodstock Primary School, Leicester LE4 2GZ

Thank you so much for the welcome that you gave to us when we visited your school recently. We very much enjoyed speaking to you and hearing all you had to tell us. You will know that your school was not doing very well when it was last inspected in November 2006. You will be pleased to hear that it has improved and is now giving you a satisfactory education.

The most important improvement is that your progress is much better, although the standards you are reaching are still well below where they should be. The key reason for your faster progress is that teaching is better and now has many good features. Some of you told us how much your teachers help you to improve your work. Another important reason that is helping you to make better progress is that your headteacher and other teachers have developed good systems to measure how much you know and understand and this is helping them tell you what you need to learn next. All adults look after you well and you are developing into friendly and polite young people who work hard.

There are some important things that still need improving. These are the ones we have told your headteacher and teachers to work on to help you reach higher standards:

- the introductions to your lessons are sometimes too long and you could be getting on with your work more quickly
- your teachers are not yet always telling you what you need to learn next and their marking does not always help you to improve your work
- there is some really good teaching in your school and we have suggested that other teachers should have an opportunity to watch some of these lessons
- some of you do not come to school regularly enough and so are not making the progress that you could.

I am sure that you will keep working hard to try to raise the standards of your work, particularly in English and maths, and helping your headteacher and teachers to make your school better.

Best wishes.
Yours sincerely

John D Eadie
Lead inspector