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27 June 2008

Mrs June Kershaw
The Headteacher
Woodcot Primary School
Tukes Avenue
Bridgemark
Gosport
PO13 0SG

Dear Mrs Kershaw

SPECIAL MEASURES: MONITORING INSPECTION OF WOODCOT PRIMARY SCHOOL

Following my visit to your school on 18 and 19 June 2008, I write on behalf of Her Majesty's Chief Inspector to confirm the inspection findings.

The visit was the second monitoring inspection since the school became subject to special measures in September 2007. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – satisfactory

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of governors and the Director of Children Services for Hampshire.

Yours sincerely

John Seal
H M Inspector

SPECIAL MEASURES: MONITORING OF WOODCOT PRIMARY SCHOOL

Report from the second monitoring inspection: 18 and 19 June 2008

Evidence

The inspector observed the school's work, scrutinised documents and met with pupils, staff, a governor representative, the school improvement partner (SIP) and a representative from the local authority (LA).

Context

Since the last monitoring visit, the school has extended the senior leadership team to include staff with responsibilities for the leadership and management of the Key Stages, literacy, numeracy and science. There has been a recent change in the Chair of the governing body.

Achievement and standards

The results for the 2008 Key Stage 2 national tests in English, mathematics and science have not yet been received by the school. The school's own assessment information suggests that results will be an improvement on 2007 but still below the national average.

Pupils' standards of attainment at the end of Key Stage 1 are better than 2007 in mathematics but lower overall in reading and writing, with girls' results being better than boys. Because of the small group of pupils in the year group, assessment results are liable to change year on year, but this year more pupils attained higher levels across the core subjects.

The work seen in classes and the school's own data suggests that more pupils make at least satisfactory progress in most year groups and good progress in the Foundation Stage. This is a more consistent picture, but the rate of progress is not fast enough to enable all those pupils who are capable of doing so, to reach the standards expected for their age. The progress of pupils with learning difficulties and/or disabilities is not rigorously monitored or analysed. As a consequence, although there is suitable provision it is not clear how effective it is.

Personal development and well-being

Pupils continue to behave well and are very positive about their school and lessons. Pupils' enjoyment is good because they are being challenged and interested in a higher proportion of lessons. Pupils' economic well-being is improving because of their good social skills and improving progress in English and mathematics.

Quality of provision

Since the last visit, the proportion of good teaching is much higher. Senior management's monitoring is regular, accurate and provides teachers with effective

feedback for areas of improvement. Many more lessons are well planned, resourced and match the needs of most pupils. Interesting, and practical activities effectively support pupils in their learning. Most teachers use information about pupils' academic standards well to plan lessons, track their progress and set challenging targets. Lesson planning overall is good but there is not always enough detail about the expected standards of attainment or amount of progress that needs to be made.

There is still a small but significant proportion of teaching which is generally satisfactory. Many pupils need to make speedy and sustained progress, but in these lessons, teachers do not provide the more able pupils with suitably challenging activities nor engage those pupils with learning difficulties or disabilities with appropriately practical activities that meet their needs. When this happens, pupils' progress slows down and some become restless, lose interest or their concentration.

The curriculum continues to develop well. There are a wide range of practical activities in many classes which motivate and interest pupils. A good example is the Key Stage 1 visit to a local country park. This was used well in a lesson the next day to promote pupils' enjoyment and excitement, and motivate them to improve their writing. In Key Stage 2, an older pupil said, 'We realised that the murder mystery lesson was helping us to write better'.

The school's atmosphere is very positive and parental feedback from a recent questionnaire indicates a high level of satisfaction with what the school is setting out to accomplish. Target setting is more effective with many pupils benefiting from the regular reviewing of their group and individual targets in books, target sheets and informal discussions with their teachers. A pupil stated that, 'My targets help me learn more now'.

Leadership and management

The recently established leadership team is improving the school's capacity to improve. A consequence of this is that there are more teachers able to support the school's drive for improvement. The team has a clear view of what the school needs to do next. The headteacher and deputy have established clear expectations regarding the need to improve the rate of pupils' progress and to raise standards of attainment in English, mathematics and science. There are suitable systems in place which have improved the monitoring of the quality of teaching and its impact on pupils' progress. However, there is not sufficient formality or detail in these systems to enable the school to evaluate the impact of provision on different groups of pupils across the school. The governing body is becoming more involved in the school's improvement but there is a lack of clarity and understanding amongst some governors about how they should carry out their roles and responsibilities. This has served to unnecessarily slow the school's rate of improvement.

Progress on the areas for improvement identified by the inspection in September 2007:

- Improve the pupils' achievement, particularly in English and mathematics, by raising teachers expectations – satisfactory
- Improve the use of tracking and assessment to set more challenging work – satisfactory

- Improve the quality and rigour of monitoring and evaluation at all levels so that improvement is more rapid and sustained – satisfactory
- Ensure the curriculum meets the needs of all groups of pupils particularly in English and mathematics – satisfactory

External support

The school continues to receive effective support from the LA. The District Manager is aware of the school's strengths and weaknesses and provides suitable support and challenge to the leadership of the school including the governing body. An Advisory Headteacher has been usefully deployed to support the development of the leadership team. Consultants for English and mathematics have worked well with key staff to improve the quality of teaching. The governors have received appropriate on-going training and support during their meetings. The SIP has worked closely with the headteacher on performance management.

Priorities for further improvement

- Improve the communication and understanding between the governing body and the school professionals to ensure a higher proportion of good teaching in all classes.